

Title: Teachers' and Learners' awareness of and psychological disposition towards Communicative Language Teaching (CLT) in Bangladesh.

A dissertation submitted in partial fulfillment of the requirement for the Masters of Arts in English.

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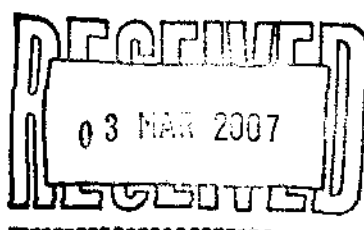
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Abstract

The topic for this study is Teachers' and Learners' awareness of and psychological disposition towards Communicative Language Teaching (CLT) in Bangladesh.

Positive and negative attitude towards a pedagogic approach is an important variable to measure its effectiveness in a particular context. In this research paper, I try to argue for the importance of teachers' and learners' positive attitude towards an approach to teaching and learning and survey the Bangladeshi learners' and teachers' attitude towards Communicative Language Teaching.

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. The work of the council of Europe, the writings of Wilkins, Widowson, Candlin, Christopher Brumfit, Keith Johnson, William Littlewood and other British applied linguistics on the theoretical basis for a communicative or functional approach to language teaching; the rapid application of these ideas by textbook writers; and the equally rapid application and acceptance of these new principles by British language teaching specialists, curriculum development centers, and even governments gave prominence nationally and internationally to what came to be referred to as the Communicative Approach, or Simply Communicative Language Teaching.

Communicative Language Teaching has been the most widely used approach to English teaching and learning over the last 3/4 decades in the world. In Bangladesh also, it is being recommended as an ideal approach. In many contexts, however, this approach does not seem to work as it is now seen from many research works published from many countries of the world. There are many constraints in the teaching-learning situation such

as the beliefs and attitudes, teaching materials, classroom and institutional realities. These are not favorable, and hence it fails to produce the expected results in many contexts.

In Bangladesh, over the last 16 years or so, CLT has been proposed as the best solution to our ELT problems. Teachers are being trained, textbooks are being written to implement it. Seminars and symposiums are being held to create a positive attitude for it. But unless there is a positive attitude towards it, its effectiveness will remain a far cry. This study, therefore, tries to share this psychological disposition, the learners' and teachers' attitude towards CLT through an empirical survey.

The communicative approach in language teaching starts from a theory of language as communication. It has various objectives. The main objective of CLT is to use language as a means of expression. Although, psychological factors such as learners' attitude and motivations have been given as considerable importance in language teaching and learning research, variables which are largely socio-cultural in nature and include such features as learners' experience of previous language learning, their beliefs and expectations about the process of what should happen, or what the teachers and learners should do in the class room have not yet been given due recognition in language teaching and learning programs except from academic discussion and research publications. Research in recent years shows that these are of paramount importance for learning and teaching of language.

So, this study argues and tries to find out and present teachers' and learners' attitude to CLT and their psychological disposition towards this approach.

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Chapter One

Introduction

1.1 Introduction:

When we communicate we use the language to accomplish some functions such as arguing, persuading or promising. Moreover, we carry out these functions within a social context. Since communication is a process, it is insufficient for students to simply have knowledge of target language forms, meanings and functions. Any methodology in English language education should be appropriate to the social context within which it is to be used. The scope is broad. The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s.

In the context of Bangladesh, socio-political history of Bangladesh, its geographic location, its position in the global community of the present time-all require that the country has to use English for its progress and prosperity. But the condition of English language education in this country is not all satisfactory. English is taught here as a compulsory subject from primary to degree level, but the competence the students achieve in it is very discouraging. From time to time syllabuses, textbooks and other teaching materials have been changed, but the overall output has remained the same. It is true that there are a number of reasons behind this disappointing picture of English Education in Bangladesh. It can not be denied that want of modern teaching aids and efficient English teachers, lack infrastructural facilities, unusual student teacher ratio, large class, insufficient class time, among others are, to a great extent, responsible for this miserable condition. But what must be specially mentioned about it is that many people consider the existing approach to English language teaching in Bangladesh as faulty and inadequate. To change the present ELT situation of Bangladesh, ELT is introduced to S.S.C and H.S.C levels. The purpose of CLT is to enable the students to achieve communicative competence so that they can use the language according to their necessity. But, however, its success will largely depend

on how much positive attitude teachers and learners have toward it. We should discuss about the learners' and teachers' attitude towards this new system. We should also focus on their psychological disposition.

1.2 ELT in Bangladesh:

1.2.1 Language Planning in Bangladesh:

Rubin defines language planning as "deliberate language change, that is, changes in the systems of a language code or speaking or both that are planned by an organization established for such purposes or given a mandate to fulfill such purpose". (Rubin 5)

According to him, language planning begins with identifying the problem, and then finding the best solution to it.

Pre-Independence scenario:

Before the independence of Bangladesh in 1971, the following scenario prevailed; Bangla was the language spoken at home and used in day-to-day transactions as well as in social settings. It was also the medium of instruction in Bangla medium schools. English was a compulsory subject at the secondary and higher secondary levels of education and the medium of instruction at the tertiary level. It was also the language employed in offices, Government, trade and the learned professions as well as the chief means of communication between the two wings of Pakistan.

1.2.2 Post-Independence state:

Prior to Bangladesh's independence, no definite language policy had been formulated because of the language differences of the two wings of Pakistan. When Bangladesh became independent it was but natural that Bangla, the language of 95% of the population be the national official language of the new state.

With the many problems facing the newly independent nation and the fact that linguistically it was a monolingual nation, a language policy with regard to English was in no one's agenda.

1974 Education Commission report:

1. Instruction through the medium of the national language is more readily intelligible to the pupils as it helps them develop their original thinking and imagination. We must, therefore, use Bangla as the medium of instruction at all level of education.
2. Bangla must be used as a compulsory language up to class 12.
3. Even after the introduction of Bangla as the medium of instruction at all levels of education, the necessity will remain for English to be learned as a second language. It is not necessary to learn any language other than Bangla up to class 5. From class 6 to class 12, however, a medium and developed foreign language must be learnt compulsorily.

(Bangladesh Education Commission Report 1974:15 quoted in Rahman 1999)

The Report was the first official document that defined the language teaching policy and made recommendations. However, through the report recognized the importance of English for higher studies; it did not put forward any recommendations for the teaching of English at the tertiary level on the ground that "It is unnecessary to make the study of any foreign language compulsory at the university level."

This resulted in a lack of definition of the medium of instruction in the national university. In some it was Bangla, in others English and in some a mix of the two was apparent.

This uncertain state of affairs led the Ministry of Education to set up an English Language Teaching Task Force to evaluate the state of English language teaching in Bangladesh and make recommendations to improve conditions of classroom teaching.

On the above recommendations, the Task Force made the following suggestions:

1. English should be made compulsory either from class 3 or class 6. If English is made compulsory from class 3, English language training in teaching English should also be made compulsory at each Primary Training Institute.
2. Since the biggest obstacle in teaching English lay in the lack of competence teachers, large-scale and long-term training programs should be undertaken for secondary school teachers.
3. At each level, an appropriately graded syllabus should be introduced together with new textbooks.
4. The S.S.C and H.S.C should test comprehension and writing skills in meaningful contexts.

In 1976, the government formed the National Curriculum Committee to design syllabuses for different levels for all subjects. Since the Committee felt that a good foundation in English was necessary it made arrangements for teaching English from class 3. (Report of the National Curriculum Committee, 1978:265)

Next language oriented English textbooks written by Bangladeshi teachers in order to make the texts less culture-bound and put the focus on the language replaced the literary pieces of Higher Secondary. Most English teachers teaching at this level had masters in English literature and were accustomed to the conventional methods of teaching. This was a different kettle of fish entirely.

The absence of a definitive language teaching policy slowly but positively started to be felt and its consequences began to emerge in all sectors.

Gradually, student finishing school started showing lower proficiency in English. They had trouble with reading skills and were unable to express their thoughts and ideas in the foreign language.

This resulted in a decline in the level of proficiency of University students and it became more and more difficult for them to cope with their studies in English. A very contradictory situation was evident where officially and overtly Bangla was encouraged in all spheres of life but professionally a good command of English was acclaimed and rewarded by means of jobs and promotions. It was soon realized that Bangladesh could not neglect English. There were three major reasons for that:

- (a) The importance of English in academics.
- (b) For occupational purposes.
- (c) For cooperation and commerce with the outside world.

In the occupational field, all good jobs, be the government or non-government ones, require a particular level of English proficiency and needless to say, one's marketability is directly proportional to one's English proficiency. At a more general level, any communication with the outside world needs to be done in English.

In 1990, a decision was taken by government to introduce English as a compulsory subject from class 1. This was implemented in 1992 with the new syllabus and new books. Yet another change by the commission for the foundation of Education Policy in 1997 would suggest that English be taught from class 3.

In 1992, the Government of Bangladesh passed an act for the re-introduction of English at tertiary level. In 1995, a study done by the British Council on behalf of the University Grants Commission identified two major problems in the development of English language teaching. Among the report recommendations were following:

1. There should be a clear plan for the creation of a cadre of ELT professionals and the plan should include recruiting, training and retaining the best possible people to meet the ELT needs of the educational system.
2. Given the large gap between students' entry and target competence levels in English, and the lack of resources available to bridge that gap within the existing system, institutions should systematically screen for existing competence in English.

3. Because of huge various in levels of competence, where numbers permit, and students should be grouped by level.
4. There should be a national body formed to act as a point of liaison for the teaching of English.
5. A five year plan for the introduction of compulsory English for all universities including a time frame that will show the dates of implementation, and training of staff, syllabus and material preparation and means of assessment.

The national Education Policy 2000, which was presented in January, lists a number of policies. In one of the few references to the medium of instruction and language teaching it declares that English is to be taught as an additional subject in classes I and 2. From class 3, it is to be taught as a compulsory subject.

We can see from this background of English language teaching that although the necessity has been felt and there have been a number of stray moves to improve the teaching standard, no definitive or coordinated attempt has so far been taken to formulate a national language policy.

1.2.3 CLT in Bangladesh:

In 2001, New Textbooks were introduced based on CLT. S.S.C and H.S.C Examinations are taken based on this new syllabus in 2003 and 2004. Yet we are not getting the desired results.

1.3 Statement of the problem:

Traditionally, language teaching and language learning are concerned with the three 'M's; that is men or teachers, methods and materials (Gautam, 1998), but the learners, whose learning is the soul objective of the entire teaching learning programs remained some what neglected. In the context of Bangladesh, English has been taught for a long time but still majority of the students cannot use English effectively. One of the major causes may be teachers' and learners' lack of awareness of and their psychological

disposition towards CLT. The study tries to examine the attitude of teachers' and learners' towards CLT.

The teaching of English in Bangladesh is, for long years, a problem for the common people as well as on the part of the teachers and learners. As English is not our mother language, people feel more threatened to learn, and to use it for the betterment of their future career. Teaching English is obviously problematic to most of our teachers as their own standard is not up to the mark. The problems, prospects and the solution are within in hands of the practitioners on the basis of using the methods. At present, English is taught in a manner where it involves students to actively participate in the teaching-learning process. The students interact with each other and also with the teacher. So, the most important thing of teaching is to communicate with people in a very relaxed and easy way to make them capable of holding the knowledge, skill and information on their own behalf. Thus, CLT will encourage and enhance the potentialities of teaching to correlate the student and the teacher relationship within the classrooms. Recent research, however, shows that learners, socio-cultural variables and their psychological disposition play a crucial role in classroom learning.

1.4 Review of Literature:

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language Teaching represented the major British Approach to teaching English as a foreign language. In the mid 1960s, British applied linguists began to call into question the theoretical assumptions underlying Situational Language Teaching. This was partly a response to the sorts of criticisms the prominent American linguist Noam Chomsky had leveled at structural linguistic theory in his classic book *Syntactic Structures* (1957). Chomsky had demonstrated that the current standard structural theories of language were incapable of accounting for the fundamental characteristic of language – the creativity and uniqueness of individual sentences. British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in current approaches to language teaching at that time – the functional and communicative potential of

language. Scholars who advocated this view of language, such as Christopher Candlin and Henry Widdowson, drew on the work of British functional linguists (e.g. John Firth, M.A.K. Halliday), American work in socio-linguistics (e.g. Dell Hymes; John Grumperz, and William Labov), as well as work in philosophy (e.g. John Austin and John Searle). In 1971 a group of experts began to investigate the possibility of developing language courses on a unit-credit system, a system in which learning tasks are broken down into "portions or units, each of which corresponds to a component of a learner's needs and is systematically related to all the other portions." (Van Ek and Alexander 1988:6). In particular, a preliminary document prepared by a British linguist, D.A. Wilkins (1972), proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching. Wilkin's contribution was an analysis of the communicative meanings that a language learner needs to understand and express.

The rapid application of these ideas by textbook writers; and the equally rapid acceptance of these new principles by British language teaching specialists, curriculum development centers, and even governments gave prominence nationally and internationally to what came to be referred to as the Communicative approach, or simply Communicative Language Teaching. Although the movement began as a largely British innovation, focusing on alternative conceptions of a syllabus, since the mid 1970s, the scope of Communicative Language Teaching has expanded. Both American and British proponents now see it as an approach (and not a method) that aims to:

- (a) Make communicative competence the goal of language teaching.
- (b) Develop procedures for the teaching of the four skills of language that acknowledge the interdependence of language and communication.

As Littlewood (1981:1) states,

"One of the most characteristic features of CLT is that it pays systematic attention to functional as well as structural aspect of language."

So, in Bangladesh, we (the teachers and learners) should be aware of the importance of English in order to implement CLT in English Language Teaching (ELT).

1.5 Objectives:

The objectives of this research are as follow:

- 1) To evaluate teachers' awareness about CLT.
- 2) To evaluate students' awareness about CLT.
- 3) To find out Teachers' psychological disposition towards CLT.
- 4) To find out Learners' psychological disposition disposition towards CLT.

1.6 Methodology:

Sources of data: Primary data was collected from students and teachers. College and school level English teachers and students were interviewed for this purpose. New syllabus based on CLT, their reaction, what factors influence teaching and learning was through questionnaire survey.

The secondary source used for this study comprised the published materials such as books, publications, articles, monographs etc. Unpublished dissertations were also treated as secondary source. Various respects of different government and private institutions and research centers on English education were also consulted as secondary materials.

Methods:

A large part of the study was library research for literature review. Empirical survey research method was used to examine teaching-learning awareness about CLT in Bangladesh. We took 5 schools and colleges from Dhaka city and another 5 schools and colleges from towns and villages. Near about 90 students and 10 English teachers were taken respondents from these schools and colleges, questionnaires, interviews, and classroom observation techniques were adopted for data collection.

Analysis:

After collection, the data was processed statistically. The processed data then was analyzed in the light of the objectives of the study. Comparison and reasoned arguments were the chief tools of this analysis.

1.7 Scope of the study:

The proposed research sought to find out the awareness and reaction toward the new approach, CLT. It explains the importance and usefulness of CLT in Bangladesh. It critically explains teachers' and learners' psychology behind acquiring and giving lesson in order to gain proficiency in any language. It attempts to explain how culture and personal beliefs and disbeliefs are important factors in CLT. The research tries to show the appropriate method taking Bangladesh-culture sensitivity into account. It also makes suggestions for the improvement of English language teaching in the country.

However, the study also shows some demerits of CLT in Bangladesh. It will also provide suggestions for improving these shortcomings.

1.8 Limitations:

At the end of the 70s CLT approach developed in BANA (Britain, Australia, and North America) countries and because it worked there, it was assumed that it would work in all the other countries. But research and reports from other countries shows that CLT fails to have the desired effect. Teaching and learning are cultural and psychological. Teaching in Asian countries such as Bangladesh are teachers oriented. Mostly, the students depend on the teachers. Teaching and learning are also parts of socialization. Our expectation also depends on social environment of the school and also on the lectures given by the teachers, socialization, learners' expectations and experience, learners' style of learning and their beliefs and subject taught all these factors should be taken into account while teaching. All these factors vary from context to context, individual to individual and so on. So, we are facing a lot of problems regarding this new approach.

1.9 Conclusion:

In the light of the concept of awareness and psychological disposition of learners and teachers, it may be concluded that in Bangladesh, combination of the compatible elements from both CLT and The local experience of traditional methods are required in order to gain the desired effect.

So, we should consider the teachers' and learners' role, attitude and function in our social context and how they can be proved useful in CLT.

Chapter Two

Theoretical Framework of CLT

2.1 Introduction:

Communicative Language Teaching means little more than integration of grammatical and functional teaching. Little wood (1981:1) states,

"One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language."

For others, it means using procedures where learners work in pairs or groups employing available language resources in problem solving tasks. A national primary English syllabus based on a communicative approach (Syllabuses for Primary Schools, 1981), for example, defines the focus of the syllabus as the "communicative functions, which the forms of the language serve." The introduction of the same document comments that "Communicative purpose may be of many different kinds. What is essential in all of them is that at least two parties are involved in an interaction or transaction of some kind where one party has an intention and the other party expands or reacts to the intention." In her discussion of communicative syllabus design, Yalden (1983) discusses six Communicative Language Teaching design alternatives, ranging from a model in which communicative exercises are grafted on to an existing structural syllabus, to a learner generated view of Syllabus design (e.g. Holec 1980).

2.2 Basic characteristics of CLT

There are some basic characteristics of CLT. They are as follows:

- (1) Meaning is paramount

- (2) Dialog if used, center on communicative functions and are not normally memorized.
- (3) Contextualization is a basic premise
- (4) Language learning is learning to communicate
- (5) Effective communication is sought
- (6) Drilling may occur, but peripherally
- (7) Comprehensible pronunciation is sought
- (8) Any device, which helps the learners is accepted varying according to their age, interest etc.
- (9) Attempts to communicate may be encouraged from the very beginning.
- (10) Judicious use of native language is accepted where feasible.
- (11) Translation may be used where students need or benefit from it
- (12) Reading and writing can start from the first day, if desired.
- (13) The target linguistic system will be learned best through the process of struggling to communicate
- (14) Communicative competence is the desired goal.
- (15) Linguistic variation is a central concept in materials and methodology.
- (16) Sequencing is determined by any consideration of content, function, or meaning, which maintains interest.
- (17) Teacher help learners in any way that motivates them to work with the language.
- (18) Language is created by individual often through trial and error.
- (19) Fluency and acceptable language is the primary goal; accuracy is judged not in the abstract but in context.
- (20) Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
- (21) The teacher cannot know exactly what language the students will use.
- (22) Intrinsic motivation will spring from an interest in what is being communicated by the language.

Common to all various of CLT, however, is a theory of language teaching that starts from a communicative model 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 behaviors, and for classroom activities and techniques. Let us now consider how this is manifested at the levels of approach, design and procedure.

2.3 Approach of CLT

Theory of language:

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence". Hymes coined this term in order to contrast a communicative view of language and Chomsky's theory of competence. In Hymes view, a person who acquires both knowledge and ability for language use with respect to-

1. Whether (and to what degree) something is formally possible
2. Whether (and to what degree) something is feasible in virtue of the means of implementation available.
3. Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated.
4. Whether (and to what degree) something is in fact done, actually performed, and what its doing entails.

Learning is also defined as learning of seven basic functions that language performs (Holiday 1978)

1. The instrumental function: using language to get things.
2. The regulatory function: using language to control the behavior of others.
3. The interactional function: using language to create interaction with others.
4. The personal function: using language to express personal feeling and meanings.
5. The heuristic function: using language to learn and to discover.
6. The representational function: using language to communicate information.
7. The imaginative function: using language to create a world of imagination.

Learning a second language was similarly viewed by proponents of Communicative Language Teaching as acquiring the linguistic means to perform different kinds of functions. A more recent but related analysis of communicative competence is found in Canale and Swain (1980), in which four dimensions of communicative competence are identified:

- a) Grammatical competence
- b) Socio-linguistic competence
- c) Discourse competence
- d) Strategic competence

At the level of language theory, Communicative Language Technology has a rich, if somewhat eclectic, theoretical base. Some of the characteristic of this communicative view of language follows:

1. Language is system for the expression of meaning.

2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structure features, but categories of functional and communicative meaning as exemplified in discourse.

Theory of learning:

In contrast to the amount that has been written in Communicative Language Teaching literature about communicative dimensions of language, little has been written about learning theory.

Neither Brumfit and Johnson (1979) nor Littlewood (1981), for example, theory of learning is the learning to communicate through communication and we learn the 'usage' through "use'. CLT focuses on learning through doing and discovery learning (Banner), offers any discussion of the learning theory however, laments of an underlying learning theory can be discerned in some CLT practices. On such element might be described as the communication principle: Activities that involve real communication promote learning. A second element is the task principle: Activities in which language is used for carrying out meaningful tasks promote learning (Johnson, 1982). A third element is the meaningfulness principles: Language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns). These principles, we suggest, can be inferred from CLT practices (e.g. Littlewood 1981; Johnson 1982). They address the conditions needed to promote second language learning, rather than the process of language acquisition.

More recent accounts of CLT, however, have attempted to describe theories of language learning processes that are compatible with the communicative approach. Savignon (1983) survey second language acquisition research as a source for learning theories and consider the role of linguistic, social cognitive and individual variable in language acquisition.

Johnson (1984) and Littlewood (1984) consider an alternative learning theory that they also see as compatible with CLT- a skill-learning model of learning. According to this theory, the acquisition of communicative competence in a language is an example of skill development. This involves both a cognitive and a behavioral aspect.

2.4 Design in CLT

Objectives:

Piepho (1981) discusses the following levels of objectives in a communicative approach:

1. An integrative and content level (language as a means of aspersion)
2. A linguistic and instrumental level (language as a semiotic system and an object of leaning).
3. An affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others).
4. A level of individual learning needs (remedial leaning based on error analysis).
5. A general educational level of extra-linguistic goal (language learning within the school curriculum).

2.5 Syllabus Design in the Communicative Approach

Discussions of the nature of the syllabus have been central in CLT. One of the first syllabus models to be proposed was described as a

notional syllabus (Wilkins, 1976), which specified the semantic-grammatical categories (e.g. frequency, motion, location) and the categories of communicative function that learners need to express.

There are at present several proposals and models for what a syllabus might look like in CLT. Yalden (1983) describes the major current communicative syllabus types. We summarized in the next page a modified version of Yalden's classification of communicative syllabus types, with reference sources to each model:

Type	Reference
1. Structures plus functions	Wilkins (1976)
2. Functional spiral around a structural core	Brumfit (1980)
3. Structural, functional, instrumental	Allen (1980)
4. Functional	Jupp and Hodlin (1975)
5. Notional	Wilkins (1976)
6. Interaction	Widdowson (1979)
7. Task based	Pravhu (1983)
8. Learner generated	Candlin (1976), Henner-Stanchina and Riley (1978)

2.6 Types of learning and teaching activities:

The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercise enable learner to learn and attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing.

Learner roles:

The emphasis in CLT on the processes of communication, rather than mastery of language forms, leads to different roles for learners from those found in more traditional second language classrooms. Breen and Candlin describe the learner's role within CLT in the following terms:

1. The role of learner as negotiator- between the self, the learning process, and the objective of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group under taken.
2. The implication for is that he should contribute as much as he gains, and thereby learn in an interdependent way. (1980:110).

There is, thus acknowledgement, in some accounts of CLT that learners bring preconceptions of what teaching and learning should be like. These constitute a "set" for learning which when unrealized can lead to learner confusion and resentment (Henner-Stanchina and Riley 1978). Often there is no text, grammar rules are not presented, classroom arrangement is non-standard, students are expected to interact primarily with each other rather than with the teacher, and correction of errors may be absent or infrequent. The cooperative (rather than individualistic) approach to learning stressed in CLT may likewise be unfamiliar to learners. Successful communication is an accomplishment jointly achieved and acknowledged. Thus we can say that, the role of the student's one as follows:

1. Learners take part in the leaning process actively and they interact with each other and get feedback.

2. For the students, CLT says that "learn by doing"- learn speaking by speaking practically.
3. CLT does not believe in delayed approach. It believes in immediate approach. That is way it is called "experience based approach."

Teacher roles:

Several roles are assumed for teachers in CLT, the importance of particular roles being determined by the view of CLT adopted. Breen and Candlin describe teacher roles in the following terms:

The teacher has three main roles:

1. The first role is to facilitate the communication process between all participation's in the classroom, and between these participants and the various activities and texts.
2. The second role is to act as an indented participant within the learning-teaching group.
3. The third 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 (1980:93).

Lersen and Freeman (1986) identify three roles of a teacher:

- (a) Facilitator
- (b) Classroom manager
- (c) Co-communicator

Other role assumed for teacher is needs analyst, counter and group process manager. (Richard and Rodgers).

1. Needs Analyst:

The CLT teacher assumes a responsibility of determining and responding to learner language needs. This may do informally and personally through one-to-one sessions with students, in which the teacher talks through such issues as the student's perception of his or her learning style, learning assets, and learning goals. It may be done formally through administering a needs assessment instrument, such as those exemplified in Savignon (1983).

On the basis of such needs assessments, teachers are expected to plan group and individual instruction that responds to the learner's needs.

2. Counselor:

Another role assumed by several CLT approaches is that of a counselor, similar to the way this role is defined in Community Language Learning.

3. Group Process Managers:

CLT procedures often require teachers to acquire less teacher-centered classroom management skills. It is the teacher's responsibility to organize the classroom as a setting for communication and communicative activities. Guidelines for classroom practice (e.g., Littlewood 1981; Finocchiaro and Brumfit, 1983) suggest that during an activity, the teacher monitors, encourages, and suppresses the inclination to supply gaps in lexis, grammar, and strategy but notes such gaps for later commentary and communicative practice.

2.7 The role of instructional materials:

A wide variety of materials have been used to support communicative approaches to language teaching. Practitioners of CLT view materials as a way of influencing the quality of classroom interaction and language use. We will consider three kinds of materials currently used in CLT and label these text-based, task-based and realia.

1. Text- based materials:

There are numerous textbooks designed to direct and support CLT. Their tables of contents sometime suggest a kind of grading and sequencing of language practice not unlike those found in structurally organized texts. Some of these are in fact written around a largely structural syllabus, with slight reformatting to justify their claim to be based on a communicative approach. Others however look very different from previous language teaching texts.

2. Task-based materials:

A variety of games, role-plays, stimulations and task-based communication activities have been prepared to support CLT classes. These typically are in the form of one- of-kind items: exercise handbooks, cue cards, activity cards etc.

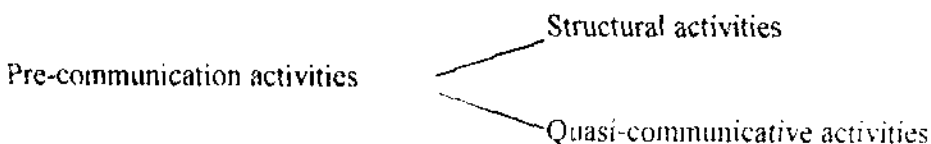
3. Realia:

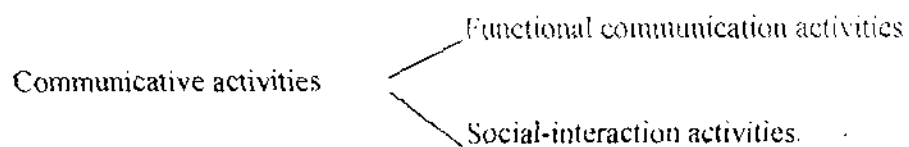
Many proponents of CLT have advocated the use of "authentic", "from life" materials in the classroom. These might include language-based realia, such as sign, magazines, advertisements, and newspaper.

2.8 Procedure:

Because communicative principles can be applied to the teaching of any skill, at any level, and because of the wide variety of classroom activities and exercise types discussed in the literature on CLT, description of typical classroom procedure used in a lesson based on CLT principles is not feasible. Savignon (1983) discusses techniques and classroom management procedures associated with a number of CLT classroom procedures (e.g. group activities, language games, role plays).

Littlewood (1981, p. 86) gives the CLT procedure as follows:





2.9 Mode of Testing:

It can be informal and formal. Informal testing is oral (Interacts individually). But the formal test has to be integrative, considering CLT emphasized in all skills.

2.10 Conclusion:

CLT is best considered an approach rather than a method. Now days, the adoption of a communicative approach raises important issues for teacher raining, materials development, and testing and evaluation. So, in Bangladesh it is also necessary for us to know it better and become aware of CLT.

Chapter Three

Importance of Attitude and Motivation in Language Learning

3.1 Introduction:

Education Functions in an atmosphere largely determined by the attitudes, interests, and values of pupils, teachers, administrators, parents, and school board members. The "mind set" of the child determined his receptivity within an atmosphere, whereas the teacher and others, with their particular biases determine the material and procedures of the educative process. The basic purpose of this process is to influence the development of an individual to produce personal qualities of physical, social, and intellectual readiness to meet a complex array of life situations. Whenever teachers attempt to influence the development of children, they encounter numerous conditions. Some of the states that already exist in children inhibit the intended response, whereas other predispositions have a positive and reinforcing effect. It is the emergence and development of these predisposing purposive elements of the organism known as attitudes, interests, and values with which we are concerned. Attitudes and motivation are dynamic phenomena that interact with all other elements of the organism. An individual has a particular attitude, interest or value and motivation.

In Bangladesh, since the last decade, the aim of spreading education to all too some extent have been achieved. But the quality of education has remained more or less the same and more particularly when it comes to English teaching and learning. Due to dearth of adequately qualified and trained teachers, particularly in schools and colleges of rural areas, the physical facilities; classroom environment, lack of exposure to the target language, etc. the standard of English teaching in our country is anything but satisfactory. To raise the standard of English teaching, the government has introduced Communicative Syllabus in the secondary and higher secondary levels which in recent time has raised much debates on its effectiveness, shortcomings and the result it has produced so far.

Karavas-Doukas (1990) conducted a study in 101 local secondary school teachers of English in Greece and found that part of the problem rises from the instructor's misunderstanding of the very nature of CLT. The same can be applied in our situation

as the teacher trainers sometimes simply fail to equip teachers with the skills the techniques they need for implementing CLT in their classroom.

3.2 Attitudes:

Attitudes have been defined as ideas with emotional content, important beliefs, prejudices biases, predispositions appreciate and states of readiness or set. Allport has defined an attitude as a "mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects with which it is related."

Attitudes have intellectual, biological, social and emotional components that are derived from experience and exercise a determining influence upon behavior. An attitude is defined as a development state of organismic valence, created by psychological processes, exerting a motivational influence upon the individual's responsive behavior in situations directly and indirectly related to it. (Allport, 1935)

A variety of patterns are included in individual's array of attitudes. There are attitudes toward health, life, death, people, new situations, music and art, work, play, government, religions, and many other things in life. Since creating and shaping attitudes is one the most important functions of the language learning, attention should be given to a study of their genesis, nature, and dynamic aspects.

3.3 Emergence and early development of attitudes:

In their most primitive form, attitudes exist as simple pleasant or unpleasant states of the infant. Some of these feelings are results of satisfied or unsatisfied biological needs. Others are produced by pleasurable or un-pleasurable responses from mother, father or siblings. Despite apparent in – congruity the orderly and sequential development of the total organism results in threads of continuity of feeling. Ordinarily, a satisfying state of affairs over on extended period of time produces a positive feeling in the child for the object or activity involved. As the child perceptual field expands, some generalization of response becomes possible.

A child's attitude toward authority figures is obviously an important element of socialization and determines much of his behavior in school. Early experiences involving the child and his parents are responsible for the beginnings of this attitude. A rebellious attitude toward authority figures (teacher, principal, leaders, and others) may spring from a conflict with someone in authority, usually a parent or parent substitute.

Certainly the other members of a family constellation play an important role in shaping early attitude of the child. Such factors as the child's place in the chronological order of the family and the sex of siblings have been explored as possible determiners of attitudes.

Attitudes developed during the pre-school years are associated with the general culture in which the child is reared as well as the direct influences of family relationships. Play mates, neighbors, members of other cultural groups, physical surroundings, economic condition of the family, and various other factors influence the child directly and indirectly.

3.4 Dimensions of an attitude:

Attitudes have four dimensions:

- a) Intensity
- b) Direction
- c) Extensity
- d) Duration

Each of these aspects is important in understanding attitudes and their influence upon behavior. Assessment of these characteristics is done most frequently by observations of behavior, but attempts have been made to develop tests to evaluate attitudes.

- (a) Intensity of an attitude is evidence by the extent to which it motivates an individual behavior. Limits of intensity can be determined by the nature of the barrier needed to inhibit a response. Behavior motivated by a weak attitude

can be thwarted by obstacles that seem to have very little actual resistance, but an intense attitude is likely to find expression in behavior despite almost overwhelming obstacles.

- (b) The direction of an attitude is observed in behavior as attracts or fails to motivate the child in any direction as a case of an "I don't particularly care" attitude.
- (c) Extensity is observed in a broad survey of the patterns of attitude within the individual. Some attitudes seem to have broad and perplexing influences. These probably develop from a wide variety of intentions that have reinforced feelings until generalization have occurred.
- (d) The duration of an attitude is another aspect that is important for educators. A function of education is the modification of existing attitude and the creation of new ones that are positive and enduring. Attitudes may endure for only a short time because they are not being reinforced by experiences.

3.5 Modification of attitudes:

Attitudes are changed by various factors. Not all changes are in the desired direction. Schools not only attempt to solve problems but frequently present them, without intending to do so. There are several inconsistencies that are presented to the child during the educative process. Children are taught to be cooperative and at the same time, placed in competition with each other. They are taught that it is good to achieve success, and yet they may be given materials beyond their capacity to achieve.

As early as nursery school and Kindergarten, Children have been provided with certain experience designed to modify attitudes. At this age children are expected to be egocentric and willing to give very little of their time and energy to group activities. Close and extended contacts between children and teacher made possible in school camping may provide opportunities for observing attitude changes. A permissive classroom atmosphere that promotes free expression and discussion has

been proposed as a means for changing attitude in the classroom. Evidence relating to the curriculum as a means of changing student attitude is discovering. Lagey concluded that there was no noticeable direct relationship between the content of courses in the curriculum and attitude modification.

Students making trips abroad have been tested before and after the trip to determine the effects of their experience upon attitudes. Smith found that attitudes directly related with the experience changed significantly.

In early life, children are enthusiastic in new learning situations, but somewhere along the way, many of them lose this enthusiasm and become school haters.

3.6 Attitudes as appreciation:

Appreciation is a special type of attitude set a part because it is in the realm of aesthetic experience. Like other attitudes, it is goal oriented and a functional part of one's self-concept. In essence, appreciation is the understanding and love of beauty in any of its various forms. The mode by which beauty is experienced is perception that is determined by a variety of biological psychological and cultural influences that vary in member, strength and quality among individuals. Whatever the viewpoint, it is certain that some common qualities are inherent in reality and other who feel that it exists only in the perceiver. Trow (Educational Psychology, 1950, P-646-652) outlines the following qualities of aesthetic structure:

- (1) Order
- (2) Balance
- (3) Sequence and rhyme
- (4) Transition and emphasis
- (5) Contrast and texture
- (6) Unity

Whatever the mode of receptivity, appreciation's can be learned, and the teacher who is sensitive to beauty in nature or art is likely to influence development of appreciation in other. The natural result of appreciation is expression in one form or

another. An enjoyable experience is heightened when it is shared. Through subtle teaching, comments, and facial and body movements, teacher share their aesthetic experience with their pupils. Thorough expression of the teacher's appreciation is likely to permeate the group and produce lasting affects.

3.6.1 Attitude, Motivation and Learning:

CLT or any other method always needs attitude and motivation. Gradually, a country, which is least, developed like ours, will always take a long time in order to improve the condition of CLT. I think that there is a positive attitude in CLT in Bangladesh. Positive attitude results in good learning but we can see that we are not getting desired results. In this context, we have to consider both the attitudes of the teachers and learners. The attitude of the teachers of our country is not so much proportioned to the ideals of CLT. They have to be trained in order to get better result. They should provide necessary materials, textbooks and equipments in order to get necessary positive effect.

Despite these obstacles of implementing CLT in EFL contexts, there remains a strong rationale for using CLT approach, especially when students lack daily exposure to the language outside the classroom. The guided communicative practice they get in the classroom remains the only source they can depend on. The approach stresses on frequent pair work, students' responding to authentic samples of English, extended exchanges on high interest topic etc. It is largely based on activities that move in the direction of meaningful exchange between learners.

So, I think that it will take some time in order to get the desired result from this CLT. We should adopt a positive attitude in order to get the maximum effect in learning.

3.7 Motivation:

Learning a foreign language takes on a somewhat special significance. Social psychologists would expect that success in mastering a foreign language would depend not only on intellectual capacity and language aptitude but also on the learner's perception of the other ethno linguistic group involved, his attitude towards

representativeness of that group and his willingness to identify enough to adopt distinctive aspects of behavior, linguistic and nonlinguistic that characterize that other group.

The learner's motivation for language study it follows would be determined by his attitudes and readiness to identify and by his orientation to the whole process of learning a foreign language. We can see many possible forms the student's orientation can take, through which we look at things in some detail: an "instrumental" outlook, reflecting the practical value and advantages of learning a new language, and an "integrative" outlook, reflecting a sincere and personal interest in the people and culture represented by the other group. Thus, the development of skill in the language can lead the language student ever closer to a point where adjustment in allegiances would be called for.

Many ramifications of the language learner's motivation can affect be affected by the other essential components of learning as well. Thus we find that an integrative and friendly outlook toward the other group whose language is being learned can differently sensitize the learner to the audio-lingual features of the language, making him more perceptive to forms of pronunciation and accent than is the case for a learner without this open and friendly disposition. If the student's attitude is highly ethnocentric and hostile, we have seen that no progress to speak of will be made in acquiring any aspects of the language, but apparently as a student not only is perceptually insensitive to the language, but apparently is also unwilling to modify or adjust his own response system to approximate the new pronunciation responses required in the other language. His unwillingness stems from the fact that he derives no personal reinforcement in trying to assimilate the new linguistic system. Even the highly motivated student who does make the appropriate adjustments and develops skill in differentiating foreign sounds and incorporating them into his own repertoire often fails to receive the anticipated reinforcements from the teacher, who may have quite different criteria of progress in mind.

3.8 Attitudes and Motivation in Language Learning:

Most research on second language acquisition has been concerned with the measurement of "ability for language"; the assumption being that achievement is largely due to a linguistic aptitude. However, when measures of aptitude are correlated with grades in language courses, the validity coefficients show considerable variability from situation to situation even with tests developed through fact or analytic methods, suggesting that variables other than linguistic aptitude are involved. Researchers have mentioned that motivation and interest play important roles in second language acquisition but because of difficulties in measuring them, these aspects have not been given systematic attention.

Theoretical attempt to explain how the child learner his first language have emphasized a particular type of motivation. Mowrer's theory suggests that language acquisition is motivated by a desire to be like valued members of the family and later, of the whole linguistic community. Ervin has extended this view, suggesting that motional dependence or respect for another individual may account for some instances of marked success in second language achievement.

It is our contention then that achievement in a second language is dependent upon essentially the same type of motivation that is apparently necessary for the child to learn his first language. We argue that an individual acquiring a second language adopts certain behavior patterns, which are characteristic of another cultural group and that his attitudes towards that group will at least partly determine his success in learning the new language.

3.9 Conclusion:

When behavioral scientists talk about motivation they usually make a distinction between the goal toward which concerted activity is directed and the effort or persistence demonstrated in the process of striving for the goal. Dunkel (1948) suggested that this dichotomy was useful for the case of second language learning,

where attention should be given both to the objectives or purposes of second-language acquisition and the intensity of motivation shown by the language learner.

So, attitude and motivation play a vital role in language learning.

Thus, Motivation and Attitude of learners are important factors to determine the success or failure of language syllabus teaching methodology, materials and testing. They should, therefore be taken into active consideration while using a syllabus, methods or way of testing. This study considers attitude of the teachers and learners very important for success or failure of any method. CLT by now has become quite an established practice in ELT, but it is comparatively new in Bangladesh. Reasons shows that, though CLT is claimed to be a successful approach in many countries it does not seem to work well because of students' and teachers' negative attitude towards it. In Bangladesh, no research has as yet been done to examine the psychological disposition of teachers and learners towards CLT. This study makes an attempt to do so. The methodology for survey is discussed in detail in the next chapter.

Chapter Four

Research Methodology

4.1 Introduction:

This chapter discusses the approaches and methods that were used to collect information about teachers and learners psychological disposition towards CLT in Bangladesh.

4.2 Methodology:

The methodology used for this study included: (1) a checklist that emerged from the literature review in chapter 1 before and (2) questionnaire survey for students and teachers.

To collect data, questionnaires were given to teachers and learners with a request to answer the questions. The questionnaire was structured in such a way that there definite, concrete and answers can be given for each item. The questions were presented with the same wording and in the same order to all respondents. The form of the question was multiple choices and the language was English. Numerical figures were used to record responses, because they are most convenient for statistical analysis. The questionnaire was in advance and not constructed during the designed stage.

4.3 The Instrument:

The questionnaire contained 10 items. The questionnaires sequence was smoothly moving; meaning there by that the relation of one question to another was made, as far as possible, readily apparent of the respondent, with questions that were the easiest to answer being put in the beginning. The other questions were connected in a thread run of simple to complex sequence. The questions sequence conformed to the respondents' way of thinking (Kothan 1995,124,125,126).

The instrument was design keeping the object of the study in focus. Some fellow research students and departmental faculty were consulted for finalized the instrument. A pilot study also conducted with the instrument and in the light of the findings some of the items were slightly simplified to help the respondent understand easily. The items basically ask about their positive and negative attitudes to the classroom practices, teachers' roles, learner's roles, theory of language and theory of language learning of the CLT.

4.3.1 Description of the questionnaire for students and teachers:

Questionnaire of the students and teachers also emerged from the theoretical discussion in chapter two. The questionnaire comprises ten items. Each item has three options- 'a', 'b' & 'c' for the respondents to tick. 'A' stands for 'yes', 'B' stands for 'ok' & 'C' stands for 'no'. The areas, which it covers, included the appropriateness of CLT in Bangladesh and the content and materials in it.

It includes items to find out whether and how far CLT focuses on the subject and content of students' interest and whether the materials provide sufficient input to help students develop their communicative output or not.

4.4 Universe of the study:

The schools chosen for empirical research were: 1) Viqarunnissa Noon School (Bengali Medium), 2) Siddeswari Girls High School 3) Ispahani Girls High School, 4) Motijheel Model High School, 5) Ideal School, Dhaka.

The colleges chosen for empirical research were: 1) viqarunnissa Noon College, 2) Siddeswari Girls College, 3) Ispahani Girls College, 4) Habibullah Bahar College 5) Ideal College, Dhaka.

The reason for choosing these schools and colleges were that these were some Bangla medium schools and college, which use CLT as the method for teaching and learning. Moreover, these schools and colleges are located near the researcher's

residence and it was easy for the researcher to communicate with the students and teachers in those schools.

To collect data, the researcher used deliberate sampling because it involved purposive or deliberate selection of particular units of the universe for constituting the samples of the study. It was so done for the convenience of data collections.

4.5 Sampling:

To collect the data, the main took was to set a sample unit were chosen for the study and the member of subject was 10 teachers and 90 students. The respondents were co-operative in filling up the questionnaires.

Samples selected for the survey are shown in the following table:

Method of investigation number of sample	
Students Questionnaires	90
Teacher Questionnaires	10

4.6 Administration of the study:

Data Collection:

The next step was to collect the data. It was important to keep in mind the costs, time and other resources involved. Data was collected in the following way.

(a) Surveying students and teachers questionnaires: The questionnaire contains 10 items. The questionnaires were objective type questions with four multiple-choice answers. The work of the respondents was to tick (✓) the suitable answer of their own choice. The researcher gave the questionnaires to the students and teachers all of who were quite friendly to fill up the schedules.

Using a checklist: Check list emerges from the theoretical discussion in chapter two. The checklist presents eleven items. The areas covered are as follows:

The first point was about the appropriateness of the CLT and design and providing appealing and attractive activities leading to personal involvement.

The next question of the check list was how much input does the CLT provide. It emphasizes the various skills and sub-skills and whether they provide rightly tuned input to help the learner gain sufficient amount of communication output.

Besides, it included an item on the subject and content of materials for CLT and how much related they are with students learning needs and involves the learners to adopt a learner-centered approach, which interest the students to use the knowledge. Moreover, four basic skills, subject and content also come as questions in order to develop the questionnaire.

4.6.1 Administrating the Empirical study of the students:

The researcher administered the Empirical study in 5 schools 5 colleges by herself. The first school was a private school named viqarunnissa Noon School; the researcher introduced herself to the principal. She was helpful and arranged a classroom where there were 10 students from class IX and X with whom the researcher did the survey. The students were very enthusiastic and active while filling up the questionnaire. They were supportive and friendly towards the questionnaire.

The second school, which the researcher surveyed, was Siddeswari Girls High school. It was a public school. The researcher directly met the Headmaster in his office. He was very co-operative and friendly to help the researcher. There were 10 students from class IX and X. They filled the questionnaire and also expressed some of their views about CLT in Bangladesh.

The third school was a private school named Ispahani Girls High School, Mogbazar. The researcher first went to the principal's office and introduced her and explained to her research work. He was very co-operative to help the researcher.

Thus, the same procedure was used with other two schools, Motijheel Model High School and Ideal School, Dhaka. Same enthusiasm was found among the students.

The researcher visited five colleges. They are 1) Viqarunnissa Noon College, 2) Siddewari Girls College, 3) Ispahani Girls College, 4) Hahibullah Bahar College, 5) Ideal College, Dhaka. The same survey process was used with 50 students to these five colleges (10 from each College) and similar enthusiasm and help were found from the students. Class XI and XII students were interviewed and questioned. Besides, one important thing may be mentioned here that during the survey, the researcher explained of the words and expressions such as in item no 2, "roughly tuned input" and in item no 3, "communicative output" in Bengali to the students.

4.6.2 Administering the Empirical study with the teachers:

The researchers first did the survey of the teachers of Viqarunnissa Girls School and College. There 1 English teacher of Class X and 1 English teacher of class XI were very helpful and friendly to fill up the questionnaires. They spoke in English and talked about the positive and negative aspects of CLT in Bangladesh.

The same procedure was held with other 8 teachers of 8 schools collages. They were very co-operative, helpful and friendly. They also gave their valuable opinion about their CLT attitude to Bangladesh.

4.7 Processing and Analyzing Data:

The data collected by using the instruments from the samples were described in this chapter were hand tabulated and analyzed in terms of frequency counts. The results are presented in the next chapter.

4.8 Conclusion:

The researcher has completed her research. Now, she will present it in the form of a result sheet, which will provide us the necessary information about Teachers' and Learners' awareness and psychological disposition towards CLT in Bangladesh.

Chapter Five

Results

Data was collected, hand tabulated and analyzed in terms of frequency counts. The results are presented in the tables in the following:

5.1 Results as found from students Questionnaire:

Table: 1

Q. No.	Questions	A 'yes'	B 'ok'	C 'no'
1.	Do you think that communicative language teaching is appropriate for Bangladesh?	35 38.88%	53 58.88%	2 2.22%
2.	Do you think that CLT provide roughly tuned input?	55 61.11%	35 38.88%	X
3.	Is there a sufficient amount of communicative output in the materials?	64 71.11%	25 27.77%	1 1.11%
4.	Do you think the materials present realistic and meaningful context of CLT?	52 57.77%	34 37.77%	4 4.44%
5.	Is the subject and content of the CLT interesting for you?	57 63.33%	29 32.22%	5 5.55%
6.	Is the subject content of CLT relevant to your needs?	44 48.88%	43 47.77%	2 2.22%
7.	Is there sufficient variety in the subject and content of the materials of CLT?	53 58.88%	36 40%	1 1.11%
8.	Do you think the approach focus four basic skills of learning?	68 75.55%	21 23.33%	1 1.11%

9.	Is the practice of individual's skills integrated into the practice of other skills?	43 47.77%	41 45.55%	6 6.66%
10.	Do you think the materials of CLT are useful for developing four skills?	61 67.77%	29 32.22%	X

N= 90, 'a' stands for 'yes', 'b' stands for 'ok', 'c' stands for 'no'.

Q. No.1. The highest score in this item was for 'a' out of 90, 35 students ticked 'a' which stands for (very attractive), 53 ticked 'b' which stands for (less attractive) and 2 ticked 'c' which stands for (not vary attractive).

Q. No.2. Highest score was also for 'a' out of 90 students 55 ticked 'a' that stands for (enough input), 35 ticked 'b' which stands for (less input) and none ticked 'c'.

Q. No.3. The highest score is again for 'a', out of 90 students, 64 ticked 'a', which refers to (enough communicative output). 25 ticked 'b' which stands for (less communicative output) and 1 'c', which stand for no communicative output.

Q. No.4. The highest score was for 'a', out of 90 students, 52 ticked 'a', 34-ticked 'b' and 4 ticked 'c'.

Q. No.5. The Highest score was for 'a', out of 90 students, 57 ticked 'a', 29-ticked 'b' and 5 ticked 'c'.

Q. No.6. The highest score is 'a', out of 90, 44 ticked 'a', 43 ticked 'b' and '2' ticked 'c'.

Q. No.7. 53 ticked 'a', 36-ticked 'b' and 1-ticked 'c' out of 90 students.

Q. No.8. 68 ticked 'a', 21-ticked 'b' and 1-ticked 'c' out of 90 students.

Q. No.9. Out of 90 students, 43 ticked 'a', 41-ticked 'b' and 6-ticked 'c'.

Q. No.10. 61 ticked 'a', 29-ticked 'b' and none ticked 'c' out of 90 students.

5.2 Results as found from Teachers Questionnaire:

Table: 2

Q. No.	Questions	A 'yes'	B 'ok'	C 'no'
1.	Do you think that CLT is appropriate for Bangladesh?	1 10%	7 70%	2 20%
2.	Do you Think CLT provide roughly tuned input?	1 10%	9 90%	X
3.	Is there a sufficient amount of CLT output in the materials?	2 20%	8 80%	X
4.	Do you think the materials present realistic and meaning full context of CLT?	1 10%	9 90%	X
5.	Is the subject and context of the CLT interesting for you?	1 10%	9 90%	X
6.	Is the subject and content of CLT relevant to your needs?	1 10%	9 90%	X
7.	Is there sufficient variety in the subject and content of the materials of CLT?	1 10%	8 80%	1 10%
8.	Do you think the approach focus four basic skills of learning?	2 20%	8 80%	X
9.	Is the practice of individual skills integrated into the practice of other skills?	3 30%	7 70%	X
10.	Do you think the materials CLT are useful for developing focus skills?	3 30%	3 70%	X

No = 10, 'a' stands for 'yes', 'b' stands for 'ok', 'c' stands for 'no'.

Q. No.1. Highest score shows for 'b', Out of 10 teachers, 7 ticked 'b' which stands for less attractive, 1 ticked 'a' which stands for very attractive and 2 ticked 'c' which stands for not very attractive.

Q. No.2. 9 teacher ticked 'b' (less input of the materials), 1 ticked 'a' and none ticked 'c'.

Q. No.3. 8 teachers ticked 'b' (less amount of CLT output), 2 ticked 'a' (sufficient amount CLT output) and none ticked 'c'.

Q. No.4. 9 teacher ticked 'b' (less realistic), 1 ticked 'a' (very much realistic) and none ticked 'c'.

Q. No.5. 9 teacher ticked 'b' (less interesting), 1 ticked 'a' (interesting materials) and none ticked 'c'.

Q. No.6. 9 ticked 'b' (less relevant), 1 ticked 'a' (relevant) and none ticked 'c'.

Q. No.7. 8-ticked 'b' (there is less variety in the materials), 1 ticked 'a' variety in the materials and 1-ticked 'c'.

Q. No.8. 8-ticked 'b' less balance of skills, 2 ticked 'a' balance of skills and none ticked 'c'.

Q. No.9. 7-ticked 'b', less integration of skills, 3 ticked 'a' good integration of skills and none ticked 'c'.

Q. No.10. 5 ticked 'a' (development of the skills), and 5-ticked 'b' (less development of the skills).

5.3. Discussion of the students' results:

Result of student's questionnaire survey shows that student respondents have more positive views except for Q. No.1. (Majority of the students) answer 'a' which suggests that the materials are appropriate and authentic.

In item no.1. 58.88% respondents said that CLT is 'ok' appropriate for Bangladesh.

In item no.2. 61.11% respondent said that CLT provides enough roughly tuned input which helped them to achieve accuracy and fluency.

In item no.3. 71.11% respondents said that CLT materials provide sufficient communicative output because the materials provided and emphasized the four skills.

In item no.4. 57.77% respondents said that the materials presented in a realistic and meaningful context because the topics seemed related to their everyday life and cultural based.

In item no.5. 63.33% respondents viewed that the subject and content of CLT is meaningful and interesting.

When as for item no.6. 48.88% respondents said that the subject and content of CLT are relevant to their needs.

In item no.7. 58.88% respondents viewed that there are sufficient variety in the subject and content of the materials of CLT.

The following comment can be made about item no. 8. Where 75.55% respondent said that the focuses are on the basic four skills.

Item no.9. 47.77% respondent emphasized the practice of the integrated skills.

Item no.10. 67.7% respondents said that the materials helped the learners to develop the four skills.

5.4 Discussion of Teachers' Results:

Results of teacher's questionnaire survey shows that teacher's respondents have less positive views. All the teachers' answer 'a' that suggests that the materials are less appropriate and authentic.

In item no.1. 70% respondents said that CLT is less attractive.

In item no.2. 90% respondents said that CLT provides less roughly tuned input.

In the next item no.3. 80% respondent said that the output in CLT materials do not provide enough results.

In the next item no.4. 80% respondents said that the materials of CLT are less realistic and meaningful.

In item no.5. 90% of the respondents said that the subject and context of the CLT are not so interesting.

Where are for item no.6. 90% respondents said that the subject and content of CLT are less relevant.

In item no.7. 80% respondents said that there were less varieties of subject content of the CLT.

The following comment can be made about item no.8. 80% respondents said that the materials CLT emphasized less skill-based syllabus.

Item no.9. 70% respondents said that the materials of CLT stressed less practice of the integrated skills and sub-skills too.

In item no.10. 70% respondents said that the materials of CLT were less helpful for the development of the four skills.

5.5 Discussion of the checklist:

The checklist has 10 items. Q. No.1. Refers to whether CLT is appropriate or not for Bangladesh? I think that CLT is appropriate for Bangladesh. Though most of the students and teachers said that it is 'ok'.

The next question was whether CLT provides roughly tuned input or not? In my opinion, the materials of CLT provide roughly tuned input. For this reasons, the students get sufficient level of communicative output from the lessons.

In item no.3. On the checklist was whether sufficient amount of communicative output in the materials? We get the answer when we have discussed the item no.3.

In item no.4. The question was whether the CLT materials present realistic and meaning full context of CLT?

For question no.5. The materials seemed less interesting for the students. Each and every exercise of the lessons was present in the same style and formal. So, in most of the exercise they were asked to answer questions, writes short answer, F/B, T/F, matching, paragraph writing, and making sentence.

The next Question, Q. No.6. The subject and content of CLT are relevant or not? I think that improvement is needed in this part.

In Question no.7. The question was whether there is sufficient variety in the subject and content of the materials of CLT? We find that the materials are very dull and monotonous.

The next question was whether CLT focuses on four basic skills of learning not? We find that it is trying to do that but it is not successful yet.

In question no.9. The question was whether the practice of individual skills integrated into the practice of other skills? We can up to certain point agree that it is doing so.

The last question was whether materials were useful for developing the four skills. Here also, the materials focuses less realistic setting and attainable short-term objectives, failed to develop learners interest, motivation and personal involvement. Thus it falls far short for successfully catering for balanced development of skills.

Chapter Six

Conclusion and Recommendation

The research study was about the teachers' and learners' awareness of and their psychological disposition towards Communicative Language Teaching in Bangladesh. The results show that teachers and students are not so aware about CLT. Majority of the students and teachers think that it is the right approach but students and teachers are not so aware about CLT.

Results from teachers and students questionnaire survey show that everything about the awareness of CLT is of below average or average quality.

Thus the result show that the majority student respondents (except for item 1 and 9) approved CLT as authentic but quite a good number of student respondents considered that they are not aware about it.

So, we should take some positive steps in order to develop the awareness teachers and students. Some interesting text, not always informal should be selected to make learning an enjoyable experience through meaningful engagement of the learners in classroom activities.

The materials should provide a clear and coherent unit structure, which will guide the teachers and leaders through various activities to maximize the chances of learning. This structure should help the teachers in planning lessons and give the learners a sense of progress and achievement. So, the materials of CLT should be interesting, clear and systematic, but flexible enough to allow for creativity and variety.

The classroom atmosphere of CLT should be appropriate in order to provide sufficient output. Pair or group work is emphasized in order to get the desire results.

Teachers' and Learners' awareness of and psychological disposition towards Communicative Language Teaching (CLT) in Bangladesh have been projected

through various viewpoints and through various spotlights. The objective of this research is to evaluate teachers' awareness about CLT, to evaluate learners' awareness about CLT. To find out Teachers' psychological disposition towards CLT and to find out Learners' psychological disposition towards CLT. For this reason I have to collected data from various schools and colleges. College and school level English teachers and students were interviewed in order to get the primary data. They were asked a formal of questionnaire prepared by the researcher in order to get the maximum output.

New syllabus based on CLT, their reaction, but factors influence teaching and learning where collected questionnaire survey.

The secondary source used for this study comprises the published materials such as books, publications, articles, monograph etc. Unpublished dissertations were also treated as secondary source. Various respects of different government and private institutions and research centers on English education were also consulted as secondary materials.

A large part of the study was library research for literature review. Empirical survey research method was used to examine teaching-learning awareness about CLT.

The result of the study shows that a positive attitude towards CLT exists in Bangladesh but it is not properly implemented. So, gradually we have to develop it.

Recommendations:

- (1) CLT is good for Bangladesh. But the students and teachers are not aware of it.
They should develop a proper positive attitude towards it.
- (2) Materials should be developed.
- (3) Materials should be interesting.
- (4) Classroom should be well equipped to promote CLT.
- (5) We should try to create an English-spoken environment.
- (6) Communication purpose should be emphasized.
- (7) Teachers Training Center will be set up in remote areas to get good teachers.
- (8) Learners' interest should be taken into consideration.
- (9) Group or pair work should be introduced.
- (10) Above all, a positive attitude towards CLT should be developed.

So, we can say that if we develop a positive attitude towards CLT, we shall get the desired result.

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Appendix:

Checklist:

1. Do you think that Communicative language teaching is appropriate for Bangladesh?
2. Do you think that CLT provide roughly tuned input?
3. Is there a sufficient amount of communicative output in the materials?
4. Do you think the materials present realistic and meaningful context of CLT?
5. Is the subject and content of the CLT interesting for you?
6. Is the subject and context of the CLT relevant to your needs?
7. In there sufficient variety in the subject and context of the materials of CLT?
8. Do you think the approach focus on four basic skills of learning?
9. Is the practice of individual skill integrated into the practical of other skills?
10. Do you think the materials of CLT are useful for developing four skills?

