DISSERTATION ON

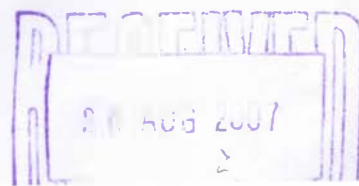# An evaluation of English Teaching in Primary and Secondary Levels in Bangladesh

Prepared by

Afrina Mehedi Zaman
ID no.2006-1-93-004
M.A in English
English Department

Prepared for

Asit Roy Choudhury
Chairperson of
English Department
East West University

East West Univrsity

Preface

• This paper is prepared in partial fulfillment of the requirements for the degree of M.A in English. The topic "**An evaluation of English Teaching in primary and secondary levels in Bangladesh**" crossed my mind as I was doing course in the area of ESL in general and teaching pedagogy in particular. I felt that an investigation on actual teaching practice of English at primary and secondary levels might throw useful light on how to improve our present standard. My advisor also encouraged me to undertake this venture. The product is the humble paper. I know that it has many limitations. However, I shall be grateful if people doing research in this area find it helpful in any way.

Acknowledgement

I am grateful to all my teachers who have shared their ideas. From their ideas I got much information that helped me to complete my dissertation. I am also grateful to Asit Roy Choudhury who helped me as a guide. He is so friendly. Along with him, I am also grateful to the teachers and students of the schools who gave their valuable time, extended their co-operation for my research and helped me with the data I needed for this study.

Table of Contents

Chapter-One

Introduction

Teaching learning situation is an important variable that largely determines classroom practices including teachers' roles, learners' role, international patterns and the modes of feed back to be given. English has been taught in our schools and colleges for more than a hundred and fifty years, yet it is considered as one of the most difficult and fearsome subjects in the curriculum. The rate of failure is usually high in English in the secondary and higher secondary level examinations. In most of the educational institutions students suffer from a kind of English phobia. A few students study the language so that they may obtain a good score in English and secure a place in the merit list, a few students study the language because they want to know the language and enjoy learning it. But the majority just wants to get pass marks. And most of them lack, linguistic as well as communicative competence. Secondary education in Bangladesh starts from grade six after completion of five year primary education cycle and continues up to grade ten. At the end of secondary cycle, a public examination known as secondary school certificate (SSC) Examination determines learning achievement of students. In Bangladesh secondary education is not compulsory but government has accepted the

responsibility of providing salary support to teachers, grants to schools and providing tuition fees to girls outside municipality areas. Out of 16166 secondary schools in the country, only 2% are managed and financed by government of Bangladesh (GOB) and administered by Directorate of Secondary and Higher Secondary Education (DSHE).

English is a foreign language in our primary, secondary and higher secondary curriculum and taught as an additional language along with the mother tongue Bangla. Primary Education (Grade I-V) is compulsory in Bangladesh. At the primary level, the average age to all students is between 5-9 years. English was introduced as a computation subject from class 3 in 1980 following the suggestions of the Report of English Language Teaching Task Force set by the Ministry of Education (1976). There are about 90,000 primary schools in the country where approximately 17 million students are enrolled. Teacher population is 264177 and teacher students' ratio 1: 56 higher among all levels of education). Following are the institutions at the primary level: Government school, semi-Government school, Private school and Religious school. A strong being in teaching English should be made in the primary school. Teaching English as a second language in the mainstream schools is linked with Children's general cognitive

and language development at the primary education level. But in the primary level student enrollment is increasing but the quality of education is not satisfactory for the country as a whole. Following are the main reason for the poor quality of education such as- lack of qualified teacher, poor school facilities (Classroom, library, play ground) insufficient lighting condition. Ventilation, noise level of the classroom and the teaching-learning aids are some of the important variable that have a direct bearing on formal teaching and learning in institutional settings cleanliness of the school building, classroom and its surrounding also has an impact on learning. The most important of all these reasons may be ineffective teaching learning methods.

Bangladesh started with grammar- translation method for teaching English. It is a knowledge based or product oriented method. Students of Bangladesh are taught rules and exceptions of rules of English grammar, not the use of it in real life Communication. It is basically teacher-dominated production and drill based method. A student is encouraged to learn English through translation which does not take aural-oral perspectives of the language into considerations. Though they learn some grammatical rules, they cannot use them to express their own meanings.

Purpose statement:

To change this situation Bangladesh has taken a new step. This step is known as 'communicative language Teaching (CLT).It doesn't mean a rejection of grammar rather it focuses on a newer approach to the teaching of grammar. The purpose of this method is to enable the students to achieve communicative competence so that they can use the language according to their necessity. For effective CLT practice, the country needs enough trained teachers, good materials, small class size of 20 to 25 students so that teachers can give sufficient input, group works, pair works, students centered classroom etc. But the teachers of Bangladesh have a great fascination for GTM. As a result students can not read, write, speak well and cannot understand the lecture properly later. So it is important to find out what method is used in the classroom now in Bangladesh, despite attempts by the government or implementing CLT. This study finds out the actual state of things.

Problem Statement:

English is taught and learnt in the country from the primary to the degree level as a compulsory subject but even then students cannot communicate well in English. Different methods were proposed and tried and presently there is an attempt to shift to communicative approaches from the age old grammar-

translation method despite limitations like lack of trained teachers, absence of ideal class size or lack of good teaching-learning materials. The problem is still serious. This may be because of different reasons, one of which may be the use ineffective methodology.

Objectives:

The objectives of this research are as follows:

1) To evaluate the methods of English teaching learning used in Bangladesh.
2) To suggest effective methods for English teaching in Bangladesh.

Significance of the study:

It the proposed research is carried out properly, it is expected to being new dimension in English Language-teaching in Bangladesh. The research will help the policy makers, planners, and designers in their efforts to make new policy, plan and design effective methodology, syllabus and materials. For the improvement of education it will also unfold areas of research regarding English education in Bangladesh.

Methodology:

The methods employed for this study were:

1) Questionnaire survey
2) Interview
3) Classroom observation.

The study was conducted with primary and secondary school teachers in Bogra District.

Limitation:

This study includes the view of the teachers and students of Bogra district only. However, it presents a representative picture of English teaching and learning at the primary and secondary levels in the country.

Chapter –Two

Literature Review

Reality of education system of Bangladesh:

From the "Alochona magazine" the researcher comes to know that form the time of the English rule to Pakistani regime and finally Bangladeshi system, education has evolved not only in methods but also in fundamental aspects like language and governance. In other words, through history, Bangladesh has gone through various phases of educations system. During the British rule, education was mainly kept for the wealthy class. The language of pedagogy was English as religious nuns and other British people ran schools. The few natives who were fortunate to receive education were either from wealthy families (NAWABS) or whose family has ties with the British governing body. For one to receive higher education, such as a university degree, to become a professional, one had to attend schools in English. Such was the case of the famous Indian Mahatma Gandi, who traveled to London to study law. As native people were treated as second-class citizen, education was largely denied to the general population.

After the British had left the India Subcontinent, the territory presently known as Bangladesh came under Pakistan regime as the state of East Pakistan, Education during this period was still very scarce but those who had the means of acquiring it were no longer considered second-class citizens. The state language was Udru: the mother tongue of Pakistan. In the region of East Pakistan, the native language was Bangla and not Urdu. During that period school system was largely functioned in the English language and few such schools like the Holy cross and numerous catholic schools and colleges, were still taught by the Christian Missionaries. In order to obtain government jobs, one had to know Urdu as it was the state language. Bengalis did not want to learn Urdu as they felt obliged to submit their rights to the Pakistanis. After a long and bloody language movement, Bengalis were given the right to use Bangla in the own homeland. So, to recap during the Pakistani era, the educational system was mainly to indoctrinate students to the Urdu language.

After the liberation war of Bangladesh in 1971, the People's Republic of Bangladesh became an independent nation free to choose its own educational destiny. As Bangladesh was, and still is a secular state, any forms of education were permitted to co-exist. The formidable British system was and still is, largely

practised. In fact, presently, the Bangladeshi system of education is divided into there different branches. Students are free to choose anyone different branches. Students are free to choose anyone of them provided that they have the means. These branches are:

1. The English Medium
2. The Bengali Medium
3. The Religious Branch.

Mainstream Education system in Bangladesh: At a Glance:

At present, the mainstream education system in Bangladesh is structured as follows:

a) One or two year. Pre-Primary education imparted in private schools/kindergartens and informally in government primary schools for six months.

b) Five years compulsory primary education for the 6-10 year age group, imparted mainly in government and non-government primary schools. In metropolitan cities, however government and non-government primary schools cater to the education needs to private English medium schools/secondary schools of NGO run non-formal schools catering mainly for the drop-outs of the

government and non-government primary schools. Very few NGOs however impart education for the full 5 year primary education cycle. Because of that, on completion of their 2-3 year non formal primary education in NGO run schools, students normally re-enter into government/non government primary schools at higher classes.

c) On completion of primary education, students (11+) enroll for junior secondary education that spans over 3 years at the end of this phase of education, some students branch out to join the vocational stream, offered at vocational training institutes (VII) and Technical Training Centers (TTC) run by the Ministry of Education and the Ministry of Labor and Employment respectively. While, students in the mainstream continue in government and non-government secondary schools for a 2 year secondary education in their respective areas of specialization, that is humanities, science, commerce etc. At the end of their secondary education that students sit for their first public examination (S.S.C) under the supervision of six education boards.

d) After 10 years of schooling at primary and secondary level. Students (16+) who succeed in passing the secondary school certificate (s.s.c) examination have the option of

joining a college for a 2 year higher secondary education in their respective areas of specialization, or enroll in technical/poly technical institutes for technical education. After 2 year higher secondary education, one has to sit for another public examination called higher secondary certificate (H.S.C) Examination conducted by the Education Boards to quality for future education.

e) Under-graduate education of various duration (2 to 4 years is offered to 18+ students at a number of public and private universities /degree colleges/ technical colleges/ specialized institutions.

f) Post-graduate educations normally of 1-2 year duration is provided at universities and selected degree colleges and institutions stems.

The directorate of Primary Educations (DPE) and its subordinate offices in the district and upazila are solely responsible for management and supervision of primary education. Their responsibilities include recruitment, posting and transfer of teachers and other staff; arranging in–service training of teachers and distribution of free text books and supervision of schools. The responsibility of school construction, repair and supply of school furniture lies with the Facilities Department (FD)

and local Government Engineering Department (LGED). The national Curriculum and text Book Board (NCTB) are responsible for the department of curriculum and production of text books. While the Ministry of Educations (MOE) is responsible for formulation of policies, the Directorate of Secondary and Higher Education (DSHE) under the Ministry of Educations is responsible for implementing the same at secondary and higher education levels. The NCTB is responsible for developing curriculum and publishing standard textbooks.

In government secondary schools, there does not exist any SMC (School Management Committees). The Head Master is solely responsible for running the school and is supervised by the Deputy Director of the respective zone. Parent teacher Associations (PTAs), however exist essentially for ensuring a better teaching-learning environment.

From "English phobia in our schools and colleges" written by Sinha we come to know that in our country we are stuck with the traditional view of a language syllabus. Here the EL syllabus is primarily concerned with what is to be taught or learned; it is nothing but a list of teaching items of the foreign language. In most schools and colleges, learning English means the rules of grammar and memorizing them in order to understand and

manipulate the morphology and syntax of English language. But, according to the German schools, F.L Franke, "a language could be best taught by using it actively in the classroom rather than using analytical procedures that focus on explanation of grammar rules....."

1. The major focus in our English classes is on the two basic skills of reading and writing. Little or no systematic attention is paid to speaking or listening.

2. Grammar is taught by presentation and study of grammar rules and these rules are then practiced through exercises.

3. Study materials are not interesting.

4. Bengali is used as the medium of instruction in most of the schools and college to teach English.

5. Students have little or no exposure to English, whereas according to many linguists, exposure to a wide range of vocabulary rather than study of syntactic range of vocabulary rather than study of syntactic structure is very important for FL learning.

6. Accuracy is emphasized and too much importance is given on correctness.

manipulate the morphology and syntax of English language. But, according to the German schools, F.L Franke, "a language could be best taught by using it actively in the classroom rather than using analytical procedures that focus on explanation of grammar rules....."

1. The major focus in our English classes is on the two basic skills of reading and writing. Little or no systematic attention is paid to speaking or listening.

2. Grammar is taught by presentation and study of grammar rules and these rules are then practiced through exercises.

3. Study materials are not interesting.

4. Bengali is used as the medium of instruction in most of the schools and college to teach English.

5. Students have little or no exposure to English, whereas according to many linguists, exposure to a wide range of vocabulary rather than study of syntactic range of vocabulary rather than study of syntactic structure is very important for FL learning.

6. Accuracy is emphasized and too much importance is given on correctness.

7. The lectures are teacher-oriented. Students get very little scope to express them selves.

8. In a big classroom with more than 50 and in some cases 70 students, the teacher fails to pay proper attention to students. Contact hours are also not adequate.

9. The evaluating system is not appropriate.

10. Students labor hard to master the grammatical rules. Most of the times they fail to understand them. As a result they memorize rules and ultimately fail to have a command of the language; they become confused and anxious and thus remain in fear.

She also gives some suggestions. According to her to improve our student's proficiency in English, the following suggestions can be taken into consideration.

Aim of language teaching:

The aim or goal of teaching English in our country should be fixed by authorities concerned.

Curriculum:

After the goal has been set, we need to think about how to achieve the goal. The term which she would like to mention of this point is 'Curriculum', which according to Allan "is a very general concept which involves considerations of the whole complex of philosophical, social and administrative factors which contribute to the planning of the educational program."

Class size and the role of the language teacher:

In a language classroom we need a limited number of students. It is now believed that for effective language learning a language classroom must not consist of more than thirty to thirty five students. And the role of a language teacher needs to be quite different from teacher of other subjects. In our country the pupils learning depends on the effectiveness of the English teacher's language teaching techniques and competence. It is believed by many linguists that in most of the second language situations, the English teacher is primarily a teacher of language unless he or she has been trained.

Methodology and study materials:

How to design the study and teach those effectively in the class is another important factor. Teaching items can be presented in an interesting way instead of teaching the rules of grammar by using sentences in isolation. Those can be contextualized .The items also need to be carefully graded.

Evaluating Mechanism:

The tests need to be planned in such a way that students' command of the language can be property judged. Less importance can be given on grammatical questions since it is easier to memorize the rules of grammar and use them in isolation than using them in writing. Our questions patterns also need to be changed. This may lessen Bangladeshi student's habit of memorizing essays, essay-type answer to textual questions or rules of grammar.

In order to implement all these, a positive role must be played but the government and a new government policy is indispensable. Our institutions need logistic supports like classrooms, trained teacher, and study materials, audio-visual aids etc to facilitate language teaching without a helping hand from the government, English language teaching programmers cannot be made effective.

From Shekh's "The state of primary educational quality in Bangladesh: an evaluation" we come to know that in Bangladesh, the "input-process-output" framework is one of the most popular for assessment of quality. But all three component of quality is seldom considered in one study. Most of the studies are focusing on the input and output components. This is

because the process component in quality assessment is relatively new and thus less common in practice. In assessing the quality of primary education in Bangladesh, the PSPMP (2001) study identified four main Characteristics. They were teaching and learning process, school learning climate, outside input and enabling conditions.

He also includes that none of the teachers in government primary schools presents their lesson in a uniform and sequential way. For example, by a reviewing the previous day's lesson, introducing new lesson, presenting, evaluating and encapsulating the lesson contextual sating of the lesson and summarization at the end, as a part of lesson presentation were absent mainly in all government primary schools the practices of reviewing previous day' lesson, presenting and teaching style of each teacher within the same" school were identical. It is observed that the non-government primary schools follow some sort of standard procedures within the schools but the procedures are not uniform in all the schools. The time management by the teachers is not in satisfactory level in government schools. Often the class came to an end in the middle of a reading or writing exercise with the ringing of the bell. But the time management is better in of the non-government primary schools.

Giving home task by the teacher is found to be common in both types of schools. But the situation is that teachers in the government primary schools often do not check the home work properly on the next day. On the other hand, in non-governmental schools home tasks are followed up by the teacher closely. It is compulsory for each of the students to maintain a home task exercise note book where the day's home tasks are recorded makes it easier for the teachers in non-government primary schools to follow-up the home takes properly. In the government schools the practice of taking notes and writing is absent in most of the classes except for Bangla. When the students notes, these are mostly copy the teachers notes on the blackboard. Often the teachers check the copies of only those who come to him/her. The students feel shy in participating in any discussion.

In Shahidullah's "Significance of teaching learning situation in language learning and an empirical survey of the teaching-learning-situation in Bangladesh" we can be Skillbeck's curricular model. Skillbeck (1984) proposes a curricular model that comes to be known as the situational model. This model has its basis in cultural analysis and it begins with an analysis and appraisal of the institutional situation Skillbeck also says that an educational institution should be a living educational

environment, defined and defining itself as distinct entity and characterized by a definite pattern of relationships, aims, values, norms, procedures and roles. Skillbeck's model of curriculum development is presented below.

Analysis of the situation
↓
Defining objectives
↓
Defining the teaching-learning program
↓
Assessment and Evaluation
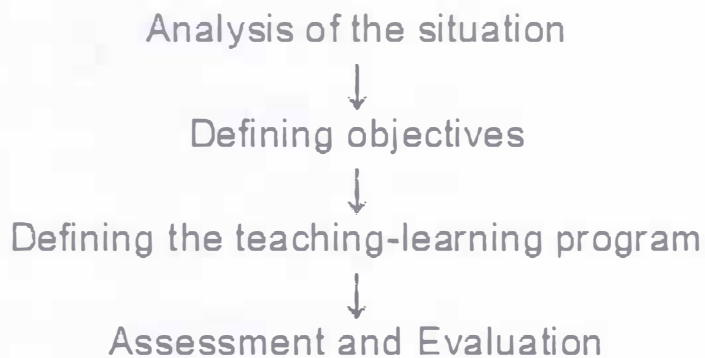
Significance of Teaching- Learning Situation in Skill beck's (1984) Model of Education.

In this writing we also get Cohen and Mainon's opinions. Cohen and Maion (1977) hold that careful to seating arrangements contributed more than any other aspects of classroom environment. The location of the teacher's desk or teacher's position in the classroom makes a difference in teaching and learning. Teachers may take a formal position, sometimes on a raised platform or at the same level with students. They may also take their position in the middle of the students in a circular or semicircular class or at a side of the class, or even sometimes at the back of the classroom. Whatever is the

teacher' position in the classroom, it has an important bearing for teaching and learning, for materials design and methodology of teaching. The frontal raised position is said to give and authority to the teacher and alienated him/her from the students. The other position shows a co-operative non-authoritarian position for the teacher and facilities a more democratic atmosphere in the classroom. Shahidullah also says that the arrangement of students sitting also an important bearing on classroom teaching and learning. There can be fixed benches, or chairs and desks arranged in long rows, which is suitable for the lecture mode of teaching and learning, or at best, for individual tasks in the classroom or some teacher-student (T-S, and T-Ss) interaction. There can be also movable chairs and desks, which can be arranged in any shape the teacher wants to. This type of sitting arrangement is more suited for group or pair work for student-centered interactive learning. Whatever is the prevailing seating arrangement in an institution, or in the majority of the classrooms in a country, it has for-reaching implications for teaching and learning. Hence, sitting arrangement is a situational factor that must be takes into consideration for effective teaching and learning programs.

From Ahmed's "Teaching English in the primary schools; Challenges and options" we come to know that about one-third

of the first grade children drop out before completing the five year cycle. No official system is in place of assessing what children actually learn in primary schools. Available evidence based on independent research and sample surveys indicate that one-third of the children completing five years in mainstream primary schools and madras remains functionally illiterate (Education watch Report 2003) Detailed studies in 2000 bases on representative national sample of student achievement at the end of class five in prescribed competencies in the primary schools curriculum show that one-third of the students achieved required competencies (in reading, writing and listening) in Bangla and less than ten percent achieve these competencies in English.

He also includes, the national primary education curriculum (revised in 2002-03) states the purpose of teaching English in classes one to five as "to enable the students to communicate in the language at a simple level in a natural and spontaneous way." The learning objectives are to:

1. Speak and understand English according to their age level

2. Read and comprehend textbooks according to their age group and level.

3. White alphabets, words, numbers, simple sentence, passages, paragraphs, informal letters and numbers according to their age group and level.

4. Understand simple commands/instructions/requests in English and carry them out.

These learning objectives are not overtly demanding, but as noted above, over 80 percent of the children are not achieving these objectives.

In Khan's "Teaching English in Primary Schools: Pros and Cons" we get national education data. National education data show, primary education is still grapping with the problem of access and participation. Taking into the current enrolment and completion rate, it cab be said that over 40% of the children cross their primary schooling age without the benefit of full cycle of primary education. When findings about learning achievement and competencies are also considered, it becomes obvious that the large majority of children of Bangladesh, as many as two out of three, are growing up into adulthood without basic literacy and innumeracy skills and preparation for life (Education watch 2003/4: XXVI). Now it can be assumed that ineffective teaching learning prevailing in the schools is mainly responsible for this low achievement.

As far as English teaching is concerned it has been repeatedly mentioned that the single biggest obstacle to English teaching in Bangladesh is the lack of competent teachers at all levels. As qualifications of more than 80% traders at primary level are either SSC or HSC and many of them are not properly trained in English teaching, the questions of quality is a far cry. To reduce drop out rate as well as the burden of English it would be better to introduce English from class 3 where more qualified and trained English teachers can be engaged and then learning output will perhaps be better. Many countries (Indonesia, Vietnam, Russia and Thailand) have introduced English at secondary schools and are pining better results. On the other hand, recently some countries (Like China, South Korea, Malaysia and some provinces of India) have introduced English in primary schools. Bangladesh being predominantly a monolingual country where the mother langue plays a glorious and influential role in national and cultural life of the people deserves better care in educational scheme so that desired cognitive and vernacular language skill development of the learners are ensured.

From Haq's "A baseline survey of rural secondary school a quest for teachin-learning quality" we come to know that classroom in rural secondary and untidy benches for students to sit and a small sized chalkboard with fade out colors. There is

very little space to move in and around the class. Several students sit in a bench huddled together and this makes them uncomfortable to read, write and even think. There is no scope or space for group work in the class. Most of the teaching is lecture based and teacher centered.

He also says that students' educational achievement in schools was measured in terms of passing rate in two classes, VII and IX. Instead of all classes, these two grades were taken for manageable number of students and their representative nature for the whole group. Besides Class VII was taken from junior sector (VI, VIII) and IX was taken from senior section (IX & X). In general, secondary schools do not provide much attention to students of junior grades (VI-VIII). Teachers pay all out attention to students of classes IX & X. so that these students can do well in the public examination at the end of grade.

CHAPTER- THREE

Developments in language teaching Methods

From the historical perspective we are able to see that the concerns that have promoted modern method innovations were similar to those that have always been at the center of discussions on how to teach foreign languages. Changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners needs, such as a move toward oral proficiency rather than reading comprehension as the goal of language study, they have also reflected changes in theories of the nature of language and of language learning. Kelly (1969) and Howatt (1984) have demonstrated that many current issues in language teaching are not particularly new.

It has been estimated that some 60 percent of today's world population is multilingual. From both a contemporary and a historical perspective, bilingualism or multilingualism is the norm rather than the exception. It is fair, then, to say that throughout history foreign language learning has always been an important practical concern. Whereas today English is the worlds most widely studied foreign language, 500 years ago it was Latin.

It the Western world back in the 17th, 18th and 19th centuries, foreign language learning was associated with the learning of Latin and Greek, both supposed to promote speakers' intellectuality. At the time, it was of vital importance to focus on grammatical rules, syntactic structures, along with rote memorization of vocabulary and translation of literary texts. As the status of Latin diminished from that of a living language to an "occasional" subject in the school curriculum, the study of Latin took on a different function. The study of classical Latin and an analysis of its grammar and rhetoric became the model for foreign language study from the seventeenth to the nineteenth centuries.

As "modern" languages began to enter the curriculum of European school in the eighteenth century, they were taught using the same basic procedures that were used for teaching Latin. Textbooks consisted of statements of abstract grammar rules, lists of vocabulary and sentences for translation. Speaking the foreign language was not the goal and oral practice was limited to students reading aloud the sentence they had translated. These sentences were constructed to illustrate the grammatical system of the language and consequently bore no relation to the language of real communication. The classical Method dominated for centuries in language teaching History,

through it had no theoretical foundations. Latin was taught in the classical Method in western countries with a view to becoming scholarly or for second language reading proficiency. In the 18th and 19th centuries, the classical Method was adopted as the Chief means for teaching foreign languages. In the 19th century the classical Method came to be known as the Grammar Translations Method. Direct Method become prevalent round 1900 and in 1950s and 1960s. Some other methods that were tried in the last century are Audio-lingual Method, Natural Approach, Communicative Language Teaching, Total Physical Response, The Silent Way, Suggestopedia, and Communicative Language Learning and so on. The next chapter gives a very brief account of the major methods, which have been influential for some time. It also discusses the merits and demerits of different methods. The methods-

1. Grammar-Translation Method

2. Direct Method

3. Audio Lingual Method

4. Communicative Language Teaching etc will be discussed here.

Grammar-Translation Method:

Structure syllabus also known as grammatical syllabus, is the most common and traditional syllabus type. It has been in use by language teachers for many years. It is a product orients, content based syllabus. It began in Germany, or accurately, Prussia. From the 1840s to the 1940s, grammar translation dominated Europe and in modified form it continues to be widely used in some parts of the world today. In this method English is treated as a knowledge-based subject. The students in this method are taught about the grammar rules, not the use of it in real life communication. In the name of teaching English, they are actually taught some rules, which are then practiced through translation of texts. A syllabus is followed for the sequencing of grammar point through out texts and there is an attempt to teach grammar in an organized and systematic way. No drills and language activities are used in the language classroom for achieving mastery over the language. Accuracy is given place over fluency practice. Students are encouraged to learn English through translation, which does not take oral perspectives of the language into consideration. Grammar Translations course are remembered with distaste by thousands of schools learners, for whom foreign language learning meant a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translation of

stilted or literary prose. The original motivation was reformist. The traditional scholastic approach among individual learners in the eighteen approaches among individual learners in the eighteen century had been to acquire a reading knowledge of foreign languages by studying a grammar and applying this knowledge to the interpretation of texts with the use of a dictionary. As a result, though the students acquire some knowledge about the grammatical rules of English, they can not use it to express their own meaning. So, GTM often creates frustration for students.

The GTM has no obvious theoreticians. It borrowed ideas from structural and descriptive linguists like Panini, Ferdinand de Saussure and Noam Chosky. It is the perfect reflection of the methods adopted for centuries to teach Greek and Latin in Europe and Sanaskrit in India. In GTM the only thing used as teaching materials in a language class is a book of grammar, which has been called traditional grammar by modern applied linguists: bilingual dictionary and some literary texts. In some cases accompany this book. The bilingual dictionary is used to see word meanings only. Following layout might be found in GTM-

Classroom Procedures of GTM Method:

i) Teachers teach a piece of literary text

- The teacher reads the text in L2 and translates it part by part into L1 While translating; he looks for L1 equivalent to each L2 world. For example, in the sentence, they have seen the man in the street, "have seen" they have seen the man in the street" have seen" means dekhyache" in Bengali. This is unlike "dekhiyachilo" in Bengali. Which mean "saw".

- The teacher asks comprehension questions after the text and students answer.

- The teacher decides whether the answer is right or wrong. If it is wrong, he asks another student the same questions or he/she gives the right answer.

- Students translate new words from L1 to L2.

- Teachers translate difficult words and students memorize them.

ii) Teacher teaches grammar:

Most of the teachers teach grammar items without any reference to the literary texts. However, in some instance structures used in the literary texts may also be taught. For example, the above sentence I have seen the man in the street' may require some

explanation. In some cases, the teacher explains that have seen is present perfect. It means 'dekhiyachi'. This is unlike 'dekhiya Chilam', which means 'saw' and is past simple tense. Students like 'ami take gotokal dehiyachi' need future explanations. The teacher gives rules on how to translate these sentences.

- The teacher then gives rules on any other items she/he takes from the text.

- Students apply the rules to write example sentences.

- Students translate in both directions (from L1 to L2) and vice versa). While they are translating, the teacher gives the meaning of the difficult words.

iii) **Teacher teaches writing composition:**

- The teacher reads out a paragraph or an essay and translates it to the students.

- Then the students are asked to write a similar one. These can be done in the class or as home work. But very few students write a composition of their own. Most students memorize/copy it from their books.

- Students and teachers who adopt grammar translation method, use a book which includes in it the following things:
    i. Grammar rules definition of grammatical items.
    ii. A port on translation-of isolated sentences and passages.
    iii. A part on composition-essay, paragraph, letter and application writing.

Limitations of GTM:

The limitations of this method are marked as follows:

- It plays little or no attention to the spoken aspects considered superior to spoken language while the opposite is the fact. Learners look for mother tongue equivalents of all words of the language they are learning.

- Grammatical rules and tables of conjugation and declensions are taught with much importance. The actual use of language that is, the practice of the four skills is not done. No need for participation in the learning process, group or pair works is felt.

- Students do not interact in the class. As a result students learn about the language but they cannot use it in real communication.

•

- Translation encourages use of the mother tongue, which slows down speed in the forget language which using it for actual communication.

- The teacher is the ultimate controller and authority of all learning and teaching activities. He does most of the talking and controls contents, content, materials and pace of the learning process. In other words, he is the dictator. On the other hand, students have very little free will. Most of the time they listen. They speak a little. They have little active participation, despite the fact that using a language means using it as an active participant.

2) Direct Method:

Berlitz Method is the name often gives to direct Method. Around the beginning of the 20th century, Gouin's concept of basing second language, learning on first language acquisition, that is lots of oral interaction, spontaneous use of the language, no translation between L1 and L2, and little or no analysis of grammatical rules, gained credibility in the direct method.

Charles Berliz commercialized the method and called it the Berlitz Method. It was successful in private language schools where clients are motivated and willing to pay high prices for small classes, individual attention and intensive study. It did not take well in public education, where constraints on budget, classroom size, and time and teacher background made the method difficult to use. It became more popular on Europe, while to us language curricula emphasized reading and the GTM. The direct method was developed initially as a reaction to the GTM in an attempt to integrate more use of the target language in instruction. In this method lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is never used. There is no translation. The preferred type of exercise is a series of questions in the target language bases on the dialogue or an anecdotal narrative. Questions are answered in the target language. Grammar is taught inductively-rules are generalized from the practice and experience with the target language. Verbs are used first and systematically conjugated only much later after some oral mastery of the target language. Advance students read literature for comprehension and pleasure. Literary texts are not analyzed grammatically. Learners acquire knowledge of grammar inductively by practicing with complete and meaningful utterances. Oral work

(listening and speaking) is very basic in this method. Reading writing follows them. Greater emphasis is given on pronunciation; often with the aid of the phonetic transcription vocabulary is stressed over grammar. Understanding of target language life and culture is considered important as it helps learning the language.

- The learner will acquire the rules of grammar inductively. The best method is not to make the learner learn the rules themselves, but provides practice in speaking and reading through imitation and repetition.

- The best method of teaching meaning is utilizing sensory, experience and generally visual perception.

- Direct method in its various from has been influential around 1900. in some countries, for example, in France, at one time it achieved the status of official language teaching method. After a sharp decline in the first few decades of the twentieth century. Regained a lot of attention in 1950s.

Limitation:

Although the DM enjoyed popularity in Europe, not everyone embraced it enthusiastically. The DM is undoubtedly a highly effective method in terms of teaching language learners who are

very competent in using the target language communicatively. However, it requires small class sizes, motivated learners and talented teachers small class sizes, motivated learners and talented teachers in order to success really well. There is a fundamental flow to the direct method-it cannot ensure students' achievement of a sufficient level of proficiency in L2 structure and reading. The method contains nothing in its essential theory and principles that deals with the learners themselves.

Audio- Lingual Method:

In the mid 1950s a new method emerged in the United States, which became very popular and came to be known a Audio lingual Method. The Audio-lingual Method or the army method, or also the new key, is the mode of language instruction based on behaviorist ideology, which professes that certain traits of living things, and in this case humans, could be trained through a system of reinforcement. The instructor would then correct model of a sentence and the students would have to repeat it. The teacher would continue by presenting new words for the students to sample in the same structure. There is no explicit grammar instruction everything is simply memorized in from. They idea is for the students to practice the particular construct until they can use it spontaneously. In this manner, the lessons

are built on static drills in which the students have little or no control on their own output.

. This method derives from the intensive training given to the American military personnel during the second world war, which resulted in a high degree listening and speaking skills being achieved in a relatively very short time. The best known linguist who worked on American Army language program and tried Audio-lingual method was Leonard Bloomfield. Bloomfield (1942) provided the guideline for the organization, layout and execution of the intensive course designed for American Army. In the development of Audio-Lingual Method proper the American linguists charles C. Fries, Nelson Brooks and Robert Lado, who were all foreign language teachers, played an important role for popularizing this method in the 1950s.

The basic beliefs and principles of Audio-Lingual Method can be summarized as follows:

1) New material is presented in dialogue from.

2) There is dependence on mimicry, memorization of set phases and over learning.

3) Structures are sequenced by means of contrastive analysis and taught one at a time.

4) Structural patterns are taught using repetitive drills.

5) There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than deductive explanation.

6) Vocabulary is strictly limited and learned in context.

7) There is much use of tapes, language labs and visual aids.

8) Great importance is attached to pronunciation

9) Very little use of the mother tongue by teacher is permitted.

10) Successful responses are immediately reinforced.

11) There is great effort to get students to produce error-free utterances.

12) There is a tendency to manipulate language and disregard content.

Layout of an Audio- Lingual Class:

A typical Audio-Lingual language class may have the following format:

1) Teacher presents a model dialogue. He/she either reads it out or plays on a tape. Students read it in chorus and gradually memorize it.

2) Now students consult their books.

3) Teacher picks out any pronunciation difficulty and grammatical structure. He/she improves the students' knowledge of grammar and pronunciation by drills of various types.

4) Students now do some vocabulary work and some writing.

5) Writing is kept to the minimum. At the beginning it is not more than the copying of sentences, expanding gradually to writing paragraphs.

6) As follow-up activities more drills are done in language laboratory.

7) Discussion on suitable topic e.g., a game or any aspect of the target language takes place.

8) During all these actives a teacher does the following

    i. Language learning in this method is seen to result form active verbal interaction between the teacher and the learners. So, the ALM becomes very popular

    ii. Encourages correct pronunciation and use target language only.

    iii. Help students with clues, smiles when a correct

Limitations of Audio-Lingual Method:

The audio-lingual method is marked by the following limitations:

- Language forms are not practiced for social purposes and in situational settings. As a result, what students learns in the classroom, may not be transferred to the use in real communication outside the classroom?

- Language behavior is not merely habit formation, rather it is created every time as new instances of language use.

- Drills and practice used in audio-lingual classes are mechanical and out of context and have little communicative value.

- So. audio-lingual procedures proved and unsatisfying.

4) Communicative language Teaching:

The communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes communication or interaction as both the means and ultimate goal of learning a language. The CLT was the product of educators and linguists who had grown dissatisfied with earlier GT and ALMs, where students were not learning enough realistically, socially necessary language. Therefore they

became interested in the development of communicative-style teaching in the 1970s, focusing on authentic language use and classroom exchanges where students engaged in real communication with one another.

CLT sets the goal of creating communicative competence' in the learners. Teaching students how to use the language is considered to be as important as learning the language itself. CLT makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. The real life simulations change form day today. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topic

CLT starts from a theory of language communication. The goal of language teaching is to develop what Hymes referred to as 'communicative competence' it means what a speaker needs to know in order to be communication competent in a speech community. Learning a second language is viewed by the proponent of CLT as acquiring the linguistic means to perform different kinds of function, as Holliday counts them: instrumental, regulatory, international, personal, heuristic, imaginative and representational. According, to Richards and Rodgers (2001),

there are four characteristics of the communicative view of language:

1) Language is a system of expression of meaning.

2) The primary function of language is to allow interaction and communication.

3) The structure of language reflects its fundamental and communicative uses.

4) The primary units of language are functional and notional categories, rather than structural ones.

Some of the basic aspects of CLT are;

1) An emphasis on leaning to communicate through interaction in the target language.

2) The introduction of authentic texts into the learning situation;

3) the provision of opportunities for learners to focus, not only on the language but also on the learning process itself;

4) An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

5) An attempt to link classroom language learning with language activation outside the classroom.

Teaching communication competence:

- For teaching communicative competence, this methodology addresses the existing communication competence of the students.

- Exploits what they bring to the classroom.

- Emphasizes on the social aspects of language learning. That is, students are not considered as vacuum receptacle, they must have acquired the language to same extent. And there are certain levels of expectations. From different parties of the society- guardians, parents, parents, government employees and so on.

2) Teaching language as communication:

In teaching language as communication learners existing communicative competence and language model are used as input and language use is seen as output. Students practice use of language in pairs, in group and individually. Maximum opportunity is given for student's initiation. Information gap actively is an example of student's language practice.

3) __Teaching/ Leaning language as discourse:__

This is rather considered important in communicative language teaching students have to communicative with the text or discourse that is language as it is used. Students use text or language data as input and produce new text and discourse as output. They have to unlock a text and solve different types of problems from the text.

4) __Authenticity:__

Communicative methodology is authentic in the sense that it meets the needs of all concerned parties and tasks practiced in the classroom are not merely classroom activities, rather they reflect the use of language in the society.

__Teachers' role in CLT:__

In communicative language teaching teacher has two main roles:

(1) The first is to facilitate the communication process between all participants in the classroom and between these participants and the various activities and text.

(2) The second role is to act as an independent participant within the learning teaching group. The learners have some role also. As negotiator between themselves, the learning process and the objects of learning. The implication for the learner is that he/she should contribute as much as he/she gains, and thereby learn in an interdependent way.

Learners' role:

Learners work as negotiators. They do pair and group works, are engaged in role play, simulation and also in playing games. They engage themselves in problem solving tasks and real life activities.

Communicative drills:

Drills are very common in language teaching and used in all methods of language teaching. However, communicative approach to language teaching, unlike audio-lingual method, which uses meaningless and mechanical drills, makes drills meaningful and useful. In communicative method students, while practicing drills, need to think. They do not do anything having their minds shut. In other orders, they do not do anything without knowing why they are doing so. For success in communicative language teaching an appropriate methodology is inevitable. However, communicative methodology was developed in the west and it is now said that this method does not always fit the needs of non-westerns contexts. The term communicative has the potentials to incorporate with it the ideas necessary for bringing about changes to make it appropriate.

Conclusion:

These have been the major developments in English language teaching in the last 50/60 years. Bangladesh used GTM for a long time. For the last 8 to 10 years attempts have been made to switch over to communicative approach, though there are resource constants in the country. Many of our teachers are being trained in CLT, textbooks and materials are being produced, focus in testing also has been changed. In this context, what is the method used in Bangladesh is the main focus of the empirical research in this study.

Chapter- Four

Research Methodology

After completing the three chapters, the researcher prepared a questionnaire consisting of twenty questions. This chapter discusses the methodologies that were used to collected data for evaluating English teaching in primary & high schools in Bangladesh. It discussed sampling, designing of the instruments, administering the study and the process of tabulating and analyzing data.

Questionnaire survey with students and teacher:

To collect data, questionnaires were given to the persons concerned with a request to answer the questions. The questionnaire was structured in such a way that there definite and concrete answer provided for each item. The questions were presented with exactly the same wording and in the same order to all respondents. The form of the questions was multiple choices and the language used for the questions was both English and Bengali for easy understanding of the respondents. Numerical figures were used to record responses, because they are most convenient for statistical analysis. Language was kept as easy and simple as possible. A pilot study was conducted to see if there was any possible complexity or confusion about any to the items. After the pilot study some of the items were refined and some others were dropped. The process of analyzing data also was kept in mind while designing the questionnaire.

(a) Interview with students and teachers:

Interviews were conducted with the teachers and students. In the time of interview if the interviews faced any problem to understand the questions then the interview explained it and if needed in Bengali. The interviews were arranged in consultation with the respondents. A structured instrument, the one used for questionnaire survey, was used for the interview.

(b) Classroom observation:

The researcher also observed some classes to see what method the teachers used while teaching English. A structured instrument was used for the observation. (Please see appendix-3)

Instruments used:

Both the students and the teachers are very important for this research. So, the research developed two different sets of questionnaires for them. To get authentic data the researcher has followed survey, interview and observation methods. Instruments were developed for all three methods of data collection.

Questionnaire for Survey

All the questions were designed very carefully and included important aspects of grammar translation methods, audio-lingual method and communicative language teaching. The teachers' questionnaires contain 20 items. Items no. 14 is items nos. 1, 2,3,4,5,10,11,13 are aspects of GTM item nos. 6, 7, 8, 9, 12, 15, 16, 17, 18, 19 & 20 are aspects of CLT. The student's questionnaires contain 15 items. Items nos. 1, 3, 4, 5, 8, 10, 12, 14 are Aspect of GTM, Item nos. 2,6,7,9,11,13,15 are aspects of CLT.

The questionnaire starts with a note of request to the respondents for answering the questionnaire and has two parts Part-1: Personal information and part 2: Items on methods.

The questions sequence was clear and smoothly moving. A relation to another was clear to the respondents. Questions that easiest to answer were put in the beginning and then gradually complex items were introduced. The opening questions were such as can arouse interest in the respondents. Following the opening question the other questions were connected in a thread and they follow in a sequence one after another. The questions sequence conformed to the respondents' way of thinking (Kothari, 1985 reprint 2003: 126). The items on the questionnaire emerged form the discussion of the classroom produces of GTM and CLT discussed in Chapter two of this thesis.

Sampling for classroom observation

The researcher observed 10 schools from 10 different classes.

• Format of the Questionnaire:

The questions were of closed type with options to tick 'A' 'B' an 'C'. They stood for 'yes' 'No' sometimes respectively and also there were some open-ended forms.

Students' questionnaire was also of closed type with options 'A' 'B' and 'C' which stood for 'yes' 'no' and 'sometimes' respectively to tick there were some open ended forms. The researcher gave the questionnaires to the students and teachers all of whom were quite friendly to fill up the schedules. (See appendix 1 & 3)

Questionnaire for Interview

The researcher has interviewed students and teacher about the English teaching using the same instruments used for questionnaire survey.

Observation:

A structured instrument with 8 Items on it was classroom observation.

Sampling Design:

To collect the data samples were taken form 10 Government and private schools from Bogra district of the country. The country has a uniform system. There are primary and high schools all over the country. To collect authentic data the researcher chose schools from rural areas of Bangladesh, because 85% people of our country live in the rural areas. So, major emphasis was given on the schools of rural areas. The researcher selected cluster sampling because that will represent the whole country. Cluster sampling was easier for the researcher. Samples, however, were selected without any bias or preference. For survey one hundred students and 30 teachers were selected and for interview 30 students 10 teachers were selected from 10 different schools the response were co-operative in filling now up the questionnaires, and also in answering questions during interview.

For observation, the researcher observed ten classes from these 10 schools. Only Bangla medium schools were observed to see the real picture of English teacher in Bangladesh. Teachers of those classes and the head teacher of schools concerned were consulted for arranging the observation.

Samples selected for each method are shown in the following table:

a) Sampling for questionnaire survey

Methods of investigation of sample	
Students Questionnaires	100
Teachers Questionnaires	30

b) Sampling for interview

Students	30
Teachers	10

The primary schools:

The primary schools selected for empirical research were:

1) Palikanda Ashrafpur Primary government school.

2) Chapachil Government Primary School

3) Chalunja kalitala Govt. Primary School

4) Shihali Government Primary school

5) Palikanda BRAC School.

The high schools chosen for empirical research were:

1) Palikanda Ashrafpur Dwi-Mukhi High School

2) Shihali High Scholl

3) Khayrarpukur S.M. Dakhil Madrasha

4) Jangram Shah Sultan Dakhi Madrasha

5) Chalunja Kalitola High school

The reason for choosing these schools were the researchers'
own convenience. In the surrounding areas of the researcher'
own residence, she felt more comfortable to move about and
interact with the respondents.

A detailed sampling plan is giving in the table below:

Table- 1, sampling plan

Institutes	Teachers		Students	
	Interviewed	Surveyed	Interviewed	Surveyed
Palikanda Ashrafpur Primary government school.	2	3	4	10
Chapachil Government Primary School	1	3	3	10
Chalunja kalitala Govt. Primary School				10
Shihali Government Primary school	1	4	5	10
Chalunja Kalitola High School		2		10
Palikanda Ashrafpur Dwi-Mukhi High School	1	3	4	6
Shihali High Scholl	2	6	5	14
Khayrarpukur S.M Dakhil Madrasha	2	4	4	10
Jangram Shah Sultan Dakhl Madrasha		3		10
Palikanda BRAC school .	1	2	5	10

Administrating the Empirical study with the students and teachers:

The researcher administered the questionnaire survey and interview in 10 primary schools by herself. The first primary school was Palikanda Ashrafpur Govt. primary school. The researcher introduced herself to the Headmaster. He was helpful and arranged a meeting with 10 students from class IV and V with whom the researcher did the survey. The students were very enthusiastic and active while filling up the questionnaire. The researcher had to explain some of questions in Bengali but learners were supportive and friendly with the researcher. 4 students of this school were interview. 3 teachers answered questionnaire and 2 teachers gave interview from this school. The researcher also observed a class of class of two to see what the scenario of English teaching and learning in school was.

In Chapachi Government Primary School the researcher observed 1 class. The researcher directly met the Headmaster in his office. He was very co-operative and friendly and friendly to help the research and helped her to do a survey with 10 students from class IV and V and three of them were interviewed also. The research followed the same approach in the other schools too.

Data processing and Analysis:

Frequency count and percentage of response for the options of each item were done in the form of tables. The raw data was hand tabulated first and the results are presented in both tabular and textual forms.

Conclusion:

The methods described in this chapter helped collect relevant data for this study. The processed and analyzed data are presented and interpreted in the next chapter.

Chapter Five

Results and discussion of Results

Introduction:

This chapter presents the results of the data after processing and tabulating those in a systematic way. Data was collected, hand tabulated and analyzed in terms of frequency counts. The results are presented in the following tables.

Results of teachers' Questionnaire Survey and Interview:

Results of Teachers' Questionnaire Survey and Interview are presented in the table 2 below.

Table-2

Result sheet of the teacher's questionnaire, Interview and survey.

Item No	Questions	Results					
		Interview			Survey		
		a	b	c	a	b	c
1.	Do you often Lecture in the classroom?	8	0	2	24	0	6
2.	Do you use Bangla in English Classroom?	0	0	10	1	0	29

3.	Do you use both Bangla and English in the classroom?	7	0	3	24	0	6
4.	What percentages of Bangla are used in the classroom?	2	3	5	6	9	15
5.	How much of the class time you talk?	3	5	2	13	13	4
6.	Do you use pair work in the classroom?	4	2	4	11	4	15
7.	Do you practice group work in the classroom?	6	2	2	16	10	4
8.	Do the students enjoy working in groups?	6	2	2	21	9	0
9.	Do you allow the students to discuss different topic in the classroom?	7	0	3	17	2	11
10.	Do you ask question to the students?	10	0	0	30	0	0
11.	Do you explain grammatical rules in grammar class?	8	2	0	27	3	0
12.	Do you ask to your students to find out grammar rules from the context of the authentic text?	10	0	0	26	1	3
13.	Do you put emphasis on all four skills,(reading, writing, speaking, listening)?	10	0	0	30	0	0

		a	b	c	a	b	c
14.	Do you say something in the class and ask your students actively participate in class?	7	2	1	23	3	4
15.	Can you ensure participation of all students?	5	0	5	18	0	12
16.	Do your students actively participate in class?	7	2	1	19	7	4
17.	Do you provide feedback on student's problem?	9	0	1	30	0	0
18.	Do you correct errors in the class?	10	0	0	30	0	0
19.	Do you over look errors in the class?	2	8	0	8	22	0
20.	What is the seating arrangement in your classroom?	9	0	1	28	0	2

Note: 'a' stands for 'yes', 'b' stands for 'no', and 'c stands 'sometimes' For question no. 4 & 5 'a' stands for '90%', 'b' stands for '50%', and 'c' stands for '20%',

Interview N= 10, survey N = 30.
Only for item 20, a = long line of benches, b= moveable chair and desk, c= semi circle.

Results of Interview:

For item no. 1, 8 teachers ticked "A" (yes like lecturing), 2 teachers ticked "C" (sometimes lecturing in the classroom), and none ticked "B" (no). The results suggest that majority of teacher lecture in classroom.

For item no. 2, all the 10 teachers ticked "C" which suggests that (they sometimes use Bangla in their classes).

For item no. 3, 7 teacher ticked "A" (they use a mixture of Bangla and English), and 3 teacher ticked "C" (sometimes use Bangla and English mixture) and no one ticked "B" which means they do not mix Bangla and English while lecturing.

For item no. 4, 2 teachers ticked "A" (use 90% Bangla), 3 teachers ticked "B" (use 50% Bangla and 5 teacher ticked "C" (they use 20% Bangla in the classroom).

For item no. 5, 3 teachers ticked "A" (they talk 70% of the class time), 5 teachers ticked "B" (they talk 50% of the class time) and 2 teachers ticked "C" (they talk less then 40% of the class time) while teaching in class.

For item no. 6, 4 teachers ticked "A" (they use pair work), 2 teachers ticked "B" (they do not use pair work) and 4 teachers ticked "C" (They sometimes use pair work.)

For item no. 7, 6 teachers ticked "A" (they practice group work), 2 teacher ticked "B" (they do not practice group work) and 2 teachers ticked "C" (they sometimes use group work).

For item no. 8, 6 teachers ticked "A" (The students enjoy group work), 2 teacher ticked "B" (the students do not enjoy) and 2 teacher ticked "C" (the students sometimes enjoy group work in the class).

For item no. 9, 7 teachers ticked "A" (which means they allow students to discuss different topics), 3 teacher ticked "C" (They sometimes allow) and no one ticked "B" (no).

For item no. 10, all the 10 teachers ticked "A" (They all ask question).

For item no. 11, 8 teachers ticked "A" (they explain grammatical rules) and 2 teacher ticked "B" (no) and no one ticked "C" (Sometimes).

For item no. 12, all ten teachers ticked "A" (they ask students to find out grammar rules from authentic texts).

For item no. 13, all the 10 teachers ticked "A" (they put emphasis on four skills), and no one ticked "B" (no) and "C" (Sometimes).

For **item no. 14, 7** teachers ticked "A" (which means the students repeat it), 2 teacher ticked "B" which means the students do not and 1 teacher ticked "C" which means they sometimes repeat it.

For **item no. 15, 5** teachers ticked "A" (they can ensure participation of all students) and 5 teachers ticked "C" (sometimes they can ensure their students' participation)

For **Item no. 16, 7** teacher ticked "A" (their students actively participate in the classes) and 1 teacher ticked "C" (Sometimes his students actively participate in the class) and 2 teacher ticked "B" which means the students do not actively participate in the class.

For **item no. 17, 9** teachers ticked "A" (they always provide feedback in the classes) and only one teacher (sometimes provide feedback)

For **item no. 18,** all the 10 teachers ticked "A" (they correct errors in the class) and no one denied.

For **item no. 19,** 8 teachers ticked "B" (they do not overlook errors) and 2 teachers ticked "A" (they overlook errors).

For **item no. 20, 9** teachers ticked "A" that means they have long line of benches in the classroom and only 1 teacher ticked "C" which means his sitting arrangement is semi-circle.

Results of Survey:

In the survey, the researcher has got different results for teachers' questionnaire.

• **For question no. 1,** 24 teachers said they lecture in the classroom, and 6 teachers said they sometimes lecture in the classroom.

For question no. 2, 29 teachers ticked "C" (Sometimes use Bangla) in the classroom and only 1 teacher always use Bangla in the classroom.

For question no. 3, 24 teachers said they used a mixture of Bangla and English, no teacher denied and 6 teachers said they sometimes use a mixture of Bangla and English in the classroom.

For question no. 4, 6 teachers said they use 90% Bangla in the classroom. 9 teachers said they use 50% Bangla and 15 teachers said they use 20% Bangla in the classroom.

For question no. 5, 13 teachers said they talk more than 70% of the class time, 13 teachers said they talk 50% of the class time and 4 teachers said that they talk 40% of the class time.

For question no. 6, the researcher has found that 11 teachers like pair works in the classroom 4 teachers do not like and 15 teachers sometimes like pair work in the classroom.

For question no. 7, 16 teachers said they practice group work in the classrooms, 10 teachers do not practice group work in the classroom and 4 teachers sometimes use group works in the classroom.

For question no. 8, 21 teachers said that the students enjoy working in-groups and 9 teachers said they don't have any idea about it.

For question no. 9, 17 teachers said that they allow the students to discuss different topics, 2 teachers said that they do not, and 11 teachers said that they sometimes allow the students to discuss different topics.

For question no. 10, 100% teacher said that they ask question to the students.

For question no. 11, 27 teachers said that they explain grammatical rules in the class and 3 teachers said that they do not explain grammatical rules.

For question no. 12, 26 teachers said that they ask students to find out grammar rules and 1 teacher did not do it and 3 teachers sometimes ask students to find out grammar rules.

For question no. 13, all the 30 teachers put major emphasis on four skills that means on reading, writing, speaking and listening.

For question no. 14, 23 teachers said that the student ask them to repeat, 3 teachers said they do not ask, 4 teachers said students sometimes ask them to repeat points when do not follow.

For question no. 15, 18 teachers said that they ensure participation of students and no one denied and 12 teachers said that they sometimes ensure their students' participation in the classroom.

For question no. 16, 19 teachers said that their students actively participate in the class, 7 teacher denied it and 4 teachers said that sometimes the students actively participate in the class.

For question no. 17, 100% teachers said that they provide feedback on students' problem.

For question no. 18, 100% teachers said that they correct errors in the class.

For question no. 19, 8 teacher said that they overlook errors and 22 teacher said that they that they do not overlook errors.

For question no. 20, 28 teacher said that the sitting agreement in their classroom is long line of benches and only 2 teacher said that the sitting arrangement in their classroom in semi-circle and they sit on the ground as they do not have any chair in the classrooms.

A summary of the results of Teachers' Questionnaire survey and interview:

• The summary of the teachers' questionnaire survey shows that 80% teacher always lecture in the classrooms. This finding helps us conclude that our present classroom teaching is mostly lecture-based and teacher centered. Only 20% teachers lectured sometimes. So the dominant trend is lecturing and most of our teacher still follows the conventional mode of teaching. About 50% teacher sometimes like the students to go for pair works. And about 36.67% teachers like pair works in the classroom. This is a positive sign in our context because pair work encourages students-centered approach, which is a recent and appreciated classroom teaching technique. Only 13.33% teachers do not like pair works in the classroom. This is a matter of great hope for our country that teacher that teachers are adopting and appreciating inductive and students centered teaching technique. 96.67% teachers sometimes use Bangla in the classroom. At the school level 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. Only 3.33% teachers always use Bangla in classroom. This reminds us of our conventional way of teaching. And 20% teachers 80% teachers always use a mixture of Bangla and English in the classroom.   And 20% teachers sometimes use a mixture of Bangla & English in the classroom. It is sometime good to use Bangla and English to facilitate understanding. This is the dominant trend in our rural schools.

20% teachers said that they used 90% Bangla in the classroom. 30% teachers said that they used 50% Bangla in the classroom. And 50% teachers said that they uses 20% Bangla in the classroom which is a mater of hope that 50% of our teachers use very little bangla to explain English. 53.33% teachers practice group work in the classroom. Which suggests that we are advancing towards students- centered classroom teaching approach. 13.33% teachers sometimes practice group work in the classroom. 33.33% teachers never practice group work in their classrooms and for this the students do not have any idea about group practice, and so they do not enjoy working in groups.

90% teachers explain grammatical rules in the grammar class. 10% teachers do not explain grammatical rules in the class. Explanations of certain rules ensure effective learning. And 86.67% teachers ask their students to find out grammar rules from the context of the authentic text. 3.33% teachers do not follow this pattern and 10% teachers sometimes ask their students to find out grammar rules from the context of the authentic text. This is a positive sign for Bangladesh that the teachers are engaging students in communicative method. 100% 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 60% teachers ensure participation of students in the classroom, and 40% teachers sometimes ensure participation of students in the classroom.

Students of around 63.33% teachers actively participate in the class. 100% teachers always ask question to the students. 56.67% teachers allow their students to discuss different topics in the classroom. Only 6.67% teachers do not allow their students to do it because their students do not have any idea of group work or pair work.

43.33% teachers talk 70% of the class time. This refers to more of a conventional way to teaching. And 43.33% teachers talk 50% of the class time. Here there is an equal participation of teachers and students. 13.33% teachers talk less 40% of the class time. Here the class is more students-centered than teachers-centered. In our context the students-centered approach is more necessary. 70% students enjoy working in groups, and 100% teachers provide full feedback on students' problem. There is no teacher who does not provide any feedback on students' problems. So, teachers are concerned about providing feedbacks. 100% teachers correct errors in the classroom. There is no teacher who does not correct all errors. Error correction is a necessary towards effective teaching. However, this shows that we are still bit traditional. 73.33% teachers never overlook errors. 26.67% teachers overlook errors. In 93.33% classrooms, sitting agreement is long line of benches, which is traditional way of sitting in the classroom. Only in 6.67% classroom sitting arrangement is semi-circles. In BRAC school the students sit in semi-circle, which is a good sign of communicative classroom, but the; don't have any chair, and so sit on the floor.

Results of student's questionnaire Survey and Interview

Results of students' questionnaire survey and interview are presented in table-3 below:

Table-3

Result of student's questionnaire Survey and interview

Item No.	Questions	Results					
		Interview			Survey		
		a	b	c	a	b	c
1.	Do your teachers lecture in the classroom?	30	0	0	99	0	1
2.	Do your get any chance for group discussion?	15	10	5	44	29	27
3.	Do your get any feedback in the classroom?	26	1	3	94	2	4
4.	Does the teacher engage you in reading writing speaking listing?	26	0	4	96	1	3
5.	Are you allowed to use Bangla in the classroom?	17	1	12	60	3	37
6.	Do you use any English in the classroom?	14	3	13	55	1	44

7.	What percentage of English you used in the classroom?	6	9	15	9	48	43
8.	Do the teachers focus more on grammar?	19	1	10	85	3	12
9.	Are the teachers friendly?	24	2	4	98	0	2
10.	Do your teachers speak in Bangla in the class?	14	0	16	47	1	52
11.	Is the classroom atmosphere relexd?	24	3	3	97	2	1
12.	Do your teachers correct errors in the class?	26	0	4	100	0	0
13.	Do your teachers participate in the classroom?	26	1	3	99	0	1
14.	Do your teachers ask questions?	28	0	2	100	0	0
15.	How much of the class time you talk?	4	8	18	15	33	52

Note: "a" stands for 'yes" 'b' stands for 'no', 'c' stands 'sometimes'. For questions no 7 & 15 'a' stands for '70%' 'b' stands for '50%' 'c' stands for '20%'. In the Interview N= 30, survey N= 100

Results of Interview:

For Item no. 1, all 30 students ticked "A' (The teacher lecture in the classrooms)

For Item no. 2, 15 out of 30 students ticked "A' (they get change for group discussion), 10 students ticked "B" (they don't get change) and 5 students ticked "C" (Sometimes they get change for group discussion).

For Item no. 3, 26 students ticked "A" (they get feedback in the classroom), I students ticked "B" (does not get any feedback in the classrooms) and 3 students said some times they get feedback.

For Item no. 4, 26 students ticked "A" that suggests that their teachers engage them in reading, writing, speaking and listening no one ticked "B" (no) and 4 students ticked "C" (their teachers sometimes engage them in 4 skills).

For Item no. 5, 17 students ticked "A" (they are allowed to use Bangla in the classrooms), 1 student ticked "B" (does not use of Bangla) and 12 students ticked "C" (they sometimes use bangle in the classroom).

For Item no. 6, 14 students ticked "A" (they use English in the classrooms), 3 students ticked "B" (They do not use English) and 13 students ticked "C" (mixture)

For Item no. 7, 6 students ticked "A" (they use 70% English in the classroom), 9 students ticked "B" (They use 50% English in the classroom), 15 students ticked "C" (They use 20% English in the classroom).

For Item no. 8, 19 students ticked "A" which shows that teachers are still grammar bases, I student ticked "B" (teachers don't put emphasis on grammar) and 10 students ticked "C" (Sometimes their teacher focus more on grammar).

For Item no. 9, 24 students said their teachers are friendly, 2 students ticked "B" (their teachers are not friendly) and 4 students ticked "C" (Sometimes their teachers are friendly and sometimes not).

For Item no. 10, 14 students ticked "A" Which suggests that their teachers use bangla, and 16 students ticked "C" (Sometimes their teaches use Bangla).

For Item no. 12, 24 students said that classroom atmosphere is relaxed, 3 students considered atmosphere is relaxed.

For Item no. 12, 26 students ticked "A" (their teachers correct errors in the class), no one ticked "B" and 4 students ticked "C" which shows that sometimes their teacher corrects errors in the class.

For Item no. 13, 26 students ticked "A" (they participate in the classroom), I student; ticked "B" (does not participate) and 3 students ticked "C" (They sometimes participate in the classroom).

For Item no.14, 28 students ticked "A" which shows that their teachers ask questions in the classroom no one ticked "B" and only 2 students ticked "C" (Sometimes their teacher ask question).

For Item no. 15, 4 students ticked "A" Which shows that 70% of the class time they talk, 8 students ticked "B" which shows that 50% of the class time they talk, 18 students ticked "C" that is they said that 20% of the class time they talk.

Results of Survey:

In the survey, the results were different.

For question no. 1, 99 students (out of 100) said that teachers' lecture in the classrooms and only 1 student ticked "C" which means that sometimes teacher lecture in the classroom.

For Item no. 2, 44 students said that they get chance for group discussion, 29 students, said they do not change for group discussion.

For Item no. 3, 94 students said they get feedback in the classroom, 2 students said they do not get any feedback in the classroom and 4 students said they sometimes get feed back in the classroom.

For Item no. 4, 96 students said their teacher engage them in reading, writing, listening and speaking, I student denied, and 3 students said sometimes their teachers engage them in four skills.

For Item no. 5, 60 students said Bangla is allowed in English classroom, 3 students denied and 37 students said sometimes Bangla is allowed in the English classes.

For Item no. 6, 55 students agreed that they use English in their classrooms, I students denied and 44 students said sometimes they use English in their English classes.

For Item no. 7, 9 students said that they use 70% English in the classroom, 48 students said they use 50% English, 43 students said they use 20% English in the classroom.

For Item no. 8, 85 students said that their teachers focus more on grammar, 3 students denied and 12 students said their teacher sometimes focus more on grammar.

For Item no. 9, 98 students said their teachers are friendly, no one denied and 2 students said sometimes their teachers are friendly.

For Item no. 10, 47 students said their teacher speak in Bangla in their English classes, I students denied and 52 students said sometimes their teachers speaks Bangla in their English .classes.

For Item no. 11, 97 students said their class room atmosphere is relaxed, 2 students denied and 4 students said their classroom atmosphere is sometimes relaxed.

For Item no. 12, 100% students said that their teachers correct errors in the class.

For Item no. 13, 99 students said that they participate in the class.

For Item no. 14, 100% students said that their teacher ask questions in their class.

For Item no. 15, 15 students ticked "A" which shows that 70% of the class time they talk, 33 students said 50% of the class time talk, 52 students said that 20% of the class time they talk.

A summary of the results of Students' Questionnaire survey and interview:

The summary of the results of students' questionnaire survey and interview shows that we have not yet been able to get rid of the traditional teacher centered approach. 99% students said

that their teacher always lecture in the classroom. Only 1% students said that their teachers sometimes lecture in the classroom. So, the dominant trend is lecture in the class room. Most of the students responded that they get change for group discussion. 44% students responded that they get change for group discussion. 29% denied it and 27% said sometimes they get chance for group discussion. 94% of the students said they get feedback said they get feedback in the classroom. 2% of the students said they do not get feed back and 4% of the students said sometimes they get feedback 96% students said four skills are emphasized and 1% denied, and the rest 3% said 'sometimes'. This shows that the communicative competence for our school students in bound to improve. 60% students said they are allowed to use Bangla in the English class room, 3% denied and 37% said sometimes. Yet it is good for Bangladesh. 55% students said they use English in the classroom 1% denied and 44% said they sometimes use English in the classroom. 9% students said that they use 70% English in the classroom, 48% students said they used 50% English, 43% students said they use 20% English in the classroom. 85% students said teacher focus more on grammar, 3% students denied and 12% said sometimes teacher said sometimes teacher focus on grammar. 98% students said their teacher are friendly 2% said sometimes their teacher are friendly. 47% students said their teacher use Bangla in the classroom, 1% denied and 52% said sometimes 97% students said the classroom atmosphere is relaxed, 2% said "no' and rest 1% said "sometimes" the classroom atmospheres is relaxed.

99% students said they participate in the classroom and 1% said sometimes they participate in the classroom. Participation of all students is necessary step towards effective teaching. 15% student said that 70% of the class time they talk, 33% students said 50% of the class time they talk, 52% students said that 20% of the class time talk. Here the class is more students centered than teacher-centered. This is an encouraging situation in our context.

Results of classroom observation:

Results classroom observation is presented in table 4 below:

Table-4

Result sheet of the classroom observation of 10 classes form 10 schools.

Item No.		Results		
		Yes	No	Others
1.	It the classroom well organized?	5	5	0
2.	Is the classroom interactive?	9	0	1
3.	Does grammar play a big role in the classroom?	10	0	0
4.	What methodology is used for teaching in English classes?	10 classes used CLT Method		

5.	Does Bangla play major role in English class?	10	0	0
6.	Do the students practice group work in the class room?	5	5	0
7.	Do the students get proper feedback in the classroom?	10	0	0
8.	Do the teachers overlook errors?	0	10	0

Note: N= 10

In questions no. 1, of classroom observation, we can see that among 10 classes 5 classes were not well organized.

In questions no 2, we can see that 9 classes were interactive.

In questions no 3, we can see in 10 classes grammar played a big role.

In questions no 4, shows that all the 10 classes CLT was used.

In questions no 5, we can see that in all the 10 English classes, Bangla played a big role.

In questions no 6, we can see that students of 5 classes practice group work and in other 5 classes students do not practice group work.

In questions no 7, Students of all the 10 classes were given feedback in the classroom.

In questions no 8. We can see that 10 classes among 10 classes do not overlook errors.

The observation results show that is still a good a deal of the traditional method in the classroom. The observation data is significantly different from those of survey and interview. However, the overall results show that there is some use the CLT in Bangladesh but there is still a good deal of the Grammar-Translation Method used in the primary and secondary schools in Bangladesh.

Chapter: Six

<u>Conclusion and recommendation</u>

It is told in the introduction chapter that this study will find out whether classroom methodology is grammar translation, audio-lingual or communication. The results show that the traditional teacher centered. Language class is predominant in our context but the country is keeping attention towards the communicative mode of teaching. 53.33% teachers practice group work in the classrooms and 70% students enjoy working in groups. Moreover 36.67% teachers like pair works in the classroom. We do not have a fully student centered classroom but it is a matter of great hope that some shift towards skills-trading and participatory learning is taking root in the country.

The researcher has surveyed more than 100 students and 30 teachers. All are chosen from different levels and section to get real data. Though English is used in our classes, most of the time it is not understood. Though English is taught in Bangla medium schools, most of the lectures are given in Bangla. As a result, students do not feel any importance to speak English. Though our NCTB syllabus claims that students will develop four skills, at the end of the course the students achieve two skills these are reading and writing. They do not set for any examination for other two skills these are speaking and listening.

The researcher has found that most of the teachers in Bangla medium schools are traditional. Teachers teach their students in traditional way instead of communicative way. Even, most of the schools do not have any graduate English teachers. If we have to ensure learner-centered classroom environment, there is no alternative to efficient teaching for which teachers have to be properly trained. In addition, in order to encourage genuine student communication in the classroom, the teacher should work towards creating a positive learning environment in which students feel free to communicate-rather than frightened. The classroom conditions are also not fit for effective teaching and learning. Few classroom- seating arrangements are disused for interactive classroom. In madrasa classes the classroom atmosphere is not relaxed. They do not the classroom atmosphere is not relaxed. They do not have any electric bulb and sufficient windows through which light can come in the classes. To overcome this situation the importance of English should be clearly explained to the general people of our country to make them interested to learn and use English properly. To make successful the communication method, a learner must perform and should know about the four skills separately and also use the skills effective in various combinations depending on the nature of the interactive.

The main purpose of language teaching is to help learners write, read, speak and listen well in the language. The results of the study show that a positive picture of English teaching is gradually emerging in Bangladesh, but CLT is not properly implemented. So we have to move towards methods that can help skills training or developments of communication competence. When the teacher does speak, it would be in English-as possible although there are some schools where good library facilities are there. There was very little use of it due to lack of interest among the students. So it is authority's duty to increase the interest among the students. Classes can not be interactive unless materials are not interactive. So teachers should use materials in their classes.

Recommendations:

To observe the results of the study, the researcher would like to recommend a few points for teaching English properly in the primary and secondary levels in Bangladesh. These ares-

a. Class room atmosphere should be relaxed.
b. Both the students and teachers should be friendly
c. Instant feedback should be given.
d. pair work, group work should be given
e. Errors should be overlooked most of the times but we should be careful not to intimidate the learners by correcting all errors.

f. Teacher must put more emphasis on reading writing speaking and listening than teaching of grammar.

g. Bangla should be used for clarifying some critical terms.

h. Students talking time should be increased.

i. Teachers should be very friendly and co-operative.

j. We should try to create an English speaking environment in classrooms and with in the institutions.

k. It necessary, individual tasks should be used

l. Attention should be given to develop materials and changing test formats.

m. To improve quality of education, we need financial and technical assistance to build good library and laboratory facilities and teachers' training.

n. JICA volunteer works at different level for years in Bangladesh. They spend the first for learning the local language and then in the second year they carry some training. This is a very short time for training. Therefore, it is suggested that their stay period should be longer to provide better result.

Bibliography

Rahman,S.(2002). *Classroom performance in the primary schools*. VOL-1. p.p(64-67).

Shahidullah, M.(2004). *Significance of teaching- learning situation in language learning and an empirical survey of the teaching-learning situation in Bangladesh*. VoL-19.pp(111-117)

Sinha, Begum,s.(2000). *English phobia in our schools and colleges*.

Raynor, j.(1998). *Survey of classroom practice*.

Ahmed, M.(2005).*Teaching English in the primary school: challenges and options*. VOL-4, pp(17-22).

Khan, Harunur, R. (2005). *Teaching English in primary schools: Pros and Cons*.VOL-4, pp(25-31).

Schaetzel,k. (2000). The Ideal project: A Summary of the Results of Formative Evaluations. UNICEF

Chomsky, N.(1957).*Syntactic structure*. Mouton: The Hague.

Crystal, D.(1987). *The Cambridge Encyclopedia of languages*. Cambridge: Cambridge University press.

Howatt, A.P.R.(1984). *A History of English language Teaching*. Oxford: Oxford University Press.

Lado, R. (1986). *Language Teaching: A Scientific Approach*. *New York:* Tata McGrow-Hill co. Ltd.

Little Wood, W; (1981). *Communicative Language Teaching*. Cambridge: Cambridge University press.

Skinner, B.F.(1957). Verbal Behavior. New York: Appletion-Century-Crofts.

Widdowson, H.G.(1978). Teaching Language as communication Oxford: Oxford University press.

Richards, Jack, c. and Rodgers, Theodores, S.(2001). *Approaches and Methods in language Teaching*. Cambridge: Cambridge University press.

Barman, Dr. B, Sultana, Zand, Basu, Bijoy, L.(2006). *ELT Theory and practice*. Dhaka: Friends Book Corner.

Deborah, J.(1999). *New ways in teaching English at the secondary level*. VOL-4. No.3 Alexandria

Shekh, M.N.I (2005). *The state of primary educational Quality: An Evaluation*. Oslo University College, Oslo: Norway.

Alochana Magazine staff writer,(April 27, 2007). "*Reality of Education system in Bangladesh: Opportunities and Challenges*." Alochona Magazine.

Reference: (Primary Education)

Bangladesh Bureau of statistics. Statistics Division, Ministry of Planning, 1989, 1994,2000.

Ministry of Education, Secondary Education and science development section.

APPENDICES

Appendix – 1

Teacher's Questions:

1. Do you often lecture in the classroom?

   আপনি কি সব সময়ই ক্লাশে প্রভাষন করতে পছন্দ করেন?

   (a) Yes (হ্যা)   (b) No (না)   (c) Sometimes (কখন কখন)

2. Do you use Bangla in English classroom ?

   আপনি কি ইংরেজী ক্লাসে বাংলায় কথা বলেন?

   (a) Yes (হ্যা)   (b) Never (কখনো না)   (c) Sometimes (কখন কখন)

3. Do you use both Bangla and English in Classroom?

   আপনি কি ক্লাসে বাংলা এবং ইংরেজী দুই-ই ব্যবহার করেন?

   (a) Yes (হ্যা)   (b) No (না)   (c) Sometimes (কখন কখন)

4. What percentage of Bangla are used in the Classroom?

   আপনার পুরো ক্লাসের কত ভাগ সময় আপনি বাংলা ব্যবহার করেন?

   (a) 90% (৯০ভাগ)   (b) 50% (৫০ ভাগ)   (c) 20% (২০ ভাগ)

5. How much of the class time you talk?

   আপনার পুরো ক্লাসের কতভাগ সময় আপনি কথা বলেন?

   (a) 70% (৭০ভাগ)   (b) 50% (৫০ ভাগ) (c) Less than40% (৪০ ভাগের কম)

6. Do you use pair work in the classroom?

   আপনি কি ক্লাসে জোড়ায় কাজ করান ?

   (a) Yes (হ্যা)   (b) No (না)   (c) Sometimes (কখন কখন)

7. Do you practice group work in classroom?

   আপনি কি ক্লাসে দলবদ্ধভাবে কাজ করান ?

   (a) Yes (হ্যা)   (b) No (না)   (c) Sometimes (কখন কখন)

8. Do the students enjoy working in groups?

   ছাত্ররা কি দলবদ্ধভাবে কাজ করতে পছন্দ করে ?

   (a) Yes (হ্যাঁ)　　　(b) No (না)　　　(c) Sometimes (কখন কখন)

9. Do you allow the students to discuss different topic in the classroom?

   আপনি কি ক্লাসে ছাত্রদেও কে বিভিন্ন বিষয়ে আলোচনা করার অনুমতি দেন?

   (a) Yes (হ্যাঁ)　　　(b) No (না)　　　(c) Sometimes (কখন কখন)

10. Do you ask question to the students?

    আপনি কি ছাত্রদের প্রশ্ন জিজ্ঞাসা করেন?

    (a) Yes (হ্যাঁ)　　　(b) No (না)　　　(c) Sometimes (কখন কখম)

11. Do you explain grammatical rules in grammar class?

    আপনি কি ব্যাকরন ক্লাসে ব্যাকরনের নিয়ম ব্যখ্যা করেন?

    (a) Yes (হ্যাঁ)　　　(b) No (না)　　　(c) Sometimes (কখন কখম)

12. Do you ask to your students to find out grammar rules from the context of the authentic text?

    আপনি কি আপনার ছাত্রদের কে পাঠ্যপুস্তকের নির্দিষ্ট থসঙ্গ থেকে ব্যাকরন নিয়ম বের করতে বলেন?

    (a) Yes (হ্যাঁ)　　　(b) No (না)　　　(c) Sometimes (কখন কখম)

13. Do you put emphasis on all four (Reading Writing, speaking Listening)?

    আপনি কি ভাষার চারটি দক্ষতার উপরই জ্যোর দেন (পড়া, লেখা, বলা, শুনা)।

    (a) Yes (হ্যাঁ)　　　(b) No (না)　　　(c) Sometimes (কবম কখম)

14. Do you say something in the class and ask you students to repeat it several times?

    আপনি কি ক্লাসে কিছু একটা বলেম এবং আপনার ছাত্রদের সেটা বার বার পুনরাবৃত্তি

    (a) Yes (হ্যাঁ)　　　(b) No (না)　　　(c) Sometimes (কখন কখম)

15. Can you ensure participation of all students?

আপনি কি ছাত্রদের ক্লাসে অংশ গ্রহন নিশ্চিত করেন?

(a) Yes (হ্যাঁ)   (b) No (না)   (c) Sometimes (কখন কখন)

16. Do your students actively proactively participate in class?

আপনাদের সব ছাত্র কি সক্রিয় ভাবে ক্লাসে অংশ গ্রহন করে?

(a) Yes (হ্যাঁ)   (b) No (না)   (c) Sometimes (কখন কখন)

17. Do you provide feedback on student's problem in the classroom?

আপনি কি ক্লাসে ছাত্রদের ভুলগুলো সম্পর্কে ধারনা দেন?

(a) Yes (হ্যাঁ)   (b) No (না)   (c) Sometimes (কখন কখন)

18. Do you correct errors in the class?

আপনি কি ক্লাসে ভুলগুলো ঠিক করে দেন?

(a) Yes (হ্যাঁ)   (b) No (না)   (c) Sometimes (কখন কখন)

19. Do you over look errors?

আপনি কি ভুলগুলো উপেক্ষা করেন?

(a) Yes (হ্যাঁ)   (b) No (না)   (c) Sometimes (কখন কখন)

20. What is the sitting arrangement in your classroom?

আপনার শ্রেনীকক্ষের বসার ধরন কেমন ?

(a) Long ling of benches (লম্বা সারির বেঞ্চ)

(b) Movable chair and desk (চলনশীল চেয়ার এবং ঢালু টেবিল)

(c) Sitting arrangement (বসার ধরন অর্ধ গোলাকার)

Tribulation of Results of Teachers' Questionnaire Survey

Q.N	Item No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	2
.		a	c	a	c	a	c	a	a	a	a	a	a	a	a	c	c	a	a	a	a
2.		a	c	a	c	a	c	a	a	a	a	a	a	a	a	a	a	a	a	b	a
).		a	c	a	c	a	c	a	a	a	a	a	a	a	a	a	a	a	a	b	a
4.		a	c	a	c	a	c	a	a	a	a	a	a	a	a	a	a	a	a	b	a
5.		a	c	a	b	b	a	a	a	a	a	a	a	a	c	a	a	a	a	b	a
6.		a	c	a	a	b	a	a	a	c	a	a	c	a	a	c	c	a	a	b	a
7.		c	c	a	a	c	c	a	a	c	a	a	c	a	a	a	a	a	a	b	a
8.		c	c	a	a	b	a	a	a	a	a	a	a	a	c	a	a	a	a	b	a
9.		a	c	a	b	b	c	b	b	a	a	a	a	a	a	c	c	a	a	a	a
10.		a	c	a	b	b	c	b	b	a	a	a	a	a	a	c	b	a	a	a	a
11.		a	c	a	b	b	c	b	b	a	a	a	a	a	a	c	b	a	a	a	a
12.		a	a	a	a	b	a	a	a	a	a	a	c	a	c	c	b	a	a	b	a
13.		c	c	c	c	b	c	c	a	c	a	a	a	a	c	c	b	a	a	b	a
14.		a	c	a	b	b	a	a	a	c	a	a	a	a	a	a	a	a	a	b	a
15.		a	c	a	b	b	b	a	a	a	a	a	a	a	a	b	a	a	a	a	a
16.		a	c	a	b	b	c	b	b	a	a	a	a	a	a	c	b	a	a	a	a
17.		a	c	a	b	b	c	b	b	a	a	a	a	a	a	c	b	a	a	a	a
18.		a	c	a	c	a	b	b	b	b	a	a	a	a	a	a	a	a	a	b	a
19.		a	c	a	c	b	b	b	b	a	a	a	a	a	a	a	a	a	a	b	a
0.		a	c	a	c	a	c	c	c	c	a	a	a	a	a	a	a	a	a	b	a
1.		a	c	a	c	a	c	c	c	c	a	a	a	a	a	a	a	a	a	b	a

2.		a	c	a	c	a	c	c	c	c	a	a	a	a	a	a	a	a	a	b	a
3.		a	c	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	b	c
4.		a	c	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	b	c
5.	.	a	c	a	c	b	b	c	c	a	a	a	a	a	a	a	a	a	a	a	a
6.		a	c	c	b	b	a	b	a	a	a	a	b	a	a	a	c	a	a	b	a
7.		a	c	c	c	a	c	b	b	a	a	a	a	a	a	a	a	a	a	b	a
8.		c	c	c	c	c	a	a	a	c	a	b	a	a	b	c	a	a	a	b	a
9.		c	c	c	c	c	a	a	a	c	a	b	a	a	b	c	a	a	a	b	a
0.		c	c	c	c	c	a	a	a	c	a	b	a	a	b	c	a	a	a	b	a

Appendix -3
Tribulation of Results of Teachers'
Interview

.N	Item No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.		c	c	c	c	c	a	a	a	c	a	b	a	a	b	c	a	a	a	b	a
2.		a	c	c	c	c	a	a	a	c	a	b	a	a	b	c	a	a	a	b	a
3.		a	c	a	c	a	c	a	a	a	a	a	a	a	a	a	a	a	a	b	a
4.		a	c	a	c	b	b	c	c	a	a	a	a	a	a	c	c	c	a	b	a
5.		c	c	a	a	b	a	a	a	a	a	a	a	a	c	a	a	a	a	b	a
6.		a	c	a	b	b	b	a	a	a	a	a	a	a	a	a	b	a	a	a	a
7.		a	c	a	b	b	c	b	b	a	a	a	a	a	a	c	b	a	a	a	a
8.		a	c	a	b	b	c	c	c	c	a	a	a	a	c	a	a	a	a	b	a
9.		a	c	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	b	c
10.		a	c	c	c	a	c	b	b	a	a	a	a	a	a	a	a	a	a	b	a

Appendix – 4

Student's Questionnaire:

1. Do your teachers lecture in the classroom?

    তোমার শিক্ষক কি ক্লাসে প্রভাষন করেন?

    (a) Yes (হ্যাঁ)   (b) No (না)   (c) Sometimes (কখন কখন)

2. Do you get any change for group discussion?

    তুমি কি ক্লাসে দলবদ্ধভাবে আলোচনা করার সুযোগ পাও।

    (a) Yes (হ্যাঁ)   (b) No (না)   (c) Sometimes (কখন কখন)

3. Do you get any feedback in the classroom?

    তুমি কি ক্লাসে ভূলগুলো সম্পর্কে ধারনা পাও?

    (a) Yes (হ্যাঁ)   (b) No (না)   (c) Sometimes (কখন কখন)

4. Does the teacher engage you in reading. Writing. speaking. listening?

    শিক্ষক কি তোমাকে পড়া, লেখা, বলা, শোনাতে নিয়োন্ত্রিত রাখেন ?

    (a) Yes (হ্যাঁ)   (b) No (না)   (c) Sometimes (কখন কখন)

5. Are you allowed to use Bangla in the Classroom?

    তোমার কি ক্লাসে বাংলা বলার অনুমতি আছে ?

    (a) Yes (হ্যাঁ)   (b) No (না)   (c) Sometimes (কখন কখন)

6. Do you use any English in the Classroom?

    তুমি কি ক্লাসে ইংরেজী ব্যবহার কর ?

    (a) Yes (হ্যাঁ)   (b) No (না)   (c) Sometimes (কখন কখন)

7. What percentage of English you used in the classroom?

    তোমার পুরো ক্লাসের কত ভাগ ইংরেজী, তুমি ক্লাসে ব্যবহার কর ?

    (a) 70% (৭০ভাগ)   (b) 50% (৫০ভাগ)   (c) 20% (২০ ভাগ)

8. Do the teachers focus more on grammar?

শিক্ষক কি ব্যকরনের উপর বেশী জোর দেন?

(a) Yes (হ্যাঁ)   (b) No (না)   (c) Sometimes (কখন কখন)

9. Are the teachers friendly?

শিক্ষকরা কি বন্ধু ভাবাপন্ন?

(a) Yes (হ্যাঁ)   (b) No (না)   (c) Sometimes (কখন কখন)

10. Do your teachers speak in Bangla in the Classroom?

তোমার শিক্ষকগণ কি শ্রেনী কক্ষে বাংলায় কথা বলেন?

(a) Yes (হ্যাঁ)   (b) No (না)   (c) Sometimes (কখন কখন)

11. Is the classroom atmosphere relaxed?

শ্রেনীকক্ষের পরিবেশ কি আরামদায়ক?

(a) Yes (হ্যাঁ)   (b) No (না)   (c) Sometimes (কখন কখন)

12. Do your teachers correct errors in the class?

তোমার শিক্ষকগণ কি ক্লাসে ভুল ঠিক করে দেন?

(a) Yes (হ্যাঁ)   (b) No (না)   (c) Sometimes (কখন কখন)

13. Do you participate in the classroom?

তুমি কি ক্লাসে পড়ায় অংশ গ্রহন কর?

(a) Yes (হ্যাঁ)   (b) No (না)   (c) Sometimes (কখন কখন)

14. Do you teachers ask questions?

তুমি শিক্ষক কি প্রশ্ন জিজ্ঞাসা করেন?

(a) Yes (হ্যাঁ)   (b) No (না)   (c) Sometimes (কখন কখন)

15. How much of the class time you talk?

তোমার পুরো ক্লাসের কত ভাগ সময় তুমি কথা বল?

(a) 70% (৭০ভাগ)   (b) 50% (৫০ভাগ)   (c) 20% (২০ ভাগ)

Appendix – 5

Tribulation of results of students Questionnaire Survey:

Q.N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1.	a	c	a	a	c	a	b	a	a	c	a	a	a	a	b
2.	a	c	a	a	c	a	b	a	a	c	a	a	a	a	b
3.	a	c	a	a	c	a	b	a	a	a	a	a	a	a	b
4.	a	c	a	a	a	a	b	a	a	c	a	a	a	a	b
5.	a	c	a	a	a	a	b	a	a	c	a	a	a	a	b
6.	a	c	a	a	c	a	b	a	a	c	a	a	a	a	b
7.	a	a	a	a	c	a	b	a	a	a	a	a	a	a	a
8.	a	c	a	a	a	a	b	a	a	c	a	a	a	a	b
9.	a	c	a	a	c	a	b	a	a	c	a	a	a	a	b
10.	a	b	a	a	a	a	b	a	a	a	a	a	a	a	b
11.	a	c	a	a	c	a	b	a	a	c	a	a	a	a	c
12.	a	c	a	a	c	a	c	a	a	c	a	a	a	a	c
13.	a	c	a	a	c	a	b	a	a	c	a	a	a	a	b
14.	a	c	a	a	c	a	b	a	a	c	a	a	a	a	b
15.	a	b	a	a	c	c	b	a	a	c	a	a	a	a	b
16.	a	c	a	a	c	a	b	a	a	c	a	a	a	a	c
17.	a	c	a	a	c	a	b	a	a	c	a	a	a	a	c
18.	a	c	a	a	c	a	b	a	a	c	a	a	a	a	c
19.	a	a	a	c	a	a	b	a	a	c	a	a	a	a	c
20.	a	a	a	a	c	a	b	a	a	c	a	a	a	a	b
21.	a	b	a	a	a	a	c	a	a	a	a	a	a	a	c
22.	c	b	a	a	a	c	c	a	a	a	a	a	a	a	c

23.	a	b	a	a	a	c	c	a	a	a	a	a	a	a	c
24.	a	b	a	a	a	c	c	a	a	a	a	a	a	a	c
25.	a	b	a	a	a	c	c	a	a	a	a	a	a	a	c
26.	a	b	a	b	a	c	c	a	a	a	a	a	a	a	c
27.	a	b	a	a	a	c	c	a	a	a	a	a	a	a	c
28.	a	b	b	a	a	c	c	a	a	a	a	a	a	a	c
29.	a	b	a	a	a	c	c	a	a	a	a	a	a	a	c
30.	a	b	a	a	a	c	c	a	a	a	a	a	a	a	c
31.	a	a	a	a	a	a	c	a	a	a	b	a	a	a	b
32.	a	a	a	a	c	a	c	a	a	a	a	a	a	a	b
33.	a	a	a	a	a	a	c	a	a	a	a	a	a	a	b
34.	a	a	a	a	c	c	b	a	a	a	a	a	a	a	b
35.	a	a	a	a	c	a	b	b	a	a	a	a	a	a	b
36.	a	a	a	a	a	a	c	a	a	a	a	a	a	a	b
37.	a	a	a	a	c	a	c	c	a	a	a	a	a	a	b
38.	a	a	a	a	c	a	b	a	a	a	a	a	a	a	b
39.	a	a	a	a	c	a	b	b	a	a	a	a	a	a	b
40.	a	a	a	a	c	c	b	b	a	a	a	a	a	a	b
41.	a	b	a	a	a	c	b	a	a	a	a	a	a	a	c
42.	a	a	c	a	a	c	c	a	c	c	a	a	a	a	c
43.	a	c	a	a	a	a	b	a	a	a	a	a	a	a	c
44.	a	c	a	a	a	c	c	a	a	c	a	a	a	a	c
45.	a	b	c	a	a	c	c	c	a	a	a	a	a	a	a
46.	a	c	a	a	a	c	c	a	a	c	a	a	a	a	c
47.	a	c	a	a	a	c	b	a	a	c	a	a	a	a	c
48.	a	c	a	a	a	a	b	a	a	c	a	a	a	a	c
49.	a	c	a	a	a	c	b	a	a	a	a	a	a	a	c

50.	a	c	a	a	a	c	b	a	a	a	a	a	a	a	c
51.	a	a	c	c	a	c	b	a	a	a	c	a	c	a	c
52.	a	a	a	a	a	c	b	a	a	c	a	a	a	a	c
53.	a	c	a	c	a	c	b	a	a	c	a	a	a	a	c
54.	a	c	a	a	a	c	c	a	a	c	a	a	a	a	c
66.	a	b	a	a	b	c	c	c	a	c	c	a	a	a	c
56.	a	b	c	a	a	a	c	a	a	a	a	a	a	a	c
57.	a	b	a	a	b	c	c	a	a	c	c	a	a	a	b
58.	a	b	a	a	a	c	c	a	a	c	c	a	a	a	b
59.	a	b	a	a	a	b	c	c	c	a	a	a	a	a	c
60.	a	b	a	a	b	a	c	a	a	a	b	a	a	a	c
81.	a	a	a	a	a	a	c	c	a	a	c	a	a	a	a
62.	a	a	a	a	a	c	c	c	a	a	a	a	a	a	a
83.	a	a	a	a	a	c	c	c	a	a	a	a	a	a	a
64.	a	a	a	a	a	a	c	a	a	a	a	a	a	a	a
65.	a	a	a	a	a	a	c	a	a	a	a	a	a	a	a
66.	a	a	a	a	a	a	c	c	a	a	a	a	a	a	c
67.	a	a	a	a	a	a	c	c	a	a	c	a	a	a	a
68.	a	a	a	a	a	a	c	c	a	a	c	a	a	a	a
69.	a	a	a	a	a	a	c	c	a	a	a	a	a	a	a
70.	a	a	a	a	a	a	c	a	a	a	a	a	a	a	a
71.	a	c	a	a	a	c	c	a	a	a	c	a	a	a	c
72.	a	c	a	a	a	c	c	a	a	a	c	a	a	a	c
73.	a	c	a	a	a	c	c	a	a	a	c	a	a	a	c
74.	a	b	a	a	a	a	b	a	a	a	a	a	a	a	c
76.	a	a	a	a	a	a	b	a	a	a	c	a	a	a	c
76.	a	b	a	a	a	a	b	a	a	a	c	a	a	a	c
77.	a	b	a	a	a	c	b	a	a	a	a	a	a	a	c
78.	a	b	a	a	a	c	b	a	a	a	a	a	a	a	c
79.	a	b	a	a	a	c	b	a	a	a	c	a	a	a	c
60.	a	b	a	a	a	c	b	a	a	a	a	a	a	a	c
81.	a	a	a	a	c	c	b	a	a	a	c	a	a	a	c
82.	a	b	a	a	a	a	c	a	a	a	a	a	a	a	a
83.	a	b	a	a	a	a	c	a	a	a	a	a	a	a	b
84.	a	a	a	a	c	c	b	a	a	a	c	a	a	a	c

85.	a	a	a	a	c	c	b	a	a	a	c	a	a	a	c
86.	a	a	a	a	a	c	b	a	a	a	c	a	a	a	c
87.	a	a	a	a	c	c	b	a	a	a	c	a	a	a	c
88.	a	b	a	a	a	a	c	a	a	a	a	a	a	a	a
89.	a	a	b	a	c	c	b	a	a	a	c	a	a	a	c
90.	a	a	a	a	o	o	b	a	a	a	c	a	a	a	c
91.	a	a	a	a	c	a	a	a	a	a	c	a	a	a	a
92.	a	a	a	a	c	a	a	a	a	a	c	a	a	a	c
93.	a	a	a	a	c	a	a	a	a	a	c	a	a	a	b
94.	a	a	a	a	c	a	a	a	a	a	c	a	a	a	b
95.	a	a	a	a	c	a	a	a	a	a	c	a	a	a	b
96.	a	a	a	a	c	a	a	a	a	a	c	a	a	a	b
97.	a	a	a	a	o	a	a	a	a	a	o	a	a	a	b
98.	a	a	a	a	c	a	a	a	a	a	c	a	a	a	b
99.	a	a	a	a	c	a	a	a	a	a	c	a	a	a	b
100	a	a	a	a	c	a	b	c	a	a	a	a	a	a	a

Appendix – 6

Tribulation of results of students

interview

Q.N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1.	a	b	c	c	a	c	c	a	c	a	a	c	c	a	c
2.	a	b	c	a	c	b	c	c	b	c	c	a	b	a	c
3.	a	b	a	a	a	a	b	c	a	c	b	c	a	a	b
4.	a	b	a	c	c	b	c	a	c	a	b	c	a	c	c
5.	a	b	a	a	a	c	b	a	a	a	a	a	a	a	c

6.	a	a	a	a	c	a	b	c	a	a	a	a	a	a	a
7.	a	a	a	a	c	a	a	a	a	c	a	a	a	a	b
8.	a	a	a	a	c	a	a	a	a	c	a	a	a	a	b
9.	a	a	a	a	c	a	a	a	a	c	a	a	a	a	b
10.	a	a	a	a	c	a	a	a	a	c	a	a	a	a	b
11.	a	b	a	a	a	a	c	b	a	a	a	a	a	a	c
12.	a	b	a	a	a	b	c	c	c	a	a	a	a	a	c
13.	a	b	a	a	a	c	c	a	a	c	a	a	a	a	b
14.	a	b	a	a	b	c	c	a	a	c	a	a	a	a	c
15.	a	a	a	a	a	a	a	c	a	a	a	a	a	a	a
16.	a	a	a	a	a	a	c	a	a	a	a	a	a	a	b
17.	a	a	a	a	a	c	c	c	a	a	a	a	a	a	a
18.	a	a	a	a	a	c	c	c	a	a	a	a	a	a	c
19.	a	a	a	a	a	a	c	c	a	c	a	a	a	a	c
20.	a	c	a	a	a	c	c	a	a	c	a	a	a	a	o
21.	a	c	a	c	a	c	b	a	a	c	a	a	a	a	c
22.	a	a	a	a	a	c	b	a	a	a	a	a	a	a	c
23.	a	a	c	c	a	c	a	a	a	a	c	a	c	a	c
24.	a	a	b	a	c	c	b	a	a	c	a	a	a	a	c
25.	a	b	a	a	a	a	c	a	a	a	a	a	a	a	a
26.	a	a	a	a	c	c	b	a	a	c	b	a	a	a	c
27.	a	a	a	a	c	c	b	a	a	c	a	a	a	a	c
28.	a	c	a	a	c	a	b	a	b	a	a	a	a	a	c
29.	a	c	a	a	a	a	c	c	a	c	a	a	a	a	b
30.	a	c	a	a	c	a	c	c	c	c	c	c	c	c	c

Appendix – 7
Instruments for classroom observation:

1. Is the classroom well organized?

   (a) Yes   (b) No   (c) Others

2. Is the classroom interactive?

   (a) Yes   (b) Never   (c) Others

3. Does grammar play a big role in the classroom?

   (a) Yes   (b) No   (c) Others

4. What methodology is used for teaching in English classes?

   (a) GTM   (b) ALM   (c) CLT

5. Does Bangla Play major role in English class?

   (a) Yes   (b) No   (c) Others

6. Do the students practice group work in the classroom?

   (a) Yes   (b) No   (c) Others

7. Do the students get proper feedback in the classroom?

   (a) Yes   (b) No   (c) Others

8. Do the teachers overlook errors?

   (a) Yes   (b) No   (c) Others

Appendix- 8

Result sheet of the classroom Observation of 10 classes from 10 schools.

Item	Question	Results		
		Yes	No	Others
1.	Is the classroom well organized?	5	5	0
2.	Is the classroom interactive?	9	0	1
3.	Does grammar play a big role in the classroom?	10	0	0
4.	What methodology is used for teaching in English classes?	10 Classes used CLT Method		
5.	Does Bangla play major role in English role in English class?	10	0	0
6.	Do the students practice group work in the classroom?	5	5	0
7.	Do the students practice group work in the classroom?	10	0	0
8.	Do the teachers overlook errors?	0	10	0