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Seamus

JOHN MILTON PARADISE LOST



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Assignment

Subject: Milton's effort to "justify the ways of God to man."

**Prepared for
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Course: Eng. 425 (Classics & Epic)**

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East West University

Report - 07

Milton's effort to "justify the ways of God to man"



"What pleasure I from such obedience paid,
When Will and Reason.
Useless and vain, of freedom both despoil'd,
Made passive both, had serv'd necessity,
They therefore as to right belong'd
So were created, nor can justify accuse
Their maker, or their making, or their Fate;
As if Predestination over-rul'd".

John Milton was a great classical scholar. He combined in himself the learning of a scholar with the genius of a poet. But his scholarship did not in any way interfere with, or detract from his creative power; in fact he pressed his classical learning to service of his poetry. He devoted himself to study and meditation, and aspired to write a great epic poem that "the world will nit let die ".

He dreamt of immortality and he aspired to rank with Homer and Virgil. Milton had intended to write an epic most of his life, for to men of the Renaissance the greatest poetic form was that of the epic. Milton had originally planned to use King Arthur as the subject of a poem that would glorify England as Virgil's "Aeneid" glorified Rome.

He changed his mind, however, and chose a topic of wider significance: a topic that included in its span the whole human race, since we are all children of Adam, and which glorified not a nation but God Himself. We do not know the exact date at which Milton began his greatest work, but we do know from Milton's comment within the poem that it was written after he had become blind. Milton composed his poem in his mind in segments, having trained himself to remember them.

Then he dictated these passages to his daughters. "Paradise Lost" was originally published in ten books in 1667. In its second edition, that of 1674, two of the original ten books (Book VII and X) were divided to form the twelve book poem we know today.

At the very beginning of the poem, in a traditional and conventional manner, Milton states his intention and makes dear the magnitude of his task:

"Of man's first disobedience, and the Fruit
Of that for bidden tree, whose mortal taste
Brought death into the world,.....
I may assert eternal providence,

And justify the ways of god ^{to} men”

Since Milton announces the theme in book I of “Paradise Lost”, he wants the reader to think about what it means throughout. He intends to “Justify the ways of God to men”. The word “Justify” simply means that Milton intends to prove that God is just, that His decision to drive Adam and Eve out of Paradise is not unjust. But Satan has said that if God,

Out of our evil seek forth to bring good,
Our labour must be to pervert that end,
And out of good still find means of evil;

Hence, Satan will win if Adam and Eve are merely punished no matter how well deserved that punishment may be. To defeat Satan, God must bring good out of evil. God must turn all Satan’s attempt to do evil into something really good. Otherwise, God’s justice will not be complete, and Satan will truly win. It is in Book (III), that the justification of God is stated. First of all, God is not responsible for the fall of either Satan and his followers or of Adam and Eve. For one thing, God has given them all the gift of Free-will. The danger of free-will is that one who is free to choose is also free to choose wrongly. Yet to deny so great a gift to his creation will be unfair on God’s part than to grant him free-will even though God knows that it will be abused.

God’s action of throwing Satan and his followers out of the Paradise is not unjust because Satan sinned out of his own free-will. Like the other angels, Satan was given the power to withstand any temptation from within and without. The other archangel remained firm in their loyalty to God. Only Satan cut the bond of love by his own free-will. He knows that there is no other way in escaping this tragedy except submission to God. True repentance will win back the grace of God which Satan has lost by his disobedience to God, but this idea is bitterly hateful to his self esteem. Nothing good is left in him as he himself says

All good to me is lost

Evil, be thou my good.

Therefore, will is Satan’s highest good and it satisfies this thirst for vengeance. He dares to put up a battle against God and never once asks for His forgiveness. Though sometimes he feels sorry for his state but very soon his evil thoughts overcome him. His regrets are very short lived, and are destroyed by this evil

intention of taking revenge on God. Therefore God is just to throw him out. God's first attempt to bring good out of evil is evident here, when He creates a new world in reply to Satan's rebellion. The new race of men were to fill the places in Heaven, which the fallen angels have deserted.

God cannot be hold responsible for the sin or ~~the~~ fall of Adam and Eve. Adam was made perfect, able to with stand any kind of temptation. Adam and Eve were not asked to do any strenuous work; they were merely forbidden to do one thing. At least one thing must be forbidden so that their obedience to God might become evident. God had warned them not to eat of the fruit from the "Tree of knowledge". When God heard about Satan's plan to reduce ~~the~~ Adam and Eve, God sent Raphael, one of His angels, to warn the human pair so that, they could not complain later on that they were not forewarned. Raphael warned the human pair of their need to be obedient to God. He warned Adam against his uxoriousness and told them about the fall of Satan so that they realize that it is possible to succumb to temptation. After so much of warning, they fell: Eve fell through weakness of reason and Adam fell through weakness of will. Part of the sin in the act of their fall was a desire for knowledge equal to God or of knowledge of things purposely placed beyond man's comprehension. But unlike Satan, Adam and Eve were repentant and asked for God's forgiveness.

They confessed,

Humbly their faults, and pardon begged, with tears,

Watering the ground.....

Satan wanted to destroy the new world by seducing Adam and Eve, and he also succeeded, but soon he found out that all his success has ^{gone} ~~went~~ in vain because God retaliated against Satan by giving the human pair the grace to repent their sin. He also promised them that they would be able in spite of Satan's malice, to gain Paradise. The most convincing way, God brings good out of evil is by the development of the characters of Adam and Eve. After the fall, they learned about their limitations and discovered through bitter experience that they were weak. The discovery brought them the compassion, and the humility they lacked in them in paradise.

In Book XI, God wants Adam and Eve to leave ~~the~~ Paradise. He says that He was given them two gifts when he created them: happiness and immortality

since they have lost the first one, second one was only make their woe everlasting. God's decision to drive them out of Paradise is not harsh. To let them stay in Heaven and eat the fruit of "The Tree of Life" would be kindness but cruelty. Their life, tainted by sin and sorrow must end, otherwise it would be unbearable. Thus death becomes man's final remedy. Since men are subject to old age and diseases, they welcome death as Adam learns from Micheal, one of the angels in Book XII.

In justifying God's ways, Milton could not help being theological and he could not help asserting and implying on things that were just as debatable in Milton's time as they were for centuries and still today. The first of these things is the relationship of God's foreknowledge to Man's freedom. In fore knowing all the events God did not cause them and this is evident when He says.

They themselves decreed

Their own revolt, not I: for if I foreknow
Foreknowledge had no influence on their fault. If we think that God is unfair in this matter, it is wrong because it was Adam's will and Eve's faulty reason, which caused their fall. In Book XII, we see God giving foreknowledge to Adam about what will happen to his grandchildren, and Adam knowing it, cannot prevent but can only feel pain just as God did in foreknowing about their fall. This foreknowledge has nothing to do with predestination and the readers must be careful not to link them. Milton never believed in predestination in its special Calvinistic sense that God decided beforehand which individual is damned and which saved. Alike, Milton, Sir Muhammad Iqbal, a poet, did not believe in predestination but gave importance to Man's will power and said,

Endow your will with such power

That at every turn of fate it so be.

That God himself ask of His slave

"What is it that pleases thee?"

Milton thought that God's greatest gift to man was reason, and the freedom to exercise reason in the act of choosing. It would be illogical to make man free to choose and at the same time not free to choose wrongly. Man's will is free as long as it obeys reason. Justifying His own ways, God said in book (III), that both act

of will and act of reason are forms of choice, implying on that when one chooses, both reason and will are involved, while in animal, it is only the act of will.



Another thing, which questions the justification of God, is Adam's and Eve's sin which are borne by their children. It seems rather unfair of us to complain that God made us bear the sin of Adam and Eve because His son, Christ himself volunteers to come on the earth to redeem us from the sin of our first parent. Before Christ's appearance on earth, God has also given us a second chance as discussed in Book (XII) the rescue of Noah, by whom a new race would appear with chance to live righteously. But the people fail to do so and started to choose the wrong path and this time Christ appears as man on earth and suffered to be crucified to restore the mankind. This is known as the doctrine of vicarious suffering. Christ's death is seen as the price paid as a ransom to free man from the bondage of Satan, Sin and Death into which Adam sold himself and his progeny by his disobedience. In this act of atonement, Christ has given man the chance to have eternal life (as in Paradise) and freed him from the inherited fault of Adam's sin and made him more aware of God's infinite love than he had seen before. Therefore the final justification of God's ways is in the manifestation of His Grace in the redemption of man through incarnation and Crucifixion of Christ.

Furthermore, the question which is still unsolved is, why should all men suffer for a sin only committed by Adam and Eve? Why born with a blot of sin on their head? And why God has allowed a new race with the punishment predestined on them? Adam asks

O miserable Mankind,

Better end here unborn.

Is God really just here? And again there is a question of God's being purely just. In one of the earlier books, we come to know that God has His favourites:

Some I have chosen of peculiar grace

Elect above the rest; so is my free will:

As the eternal father, Should God have any favourites? It rather seems that God has been somewhat unfair here.

Why should some people born with the grace of God and some as misfortunate without any reason but just for God's will?

One subtle way in which good can come out of evil is in Milton's comments on his blindness, in his prayer of light at the beginning of Book (III), Milton sees his blindness, as evil, but because he is blind, he can fix his attention without any distraction, in that inner light, that inspiration, by means of which he writes his poem. Therefore, in the end God's ways and His Providence are made just. And in the end, as Addison points out, "Satan is represented as miserable in the height of his triumph, and Adam's in the height of his misery."





Enter this and be henceforth among the God
Thyself a Goddess, not to earth confined.

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Remarks

- Excellent argument.
- " presentation
- One fault — the pages should always be numbered

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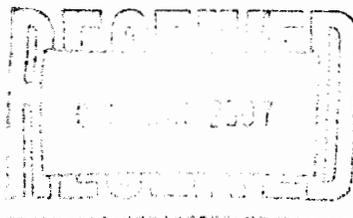
An evaluation of the Present Classroom Techniques used for Teaching and Learning English in Bangladesh

**A dissertation submitted in partial fulfillment of the requirements for
the degree of M.A. in English**

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Abstract

This research is intended for teachers and researchers interested in English teaching and learning. It will give them a clear view with proper data to understand the real situation of teaching practice in English classroom of Bangladesh. The study seeks to find out the actual practice of English teaching in Bangladesh.

The study focused on the teachers' and learners' roles and the interactional pattern in classroom to check whether the traditional teacher centered inductive grammar practice is still the fashion, or student centered interactive, skills focused-teaching-learning has replaced that.

For this research I have followed classroom observation in which I had to observe some of the classes and collect data. Along with the observational method I have also used the questionnaire and interviewing method. Questions were made for the teachers and students for their opinions. Some of them were open ended and some were closed forms.

In the study I have found that although the students preferred to interact in classrooms but our traditional teaching methods played as a barrier for that. Our teachers were sent abroad and they have come with knowledge and experience but whenever the real situation comes, they forget all their trainings and start to follow the old traditional way of teaching in the classrooms. It has been observed that all the students and teachers gave opinions in favor of interactive teaching and learning but in reality the picture is different.

The teachers are less bothered about how they are teaching and the students are also unwilling to interact in their classrooms. This scenario is clearly seen in the present research but it has been found from literature review which suggests that an effective and modern way of teaching is the interactional

thod or communicative approach. But it is not yet the practice in Bangladesh
spite best efforts by government and non-government sectors to implement it.
w ways for teaching and learning are also suggested for effective teaching
d learning in this study.

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Chapter 1: Introduction

Bangladesh is a country which has become independent more than 30 years ago. Pakistan ruled it for 24 years and before it the British ruled this subcontinent for about 200 years. As a result the language of the rulers, English was the official language of the subcontinent. Whoever knew the language had extra advantages with the rulers. So English affected the general people very much.

English teaching and learning started in the subcontinent in the early days of colonialism. Although the British rulers left the subcontinent they left the language here. The teaching and learning of English continued in both nations - India and Pakistan. Nowadays English has become the major language for international communication. After the independence in 1971, Bangla was made the official language and English was largely neglected, but still English remained as a major subject across the curriculum. There was also a lack of motivation in learning English. However soon people understood the importance of English and started to learn English to cope with the demand of a rapidly changing technological and commercial world.

Although there were many methods of teaching and learning English, the language experts went more for learning the Communicative Approach, which became the fashion from the mid 1970s all over the world. The Communicative Approach is commonly used all over the world nowadays in most ESL / EFL contexts. In Bangladesh it came late, but over the last few years there have been an effort to implement this approach. Many teachers are being trained, projects have been undertaken, materials are being developed in the country to implement it. So it is more likely that though the subcontinent started English teaching and learning with the Grammar Translation, now things have significantly changed. However, research from many contexts show that changes are not easy to bring and implement, unless all related factors are also changed. It is also reported that some times teachers talked about being communicative, but in class room they still are very traditional. So it will be an interesting study to

examine the class room realities after a few years' attempts to change the class scenario in the country.

Objectives of the research:

The study will focus on whether the class room practices are still traditional, lecture based or deductive grammar practice and pattern drills oriented or there is now student centered, interactive skills training oriented activities going in Bangladesh.

The objectives of the present study are to –

1. Examine whether the English classes are still teacher centered and deductive grammar practice classes.
2. Examine how much scope is there for skills training, how much pair work and group works are used in class room.
3. Examine whether the class room practices are good enough to help students develop their communicative competence.
4. Suggest some measures to improve the situation.

The Statement of the Problem:

In Bangladesh, though English is taught as a compulsory subject from the primary to the degree level, students' performance in English is very deplorable. Every year a large number of students fail in English in the S.S.C, H.S.C. and Degree examinations and many of them pass with grace marks in English. Those who go to university for higher education cannot follow English lectures in the classroom and find it difficult to read books written in English.

It is seen that the socio-political history and the geographical location of Bangladesh and the present realities of the world have made it obligatory for Bangladesh to use English for educational purposes, for international communication and for socio-economic development. Considering all these, the conscious people of Bangladesh now feel that it is not possible to progress

economically without giving due importance to English. They argue that English language skills are necessary for scholars, educationists, businessmen, administrators, diplomats and various other professionals of the country. Students of the country, therefore, should be taught English so that they can lead the country towards prosperity in future.

The basic purpose of language learning is to be able to communicate effectively, or to be able to read, write, speak and listen effectively. Language learning means, being able to use the language, not only to learn some rules about the language. But the reality of Bangladeshi scenario is that students care not for reading, writing, speaking and listening effectively.

The study addresses the following research questions:

1. Do the classroom procedures provide scope enough for developing communicative competence?
2. Do the students learn English to face the reality, to survive in their lives or just to pass the examinations? The teachers always follow the traditional methods. So the students also face problems to communicate with the teacher?
3. do the teachers use effective techniques through which our students can easily develop their communicative skills such as role playing and group work.

Significance of the Study:

This study deals with a significant aspect of language teaching and learning and is of direct relevance for Bangladesh. It tries to find out what are the methods currently being used for teaching English in the country. Results of the survey research will help us to adopt, adapt or use effective methodology for ELT in the country. This study will provide important insight to policy makers, textbook writers, English teachers and researchers.

Approaches to the Study:

Through a questionnaire survey research, interview and classroom observation, the study seeks to examine the present teaching-learning practices, teachers' and learners' views about language teaching and learning, and also the realities of the teaching-learning situation in Bangladesh.

Limitations of the Study:

This study deals only with class seven to ten classroom practices in Bangladesh and therefore, has confined its empirical investigation only to the students, teachers and practical situation of these four classes. It has taken only one district of the country as its universe. But for shortage of time it was not possible for the researcher to go to other area of the country to collect more data for this research.

Chapter 2: Classroom Practices of the Major Approaches and Method of Language Teaching

This chapter discusses the developments in English language teaching methodology with special reference to a few dominant approaches and methods like the Grammar Translation Method, Audio Lingual Method, Direct Method and Communicative Approach.

Most of the methods are discussed from some of the books of the famous linguists of this century. One of these books is "***Approaches and Methods of Language Teaching***" by Richards and Rodgers. Another book by Larsen Freeman titled "***Techniques and Principles in Language Teaching***".

The Grammar Translation Method, The Direct Method, The Audio Lingual Method, Suggestopedia and the Total Physical Response were used in different parts of the world in the later half of the 20th century.

Grammar Translation Method:

The Grammar Translation Method or the Classical Method was the first method used for teaching English. It was expected that through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and this familiarity would help them to speak and write their native language better. It was thought that foreign language learning would help the students grow intellectually.

There were a numbers of principles of the Grammar Translation Method. Some of them were:

- 1) A fundamental purpose of learning a foreign language was to be able to read literature in the target language.
- 2) An important goal was for students to be able to translate each language into the other language i.e. first language to target language and vice versa.

- (3) The ability to communicate in the target language is not a goal of foreign language instruction.
- (4) The primary skills to be developed were reading and writing. Little attention was given to speaking and listening.
- (5) The teacher was the authority in the classroom. It was very important that students get the correct answer.

There are some typical classroom practices in the Grammar Translation method. All the principles were followed in the class room practices. Some of the common practices are-

- (a) Translation from language one to two and vice versa.
- (b) The students were taught grammar rules.
- (c) Students memorized vocabulary.
- (d) The students memorized grammar rules.

All these features show that in the Grammar translation there was no scope for student – student interaction and the teachers played roles as the monarch of the classroom. Students were not encouraged or even allowed to ask questions.

The Direct Method:

The Direct Method was a method in which the teacher expected that all the learners would be able to translate the target language from the very beginning. There were also some principles of this method. Some of them were-

- (1) Teachers helped the students to think in the target language, so the students gradually became experts in communication in the target language.
- (2) The teachers were very intimate with their students.
- (3) No native language was spoken while learning the target language

- (4) One important part of Direct Method was that both oral and written forms of the target language were used by the students. So they were confident about their using language.
- (5) The teacher always tried to correct the errors of the students. He showed the ways and the students tried to correct their errors in those ways.

All these principles and classroom practices show that the Direct Method was a better version of the Grammar Translation Method. In the Grammar Translation Method the students did not have any scope to communicate with teachers but in the Direct Method the students had a friendly relationship with the teachers. So the learning process was easier than the Grammar Translation Method.

Audio-Lingual Method (Bloom Field):

The Audio-Lingual Method was developed in the United States during the Second World War. At that time it was needed to translate the messages of the enemies. New ideas about language learning emanating from the disciplines of descriptive linguistics and behavioral psychology led to the development of the Audio Lingual Method.

Some classroom practices of Audio-Lingual Method are-

- (1) The teacher used only the target language in the classroom.
- (2) The teacher introduced new dialogues.
- (3) The teacher conducted transformation and question-answer drill.
- (4) New vocabulary was introduced through lines of the dialogue, vocabulary was limited.
- (5) The students were given no grammatical rules. Grammatical points were taught through examples and drills.

Some of the principles of the Audio-Lingual Method are-

- (a) The basic premises were to provide stimuli by introducing a new language item.
- (b) The purpose of language learning was to learn how to use the language to communicate.
- (c) It was important to prevent learners from making errors. Errors led to the formation of bad habits. When errors occurred those were immediately corrected by the teacher.
- (d) The major objective of language teaching should be for students to acquire the structural patterns, students would learn vocabulary afterwards.
- (e) The learning of a foreign language should be the same as the acquisition of the native language.

The principles were developed to learn a foreign language very quickly for the war purposes. But later it was found that frequently errors occurred and problems arose. It was too behavioristic, and no creative language use was encouraged in this method. So afterwards this method was no longer used.

Techniques used in Suggestopedia :

- (1) Learning was facilitated in a relaxed and comfortable environment.
- (2) A student could learn from what was present in the environment, even if his attention was not directed to it. It means peripheral learning was possible.
- (3) The teacher attempted to increase student's confidence that they will be successful learner. The more confident the students felt the better they could learn.
- (4) The teacher presented and explained grammar and vocabulary, but did not dwell on them.

5) To make the students understand the teacher used mother tongue.

There were some classroom practices too:

- a) The students sat on cushioned armchairs; the lighting was dim, soft music playing.
- b) The teacher assured the students that the target language learning will be easier.
- c) The students choose names and identities.
- d) The teacher briefly mentioned few points about English grammar and vocabulary.
- e) The teacher and the students played question and answer session.

All these process of Suggestopedia gives us an idea that it was a relaxed process of learning. In this method the students could feel intimate with teachers. The teacher was also very conscious about his students so he used new names and identities to give assurance that the mistake was done by other person not by the student. It proves that the process was in favor of the students and reliable for the students too.

Total Physical Response:

The Total Physical Response of Asher was another method for teaching and learning English. In this method students listened and responded to the spoken target language commands of their teacher.

There were some classroom techniques of Total Physical Response. Some of them were-

-) The teacher gave commands in the target language and performed it with the students.
-) The teacher sat down and issued commands to the volunteers.

- (3) When the students made error, the teacher repeated the command while acting it out.
- (4) A few weeks later, a student who hasn't spoken before gave commands.
- (5) The teacher changed the order of commands.

Along with the classroom practices there were some principles of this method. Some of them are-

- (a) Meaning in the target language can often be conveyed through actions.
- (b) The student's understanding of the target language should be developed before speaking.
- (c) The students could learn through observing actions as well as by performing the actions themselves.
- (d) Students were not forced to memorize fixed routines.
- (e) Spoken language should be emphasized over written language.

All these classroom practices and principles show how Total Physical Response Method was.

The Communicative Approach:

Thus many methods were followed to teach and learn English. In every few years, new ideas came and new techniques were followed. Communicative Approach became a very popular one since the mid 1970s. The whole world is talking about this approach and it is argued that this approach helps students learn English rapidly, accurately and enable them to use it in real life situations. So it means that is a scientific approach for teaching and learning English.

There are some classroom techniques followed in this popular approach: -

- (1) Students centered learning.
- (2) Pair works and group works were followed.
- (3) Role play and simulations are commonly used.

- (4) Minimum errors correction in class room is tolerated.
- (5) Students are engaged in activities and the teachers moved from group to group offering advices and questions.
- There are some principles too. Some of them are-
- (a) When ever possible, "authentic language"—language as it is used in real context – should be introduced.
- (b) The target language is a vehicle for classroom communication, not the object of study.
- (c) Students should be given an opportunity to express their ideas and opinions.
- (d) Errors are tolerated and taken as a natural outcome of the development of communication skills.
- (e) Communicative interaction encourages cooperative relationships among students.
- (f) The grammar and vocabulary that the students learn follow from the function, situational context, and the roles of the interlocutors.

All these characteristics show that it is fully dependent on the present situation that is real life context. So the students feel comfortable because they don't feel shy and learn in a comfortable way. The real life situation helps the students to learn quickly and use language properly.

The above discussions in this chapter provide' us a glimpse of the dominant approaches and methods in language teaching. This study will examine which of the class room practices are used for English class rooms in Bangladesh.

Chapter 3: Methodology

This chapter discusses the methods employed to study the present classroom practices in Bangladesh.

1. Questionnaires Survey:

This chapter briefly discusses the methods for data collection\$ including the sampling plan and means of data analysis. For my research I adopted the questionnaire survey method for a number of reasons. Firstly a close-ended questionnaire survey is ideal for data analysis since the respondents are given a limited number of choices to choose their answers. Specific numbers are also attached to the answers. As a result it becomes easier for the researcher to statistically analyze the data. On the other hand it becomes hard to analyze the data of an open ended questionnaire. In a closed questionnaire the researcher gets the specific responses he/she needs for his/her research. Many respondents may not feel like responding to interviews. A closed questionnaire is easier and less time consuming to respond to because the choices of answers are given and the respondent does not have to think much to tick.

2. Interview:

I have interviewed students and teachers about the classroom practices using the same instruments used for questionnaire-survey.

3. Classroom Observations:

To do this study I have also observed some classes of different levels of different schools. All of my schools are chosen from only one district of our country including urban and rural schools. I have chosen rural schools to get the real village picture. The way the teachers of the villages teach the students in their classes are totally different from the way of teaching English in the classrooms of the urban schools. So I got authentic materials which are presented later in tables.

4. Sampling:

I adopted the random sampling method because, samples were selected using this method to have representative and more reliable samples. Random sampling is more reliable because sample is selected without any bias or preference. For survey I have selected fifty students, from nine different schools and I have also completed my interview with them. I have chosen thirty teachers from these schools for my survey and interview.

For my observations I have observed thirty classes from these nine schools. Not only Bangla medium schools are observed, English medium schools were also observed to see the real picture of English class room in Bangladesh.

From Siddique International School I have observed 5 classes to see what is the scenario of English teaching and learning in the English medium schools. It is an English medium school, all the classes were taken in English. In the 8th and 9th grade of the school no Bangla takes place. Teachers did not give any specific grammar rules to memorize. 2 teachers and 4 students were surveyed and interviewed from this school.

In Junior Laboratory School I have observed 4 classes to take data. Two of them were from Bangla medium and two were from English medium. In this school I have found that Bangla plays a key role in terms of communication among the students. 4 teachers and 8 students were interviewed and surveyed from this school.

Bangla plays the key role in Bangla medium schools. In their English classes Bangla is given the first priority. 4 classes were observed from Rayer Bazar High School. In this school I have found that Bangla is frequently used in English classes. The teachers were very traditional but they used Bangla to clarify their students. 4 teachers and 6 students were surveyed and interviewed from this school.

Only two classes were observed from Dhanmondi Tutorial. Not a single sentence was uttered in Bangla. Only 2 teachers and 2 students were surveyed and interviewed from this school, from two sections.

From Amlygola school I have observed 2 classes. 2 teachers and 5 students were interviewed and surveyed from this school.

From Bandura Holy Cross High School I have surveyed 5 classes and interviewed 7 teachers and 7 students from this school.

From St. Euphrasis Girls High School I have observed 3 classes and interviewed 3 teachers and 6 students from this school.

From St. Thakolas Girls High School I have surveyed 2 classes and interviewed 2 teachers and 2 students from this school.

From Nababgonj Pilot High School have surveyed 6 classes and interviewed 6 teachers and 10 students from this school.

From these nine schools 50 students were also interviewed to know about their thoughts about teaching and learning English in their classes. Among these 50 students most of them were from Bangla medium and only 8 students were from two English medium schools.

All these students and teachers are the participants of my interview and survey methods. Most of the results are very similar to the questionnaire method, in some cases I have got some other different results. For shortage of time I had to complete my research with these few students and teachers.

5. Field of study:

To collect authentic data I have chosen schools from rural areas of Bangladesh. All these schools are the representative of our education system. 85% people of our country live in rural area. So major emphasis was given on the schools of rural area. From these schools more than 50 students and 30 teachers were interviewed to collect data. All the data are shown at the appendix.

A summary of the sampling plan is given below:

Institutes	Teachers		Students	
	Interviewed	Surveyed	Interviewed	Surveyed
Alfique International School Mohammedpur Dhaka.	2	2	4	4
Junior Laboratory High school Shankar bus stand, Dhanmondi,Dhaka	4	4	8	8
Rayer Bazar High School Rayer Bazar Dhaka.	4	4	6	6
Amligola Government Primary School Azimpur, Dhaka.	2	2	5	5
Dhanmondi Tutorial. Dhanmondi,9A Dhaka.	2	2	2	2
Bandura Holy Cross High School Bandura,Nababgonj, Dhaka-1321	5	5	7	7
St Euphrasis Girls High School Nababgonj,Dhaka.	3	3	6	6
St Thakolas Girls High School Dhaka,Nababgonj,Dhaka.	2	2	2	2
Nababgonj Pilot High School Nababgonj,Dhaka-1320	6	6	10	10

6. Instruments for the Study:

For my research both the students and the teachers are very important. So I have developed different questionnaires for them. To get authentic data I have followed observational method, interviewing and surveying.

All the questions were designed very carefully and included important aspects of grammar translation method, audio lingual method and communicative language teaching.

For my class room observation, I have designed my own form of few questions to collect authentic data for my research paper. All those instruments helped me to get proper data for those schools.

Format of the Questionnaire:

A questionnaire for teachers was designed to collect data about the real classroom practice in English classes of our country. Questionnaire contained 15 items (see Appendix 1). The questions were of closed types with options to tick 'A' 'B' and 'C'. They stood for 'Yes' 'No', 'Sometimes' and also there were some open ended forms.

Students questionnaire was also of closed types with options to tick 'A', 'B' and 'C' which stood for 'Yes' 'No' and 'Sometimes' respectively and there were some open ended forms.

For my survey and interview I have followed the same questionnaires for both of the teachers and the students of each school.

For teachers questionnaires number 1 was about lecture in the class room, number 2 pair work, number 3 using Bangla in English classes. Grammatical rules explaining, participating in the class rooms and putting emphasis on four skills were asked in the other question. Question about errors were also included in this questionnaires.

Chapter 4: Results

Table-1

Result Sheet of the Teacher's Questionnaire, Interview and Survey

Item No	Questions	Result					
		Interview			Survey		
		a	b	c	a	b	c
1	Do you often lecture in the class room?	21	6	3	19	6	5
2	Do you use pair work in the class room?	23	3	4	20	5	5
3	Do you use Bangla?	9	8	13	10	12	8
4	Do you use Bangla and English mixture?	1	13	16	3	15	12
5	Do you use only English in your Classroom?	13	14	3	15	10	5
6	Do you practice group work in classroom?	24	0	6	20	4	6
7	Do you explain grammatical rules in grammar class?	30	0	0	30	0	0
8	Do you put emphasis on all four skills?	24	0	6	24	3	3
9	Can you ensure participation of all students?	20	0	10	30	0	0
10	Do your students actively participate in class?	23	0	7	30	0	0
11	How much of the class time you talk?	10	14	6	15	10	5
12	Do the students enjoy working in groups?	30	0	0	30	0	0
13	Do you provide feedback on students problem?	26	0	4	30	0	0
14	Do you correct errors in the class?	23	0	7	25	1	4
15	Do you over look errors?	0	16	14	20	5	5

Results of Interview:

For item no 1 , 21 teacher ticked "A" always like lecturing, 6 teachers liked "B", often and only 3 teachers ticked "C" sometimes.

For item no 2, 23 teachers ticked "A" they use pair work, 3 teachers ticked "B" they do not use pair work and 4 teachers ticked "C" they sometimes use pair work.

For item no 3, 9 teachers ticked "A" they use Bangla, 17 teachers for "B" sometimes use Bangla and 4 teachers ticked "C" they never use Bangla in their classes.

For item no 4, 20 teachers ticked "A" they use Bangla and English mixture, 4 teachers ticked "B" they do not use mixture while lecturing and 6 teachers ticked "C" they sometimes use Bangla and English mixture.

For item no 4 teachers ticked "A" they use only English , 20 teachers ticked "B" they do not use only English and 6 teachers ticked "C" they sometimes use only English.

For item no 6, 24 teachers ticked "A" they practice group work, no one denied and 6 teachers ticked "C" they sometimes use group work.

For item no 7, all thirty teachers ticked "A" they explain grammatical rules.

For item no 8, 24 teachers ticked "A" they put emphasis on four skills and only 6 teachers ticked "C" which means they put emphasis on other skills.

20 teachers ticked "A" they can ensure participation of all students and 10 teachers ticked "C" some times they can ensure their students participation for item no 9.

For item no 10, 23 teachers ticked "A" their students actively participate in the classes and 7 teachers ticked "C" sometimes their students actively participate in classes.

In the item no 11 we can see that 10 teachers talk 70% of their classes, 14 teachers talk 50% of the classes and 6 teachers talk less than 40% of their classes.

In item no 12 we can see that all 30 teachers said that students enjoy group work.

26 teachers ticked "A" in item no13 to proof that they always provide feedback in the classes and only 4 teachers sometimes provide feedback.

For item no 14, 23 teachers ticked "A" they correct errors in the classes and only 7 teachers ticked "C" they sometimes correct errors in their classes.

For item no 15, 16 teachers ticked "B" they over look errors and 14 teachers ticked "C" they sometimes over look errors.

Results of Survey:

In my survey, I have got different results for teachers' questionnaire. For question no. 1, I have found that 66.33% teachers lecture in the class room, 20% teachers lecture quite often, and 16.67% teachers sometimes lecture in the class room.

In question no. 2, I have found that 66.66% teachers like pair work in the class room, 16.67% teachers do not like and 16.67% teachers sometimes like pair work in the class room.

33.33% teachers always use Bangla in the class room, 40% teachers sometimes use Bangla and 26.67% teachers never use in the class room.

For item no 4. 10% teachers use Bangla and English mixer, 50% teachers do not use and 40% teachers sometimes use Bangla and English mixer in the class room.

In question no. 5, I have found that 50% teachers use only English in the class room, 16.67% teachers do not use English in the class room, and 33.33% teachers sometimes use English in the class room.

In question no 6. 66.67% teachers said they practice group work in the class rooms, 13.33% teachers do not practice group work in the class room and 20% teachers sometimes group works in the class room.

100% teachers said that they use grammatical rules in the class.

80% teachers put major emphasis on four skills, 10% do not and rest 10% sometimes put emphasis on reading, writing, speaking and listening.

In question no. 9, 100% teachers said that all of their students participate in the class room.

In item no. 10 , 100% teachers said their students actively participate in the class room.

In item no. 11, 50% teachers said they talk more than 70% of the class room, 33.33% teachers said they talk 50% of the class room and 16.67% teachers said that they talk 40% of the class room.

In item no. 12, 100% teachers said that student enjoy group work in the class room.

In item no. 13, 100% teachers said that they provide feedback in the class room.

In item no. 14, 83.33% teachers said that they correct errors in the class room, 3.33% teachers said that they do not correct errors, and 3.34% teachers sometimes correct errors in the class rooms.

In the last question, 66.66% teachers said that they overlook errors, 16.67% teachers do not overlook errors, and 16.67% teachers sometimes overlook errors.

Table-2

Result sheet of the student's questionnaire, Interview and Survey

Item No	Questions	Results					
		Interview			Survey		
		a	b	c	a	b	c
1	Do your teachers lecture in the class room?	50	0	0	50	0	0
2	Do you get any chance for group discussion?	22	18	10	25	10	15
3	Do you get any feedback in the classroom?	20	20	10	30	10	10
4	Is any authentic material used in the classroom?	15	25	10	20	20	10
5	Does the teacher engage you in reading, writing, listening and speaking?	25	10	15	20	20	10
6	Are you allowed to use Bangla in the Class?	40	5	5	40	5	5
7	Do you use only English in the classroom?	8	38	4	30	5	15
8	Do the teachers focus more on grammar?	20	10	20	35	5	10
9	Are the teachers friendly?	15	20	15	25	20	5
10	Does your teacher speak in Bangla in the Classroom?	40	5	5	40	5	5
11	Is the classroom atmosphere relaxed?	10	30	10	10	30	10

Results of Interview:

For item no. 1 all 50 students ticked "A", their teachers lecture in the classrooms.

For item no. 2, 28 students ticked "A" they get chance for group discussion, 21 students ticked for "B" they don't get chance and 11 students ticked "C" sometimes they get chance for group discussion.

For item no. 3, 25 students ticked "A" they get feed back in the classrooms, 15 students ticked "B" they don't get any feedback in the classrooms and 10 students said sometimes they get feedback.

For item no. 4, 15 students ticked "A" authentic materials are used 25 students ticked "B" they do not get authentic material and 10 students ticked "Sometimes" they get authentic materials.

For item no. 5, 25 students ticked "A" which says that their teachers engage them for reading, writing, listening and speaking. 10 students ticked "B" their teachers do not engage them and 15 students ticked "C" their teachers sometimes engage them for 4 skills.

For item no 6, 40 students ticked "A" they are allowed to use Bangla in classrooms, 5 students ticked "B" and "C" which means they do not use Bangla and sometimes they use Bangla in the classes.

For item no 7, only 8 students ticked "A" they use only English in classrooms, 38 students ticked "B" they do not use only English and 4 students ticked "C" to show the mixture.

20 students ticked "A" for item no 8 which show that teachers are still grammar based, 20 students ticked "B" they say teachers do not put emphasis on grammar and 10 students ticked "C" sometimes their teachers focus more on grammar.

For item no 9, 15 students said their teachers are friendly, 20 students ticked their teachers are not friendly and 15 students ticked sometimes their teachers are friendly and sometimes not.

For item no 10, 40 students ticked "A" which suggest that their teachers use Bangla, 5students ticked "B" their teachers do not use Bangla and students ticked "C" sometimes their teachers use bangle.

10 students among 50 said that classroom atmosphere is relaxed, 30 students considered that classroom atmosphere is not relaxed and 10 students ticked that sometimes their classroom atmosphere is relaxed in item no 11.

I have found that all the students are maintaining a connection in their thoughts about their text and teachers. Although they are willing to cope with the new idea of communicative approach but in reality they are enjoying the traditional way of teaching from their teachers. But the scenario is rapidly changing and my data show this.

Results of Survey:

For item no. 1, 100% students agreed their teachers lecture in their class rooms.

For item no. 2, 50% students agreed that they get chance for group discussion, 20% students said they do not get any chance for group discussion, and 30% students said sometimes they get chance for group discussion.

For item no 3, 60% students said they get feedback in the class room, 20% students they do not get any feedback in the class room and 20% students said sometimes they get feedback in the class room.

For item no. 4, 40% students said authentic materials are used, 40% denied and 20% said authentic materials are used in the class room.

For item no. 5, 40% students said their teachers engage them in reading, writing, listening and speaking, 40% students denied and 20% students said sometimes their teachers engage them in these four skills.

For item no. 6, 80% students said Bangla is allowed in English class room, 10% denied and 10% students said sometimes Bangla is allowed in English classes.

For item no. 7, 60% students agreed that they use English in their class room, 10% denied and 10% students said sometimes they use English in their English classes.

For item no. 8, 70% students said that their teachers focus more on grammar, 10% denied and 20% students said their teachers sometimes focus more on grammar.

For item no. 9, 50% students said their teachers are friendly, 40% denied and 10% said sometimes their teachers are friendly.

For item no. 10, 80% students said their teachers speak in Bangla in their English classes, 10% denied and 10% said sometimes their teachers speak Bangla in their English classes.

For item no. 11, 20% students said their class room atmosphere is relaxed, 60% denied and 20% said sometimes their class room atmosphere is relaxed.

Instruments used for Class room Observation:

For class room observation, I have designed my own way of collecting data for my research paper. Each of the questions is based on the English class rooms of nine different schools. Some of them are given below—

Table-3

Result Sheet of the Class room Observation of 30 classes from 9 schools

Item No	Questions	Result		
		YES	NO	Others
1	Is the class room well organized?	2	28	0
2	Is the class room interactive?	10	20	0
3	Does grammar play a big role in the class room?	25	5	0
4	What methodology is used for teaching in English classes?	25 classes were traditional		
5	Is any authentic material used?	4	26	0
6	Does Bangla play major role in English classes?	25	5	0
7	Do the students practice group work in the class room?	10	20	0
8	Do the students get proper feedback in the class room?	5	25	0
9	Do the teachers overlook errors?	15	15	0

From question no. 1 of class room observation, we can see that among 30 classes 28 classes were not well organized.

In question no. 2, we can see that 20 classes among 30 are not interactive.

In the result sheet of class room observation, we can see among 30 classes of 9 schools only 2 classes were organized, only 10 classes were interactive, and 25 classes were grammar based.

Among 30 classes, 25 classes were traditional class room.

In question no. 5, we can see that 26 classes among 30 did not use any authentic materials in the classes.

In 25 English classes Bangla played a big role.

In question no. 7, we can see that students of 10 classes practice group work.

Students of 25 classes do not get any feedback in the class room.

In item no. 9, we can see that 15 classes among 30 classes overlooked errors.

Chapter 5: Discussion of Results

I have mentioned that almost all of the teachers and students have given questionnaire, survey and interview and the data presented in the last chapter provides a glimpse of my findings. This chapter discusses the results in some detail.

The summary of the teacher's questionnaire shows that 70% teachers always lecture in the classrooms. This finding helps us conclude that our present classroom teaching is mostly lecture-based and teacher-centered. 20% teachers lecture quite often. Only 10% teachers lecture sometimes. Most of our teachers still follow the conventional mode of teaching. About 76.67% teachers like pair works in the classroom. This is a positive sign in our context because pair work encourages student-centered approach which is a recent and appreciated classroom teaching technique. Only 10% teachers do not like pair works in the classroom. 13.33% teachers sometimes like the students to go for pair works. This is a matter of great hope for our country that teachers are adopting and appreciating inductive and effective teaching techniques.

30% teachers always use Bangla in classroom. This reminds us of our conventional way of teaching. Around 26.67% teachers sometimes use Bangla in the classroom. Yes, Bangla is necessary sometimes to clarify certain terms and concepts to the students. Thus, it is good to use Bangla sometimes. This facilitates and enhances learning. But, it is even better if the teacher can explain things in English. Around 43.33% teachers never use Bangla in the classroom. Thus, it is a matter of great hope that we are considerably heading towards the goal of learning English through English. Only about 3.34% teachers use Bangla and English mixture in the classroom. Around 43.33% teachers do not use Bangla and English mixture in the classroom. Around 53.33% teachers use Bangla and English mixture in the classroom. Yet again it is good to use Bangla and English mixture sometimes to facilitate understanding.

43.33% teachers practice group work in the classroom. Thus, we are greatly advancing towards student-centered classroom teaching approaching.

46.67% teachers sometimes practice group work in the classroom. 10% teachers among my respondent teachers practice group work in the classroom.

100% teachers explain grammatical rules in the grammar class. Explanations of certain rules ensure effective learning. 80% teachers put emphasis on all four skills. The communicative competence of our school students is bound to improve. Participation of all students is a necessary step towards effective teaching. Around 67% teachers can ensure participation of students in the classroom. We are programming towards better classroom teaching. Students of around 77% teachers actively participate in the class. There is no student, among the students of my respondents, who does not actively participate in the class.

33% teachers talk 70% of the class time. This refers to more of a conventional way of teaching. It is even better that 47 % teacher's talk 50% of the class time. Here there is equal participation of teachers and students. 20% teachers talk less than 40% of the class time. Here the class is more student-centered than teacher centered. In our context the student centered approach is more necessary. An astonishing percentage of 100% students enjoy working in groups, 87% teachers provide full feedback on students problem. Necessary feedback is a must for effective learning. 13% teachers provide feedback some time. There is no teacher who does not provide any feedback on students problems. So, teachers are concerned about providing feedbacks. Most of the teachers correct all errors in the classroom. 23% teachers sometimes correct all the errors. There is no teacher who does not correct all errors. Error correction is a necessary step towards effective teaching. No teacher over looks errors.

The summary of the student's questionnaire shows that all the students responded in their teachers lecture in the classroom. We have not yet been able to get rid of the traditional teacher-centered approach. Most of the students responded that they get chance for group discussion. 44% students responded that they get chance for group discussion. 36% said denied and 20% said sometimes they get chance for group discussion. 40% of the students said they get feedback in the class room. 40% of the students said they do not get feedback and 20% said sometimes they get feedback. 30% said authentic materials

are used in the class room, 50% denied and 20% said sometimes authentic materials are used. 50% said four skills are emphasized and 20% denied, rest 30% said sometimes. 80% students said they are allowed to use Bangla in the English class room, 10% denied and 10% said sometimes. 16% students said they use only English in the class room, 76% denied and 8% said sometimes they use only use English in the class room. 40% students said teachers focus more on grammar, 20% denied and 40% said sometimes teachers focus on grammar. 30% students said their teachers are friendly, 40% denied and 30% students said sometimes their teachers are friendly. 80% students said their teachers use Bangla in the class room, 10% denied and 10% said sometimes. 20% students said the class room atmosphere is relaxed, 60% said no and rest 20% students said sometimes the class room atmosphere is relaxed.

Chapter 6: Conclusion and Recommendations

Even though the traditional teacher-Centered language class is predominant in our context we are gradually heading towards the communicative mode of teaching. 100% teachers practice group work in the classroom and every student enjoy working in groups. Moreover, 77% teachers like pair work in the classroom. So, we do not have a full fledged student-centered approach and this is a matter of great hope for a developing country like Bangladesh where the teaching of and international language like English has no alternative for the overall socio-economic development.

I have tried my best to provide best feed back for my research. A lot of senior teachers helped me to get information with their experiences. Although I could not able to travel all over the country, but the data I have collected are representing the real situation of English teaching and learning scenario in our country.

I have surveyed more than 50 students and 30 teachers. All are chosen from different levels and sections to get real data to a good research.

Through this research we can see that although English is used in our classes but most of the time English is not taught and understood in the perfect way. In Bangla medium schools although English is taught, but most of the lectures are given in Bangla. As a result, most of the time the students do not get proper environment and scope to improve their English.

I have found most of the Bangla medium teachers are traditional. They talk about communicative approach but in reality they always stay stiff in their own traditional way of teaching.

The class room conditions are also not properly fit for communicative approach because we have got our social drawbacks which discourage students-teachers friendly relationship.

To overcome these types of problem at first we have to develop our social thoughts. The effect of communicative approach should be reveal to the public to understand the importance of friendly atmosphere for learning any new thing.

The importance of English should be clearly explained to the general people of our country to feel interest to learn and use English properly. Authentic materials should be used and common words and sentences should be introduced to familiar English with the common people rapidly.

Teachers should be highly trained to use their effort and short class time properly to make the students able to communicate in English effectively.

Recommendations:

According to the results of my interview, survey and observations I would like to recommend advises given below to teach English properly in the English classes.

1. Class room atmosphere should be relaxed.
2. Both the students and teachers should be friendly.
3. Authentic materials should be used.
4. Instant feedback should be given.
5. Pair work should be practiced.
6. Errors should be overlooked.
7. Teachers must put emphasis on reading, writing, speaking and listening.
8. Bangla should be used for clarifying some critical terms.
9. Students talk time should be more than teachers talk time.
10. Communicative approach of teaching should be followed.

Appendices

Appendix 1:

Teacher's Questionnaire:

- (1) Do you often lecture in the classroom?
(a) Always (b) Quite often (c) Sometimes
- (2) Do you like pair work in classroom?
(a) Yes (b) No (c) Sometimes
- (3) Do you use Bangla while lecturing?
(a) Always (b) Sometimes (c) Never
- (4) Do you use Bangla and English mixture?
(a) Yes (b) No (c) Sometimes
- (5) Do you use only English in your classroom?
(a) Yes (b) No (c) Sometimes
- (6) Do you practice group work in the classroom?
(a) Yes (b) No (c) Sometimes
- (7) Do you explain grammatical rules in grammar class?
(a) Yes (b) No (c) Sometimes
- (8) Do you put emphasis on all four skills?
(a) Yes (b) No (c) Major emphasis is on [please write _____]
- (9) Can you participation of all students in the classroom?
(a) Yes (b) No (c) Sometimes
- (10) Do your students actively participate in your class?
(a) Yes (b) No (c) Sometimes
- (11) How much of the class time you talk?
(a) 70% (b) 50% (c) Less than 40%
- (12) Do the students enjoy working in groups in the classroom?
(a) Yes (b) No (c) To some extent

- (13) Do you provide feedback on student's problem in the classroom?
(a) Yes (b) No (c) Sometimes
- (14) Do you correct all errors in the classroom?
(a) Yes (b) No (c) Sometimes
- (15) Do you overlook errors?
(a) Yes (b) No (c) Sometimes

Appendix 2: Tabulation of Result of Teachers Questionnaire

Question No	Item No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1		a	b	a	C	a	c	a	c	c	c	a	a	a	c	c
2		c	a	a	C	c	a	a	a	a	c	b	a	c	c	b
3		a	c	a	C	b	c	a	a	a	a	b	a	a	a	b
4		a	a	c	B	a	a	a	c	a	a	a	a	a	a	b
5		a	a	b	C	b	a	a	a	a	a	b	a	a	a	b
6		b	a	c	B	a	a	a	a	c	a	c	a	a	a	c
7		a	a	a	C	c	a	a	a	a	c	b	a	c	c	c
8		a	a	b	C	b	a	a	a	a	a	b	a	a	a	b
9		a	c	a	C	a	c	a	a	a	a	b	a	a	a	b
10		a	a	b	C	b	a	a	a	a	a	b	a	a	a	c
11		b	a	c	B	a	a	a	a	c	a	c	a	a	a	b
12		a	b	a	C	b	a	a	a	c	c	a	a	a	c	c
13		a	a	c	B	a	a	a	c	a	a	a	a	a	a	c
14		c	c	b	A	b	a	a	a	a	c	b	a	c	c	b
15		b	a	c	B	a	a	a	a	c	a	c	a	a	a	b
16		a	a	b	C	b	a	a	a	a	a	b	a	a	a	c
17		a	a	c	B	a	a	a	c	a	a	a	a	a	a	c
18		a	b	a	C	b	c	a	a	c	c	b	a	a	c	c
19		a	a	c	B	a	A	a	c	a	a	b	a	a	a	b
20		a	a	b	c	b	A	a	a	a	a	a	a	a	a	c
21		b	a	c	b	a	A	a	a	c	a	b	a	a	a	b
22		a	a	b	c	b	A	a	a	c	a	c	a	a	a	c
23		b	a	c	b	a	C	a	a	c	a	a	a	a	a	b
24		a	c	a	c	b	C	a	a	a	a	a	a	a	a	b
25		c	a	a	c	c	A	a	a	a	c	a	a	c	c	c
26		a	a	c	b	a	A	a	c	a	a	a	a	a	a	c
27		a	a	b	c	b	A	a	a	a	a	b	a	a	a	b
28		a	a	b	b	b	A	a	a	a	a	c	a	a	a	c
29		a	a	b	b	b	A	a	a	a	a	b	a	a	a	c
30		b	a	c	b	a	A	a	a	c	a	c	a	a	a	c

Appendix 3: Student's Questionnaire:

- (1) Do your teacher lecture in the classroom?
(a) Yes (b) No (c) Sometimes
- (2) Do you get any chance for group discussion?
(a) Yes (b) No (c) Sometimes
- (3) Do you get any feed back in the classroom?
(a) Yes (b) No (c) Sometimes
- (4) Is any authentic material used in the classroom?
(a) Yes (b) No (c) Sometimes
- (5) Does the teacher engage you in reading, writing, speaking and writing?
(a) Yes (b) No (c) Sometimes
- (6) Are you allowed to use Bangla in the classroom?
(a) Yes (b) No (c) Sometimes
- (7) Do you use any English in the classroom?
(a) Yes (b) No (c) Sometimes
- (8) Do the teachers focus more on grammar?
(a) Yes (b) No (c) Sometimes
- (9) Are the teachers friendly?
(a) Yes (b) No (c) Sometimes
- (10) Do your teachers speak in Bangla in the classroom?
(a) Yes (b) No (c) Sometimes
- (11) Is the classroom atmosphere relaxed?
(a) Yes (b) No (c) Sometimes

Appendix 4: Tabulation of Result of Student's Questionnaire

Items

Question. No	1	2	3	4	5	6	7	8	9	10	11
1	a	a	a	a	b	c	a	c	a	a	a
2	a	c	a	a	a	a	c	b	a	a	a
3	a	c	c	a	c	a	c	c	a	a	c
4	a	b	b	b	c	c	a	a	a	a	c
5	a	b	b	a	b	a	c	b	b	a	b
6	a	c	a	c	a	b	a	c	c	b	c
7	a	a	a	c	b	a	c	b	b	a	b
8	a	a	b	a	a	a	c	a	a	a	a
9	a	a	b	c	c	c	a	a	b	a	b
10	a	a	a	c	c	a	a	b	a	a	c
11	a	b	b	c	b	a	a	c	c	a	b
12	a	b	b	b	a	a	a	a	c	a	b
13	a	a	a	a	a	a	a	b	a	a	a
14	a	b	b	a	b	c	c	c	b	a	b
15	a	b	c	b	a	c	c	a	a	a	b
16	a	a	a	b	c	a	a	b	a	a	b
17	a	c	a	a	a	a	c	b	a	a	a
18	a	c	a	b	a	b	a	c	c	b	b
19	a	a	b	a	a	a	c	a	a	a	a
20	a	b	b	b	a	a	c	a	c	a	b
21	a	c	b	a	a	a	c	c	a	a	b
22	a	a	b	a	a	a	c	c	a	a	a
23	a	a	c	b	c	a	c	a	b	a	b
24	a	b	b	a	b	a	b	b	b	a	b
25	a	a	a	b	b	a	b	b	b	a	b
26	a	b	c	b	b	a	b	c	c	a	b
27	a	b	b	a	b	a	a	c	c	a	b
28	a	a	a	a	a	b	a	b	a	a	a
29	a	b	c	b	a	a	a	a	b	a	b
30	a	a	c	a	a	b	a	c	a	a	a
31	a	c	a	b	a	b	a	c	b	b	b

Question. No	1	2	3	4	5	6	7	8	9	10	11
32	a	c	a	c	c	a	a	c	c	a	c
33	a	a	c	a	c	a	b	c	b	a	a
34	a	b	c	b	c	a	b	a	c	a	c
35	a	b	b	a	b	a	b	c	b	a	b
36	a	a	a	b	a	a	b	c	b	a	b
37	a	b	c	c	a	a	b	c	c	a	b
38	a	a	a	b	a	a	b	a	b	b	b
39	a	a	b	a	a	a	b	a	b	a	b
40	a	a	b	c	c	a	c	a	b	c	b
41	a	a	a	b	c	a	c	a	b	a	c
42	a	b	b	c	a	a	b	c	c	a	b
43	a	b	c	b	c	a	b	a	c	a	c
44	a	a	a	a	a	a	b	a	b	c	b
45	a	b	b	a	a	a	b	c	b	c	b
46	a	b	b	b	a	a	b	a	b	c	c
47	a	a	a	b	c	a	c	a	b	a	c
48	a	c	a	a	a	a	b	a	c	c	b
49	a	c	a	c	c	a	a	c	c	b	b
50	a	a	b	a	c	a	b	a	c	a	b

Appendix 5: Instruments for Class room Observation:

Table-3

Result Sheet of the Class room Observation of 30 classes from 9 schools

Item No	Questions	Result		
		YES	NO	Others
1	Is the class room well organized?	2	28	0
2	Is the class room interactive?	10	20	0
3	Does grammar play a big role in the class room?	25	5	0
4	What methodology is used for teaching in English classes?	25 classes were traditional		
5	Is any authentic material used?	4	26	0
6	Does Bangla play major role in English classes?	25	5	0
7	Do the students practice group work in the class room?	10	20	0
8	Do the students get proper feedback in the class room?	5	25	0
9	Do the teachers overlook errors?	15	15	0

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