# *Problems of Teaching Methodology in Class Six*

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# Abstract

English is a compulsory subject in the primary and the secondary education of Bangladesh. Although English Language Teaching (ELT) has always been an important issue in the country, it has yet reached any satisfactory level of success. Regarding the quality of English of Bangladeshi ELT, many problems and complaints are in existence. This article intends to present an analytical description of English Language Teaching (ELT) situation in some secondary schools. Considering the significance of secondary level, in this article, the researcher has specially pointed out some problems of teaching methods in class six.

# Table of content:

## Chapter – one

## Problems of Teaching Methodology in Class Six.

### 1. INTRODUCTION

### 1.1 Background

The education system of Bangladesh is divided into three levels, such as primary, secondary and tertiary education. .When The National Curriculum Textbook Board (NCTB, Dhaka) realized that the previous syllabus of secondary level completely focused on two skills, writing and reading, they decided to emphasize on other two skills, listening and speaking. As a result, English textbook (English for Today) has been deigned as communicative approach in the secondary and the higher secondary levels. On the other hand, teaching methodology depends on student characteristics, teacher competence, classroom management, use of material and so on. Currently, Bangladeshi students learn English as a foreign language since the very beginning of their primary education and English has been a compulsory subject in the primary and the secondary education for a long period. The picture of English language teaching situation is presented here in the secondary level of a few Bangladeshi schools.

### 1.2 The problem statement

English textbook in class six is written in communicative approach but teachers in Savar, a sub district near the capital city, seem to teach it in Grammar Translation (GT) method. The teachers are not competent to teach their students by following CLT method and they are unable to control the big classroom. When the teachers make groups among

students and tell them to discuss a topic which is given to them, but the students create noise in the class without discussing lesson topic. Actually, students of class six in Savar are not used to accepting a new methodology, Communicative Language Teaching (CLT). Since the students were used to learning every thing through Grammar Translation Method, they tend to continue in the same system. But in class six, they face a new situation in English class which they were not exposed before.

Most teachers are not trained to teach English following CLT. Moreover, English teachers in general have to teach other subjects like Social science, Bangla, Religion etc.

The curriculum in class six aims at developing students' four skills: listening, speaking, reading and writing. Moreover, it emphasizes generating students' interests to learn the language through contexts and situation based on activities. In addition, aims of the curriculum are to foster and improve student's four skills and to teach the four language skills in a communicative manner by creating student-centered activities. The crucial principle of the curriculum is that English should be taught as a means of communicative but the teachers in Savar emphasize two skills: writing as well as reading. Moreover, they teach the students grammar and vocabulary by using isolated sentences and words which do not communicate in the classroom.

In Savar, many English teachers are not self motivated in teaching profession because they have failed to find other jobs. Due to the shortage of teachers, English teachers are also asked to teach subjects other than English and they are totally unaware of the teaching methodologies that are supposed to be used in teaching English language.

Most of the students are only interested in passing the examination consequently, teachers have to concentrate on covering the narrowly defined syllabus. So, they do not have much time to ensure the students active participation in the class six.

## 1.3 Research Questions

1. Why has the textbook of class six been deigned as communicative fashion?

2. What methods do the teachers in Savar prefer to follow in class six?

3. To what extent, characteristics of communicative language teaching method are followed in the classroom of class six?

## 1.4 Purpose Statement

The purpose of the research is to show the genuine teaching and learning condition of teachers and students in Savar. Another purpose of the research is to focus on methodology in teaching in class six in Savar. Policymakers, teachers and students may benefit from this research.

## 1.5 Delimitation

This research surveys eight to ten schools among twenty schools in Savar in which the teachers tend to follow GT method in class six.

## 1.6 Limitation

According to the best knowledge of the researcher, there was no such research study done in the area. The researcher's area is confined to Savar area.

## 1.7 Operational Definition

In Communicative Language Teaching (CLT) method, teachers encourage the students to make mistakes which help to participate in classroom but for CLT in Bangladesh, the teachers do not prefer their students to make mistakes in the exam of secondary level (Dutta, 2001).

Dutta, (2001: 70) has pointed out that the textbook in CLT is used as 'a think tank' that provides a good number of situation topics which the teacher uses creatively in classroom to generate student interest and ensure their active participation.

## 2. LITERATURE REVIEW

### 2.1 Education system in Bangladesh

Generally, the main stream of education system is divided into three levels such as, primary, secondary, and tertiary level. Five year compulsory primary education for the 6-10 year age group is imparted mainly by the government and non government primary schools. The 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 vocation stream, offered at vocational training institutes. After 10 years of schooling at primary and secondary level, the 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 called H.S.C. Both S.S.C and H.S.C examinations are conducted by the Educational Board of the government.

Under-graduate education of various duration (3 to 4) years is offered to18+ students at a number of public and private university/ colleges/ technical colleges/ specialized institutions.

Post graduate education normally of 1-2 year duration is provided by university and selected colleges and institutions.

## 2.2 National curriculum

The present English language curriculum in secondary education which was introduced in 1996, highlighted real- life English language use. The curriculum in junior secondary level aims at developing students' four basic skills: listening, speaking, reading and writing. Moreover, it emphasizes generating students' interest to learn the language through contexts and situation- based activities. In upper secondary level, the aims of the curriculum are to foster and improve students' four skills; to highlight the reading and writing skills. The objective of the higher secondary curriculum is to teach the four language skills in a communicative manner by creating student-centered activities (see National Curriculum and Textbook Board, 1996-a; National Curriculum and Textbook and Board, 1996-b).

## 2.3 The rural classroom versus urban classroom

Every class in Bangladesh secondary schools begins with checking the students' attendance by calling each student's name his or her roll number, taking approximately 10 minutes. All the students stand up as a means of respect, when the teacher enters the classroom. Moreover, in Bangladeshi schools, the class work and home work are basically grammar oriented, focusing on reading and writing skills. It is unfortunate that even the reading and writing skills are not taught through modern techniques such as scanning, skimming, cohesion and coherence. Yasmine (2007: 139) has stated that students are forced to answer reading comprehension questions in examinations, they do it without any kind of creativity, just by picking different parts from the text and their writings have many grammatical mistakes and often lack cohesion, unity and coherence.

The teachers of the city are competent and they know more or less how to manipulate the communicative class perhaps because of their training. They use modern techniques not only to teach the students for reading and writing skills, such as skimming, scanning, cohesion and coherence but also focus on other skills like listening and speaking. The urban classroom is well decorated with movable chairs for students, as a result, the students get a chance to make a group for interaction.

## 2.4 Teacher's attitudes toward CLTM

Selim & Mahboob (2001: 141-48) identify the several reasons behind the negative attitudes towards CLT, like unmotivated teacher, huge work pressure, different academic backgrounds and so on.

Work pressure is a reason account for the shortage of teachers; English teachers usually have huge work pressure in schools. Since most of the students are only interested in passing the examination, the teachers only concentrate on covering the narrowly defined syllabus. Because of their interest in private tuition, teachers may have negative attitudes toward CLT, since CLT is a more developed and useful method to learn L2. It is one of the main concerns of teachers that if this method becomes successful in the classroom, students may lose their interest to attend private tuition classes. To address all these, this study uses interview and survey questionnaire in rural area focusing on teacher's attitudes toward CLT approach.

**Problems of learning English in Bangladesh**

Learners from different background sit in the same room ignoring the fact that the individual needs of the students are neglected in large classes; weaker learners fall behind develop a negative attitude towards English. Spoken English is an area of skill which particularly underutilized because many teachers of rural setting do not have enable fluency in English. According to Kamal (2005: 125) the English language teacher crisis has been intensified by the recent transformation to the communicative approach which focuses on the understanding of English and applying it but the teachers all follow the traditional method as usual.

The study tries to explore the problems of learning English based on students' overview of Dhaka University. Teachers do not have an adequate knowledge of relevant communicative strategies and techniques, as well as they do not have the ability to stand back and evaluate student needs. Therefore, they fail to show their own performance in the CLT approach classroom.

## 2.6 Testing system in public examination

There are two public examinations in secondary education, such as the Secondary School Certificate (S.S.C) examination and the Higher Secondary Certificate (H.S.C) examination. The English public examination level is divided into two parts. Each part involves a 3- hour written examination. The major components of the English test in secondary education are reading comprehension, grammar, vocabulary, as well as free writing. Although CLT has officially been introduced in the curriculum, the testing system still assesses the student's grammatical knowledge, reading, and writing skills and

ignores the assessment of the student's listening and speaking skills. Quader (2001: 14) has mentioned that if the examination system does not match with the teaching, they are going to continue to face resistance to teaching communicatively.

**To understand the communicative approach, the researcher has summarized the major methods of English language teaching because the researcher has focused the problem of teaching methods in class six.**

## 2.7 Communicative Approach

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

Miller (2000: 05) has narrated the perceptions about the suitability and usability of communication approach in the language classroom of Hong Kong and teacher education around the world emphasizes a move towards more communicative teaching method (CLT) with interactive student centered learning but students who have grown up in cultures which have teacher centered classroom.

## 2.8 GT versus CLTM

The primary skills of GTM are reading, writing and a little attention is given to listening and speaking but in CLT, the four skills like listening, speaking, reading, and writing are practiced in integrated manner. In GTM, the teachers are active and authoritative in classroom. On the other hand, the students are passive as well as conscious of grammatical rules in the target language whereas in CLT, the grammatical rules are not treated strictly. Dutta (2001: 70) has mentioned that in CLT approach, the teachers are talking less and listening more and work as active facilitator. In addition, they play their role as group manager. The students are active to participate in the classroom.

In the article, the researcher has observed one CLT class and one GTM class on the same topic-'A Myanmar Family' and tries to distinguish between two methods in classroom setting. Therefore, the finding of this article is that GT method appears to be ineffective and more theoretical whereas CLT method is found to help students acquire the target language in the classroom. All these features of GTM show that there is no scope for the students to students' interaction and the teachers play role as the monarch of the classroom. Students are not encouraged or even allowed to ask questions.

## 2.9 Direct Method

The basic premise of the Direct Method is that students will learn to communicate in the target language, partly by learning how to think in that language but not involving L1 in the language learning. Freeman, (2000: 18-19) points out that there are some principles of this method, like:

► Meaning in the target language can be conveyed through actions and the student's understanding of the target language should be developed before speaking.

►The student could learn through observing actions as well as by performing the actions themselves.

► Spoken language should be emphasized over written language.


## 2.10 Audio lingual Method

The audio-lingual method is based on the principles of behavioral psychology. In this method, lessons are presented in the form of a dialogue as well as language learning is thought be a habit formation matter, the method fosters dependence on mimicry, memorization of set phrases and over learning. The structural patterns are taught using repetitive drills and little or no grammatical explanations are provided. Skills are sequenced: listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. There are abundant use of language laboratories, tapes and visual aids. Great importance is given to precise native like pronunciation (Freeman, 2000: 23-26).


## 2.11 Approach, Method and Technique

An approach is a set of co-relative assumptions dealing with the nature of language and the nature of language teaching and learning. It states a point of view, a philosophy, and an article of faith, something one believes in but cannot necessarily prove. (Richards and Rodgers, 2001)

A method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedure. (Richards and Rodgers, 20001)

A technique is implementation- that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method. (ibid, 20001).

**The researcher has introduced Acquisition, Learning, Communicative Competence, Universal Grammar, Innatist, Behavior theories because all theories are related to the teaching methods.**

## 2.12 Theory of Acquisition and Learning

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

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

## 2.13 Communicative Competence

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

Therefore, this theory is related to the CLT approach because the CLT always prefers the situational, contextual languages and social language.

## 2.14 Universal Grammar Theory

Chomsky (1959) claims that language acquisition is greatly dependent upon a linguistic faculty, which he terms Language Acquisition Device (LAD) or Universal Grammar around which all languages are built. This linguistics faculty is thought to be innate to all human beings and consisting of linguistic universals. This theory engages in CLT approach because it always prefers creativity through language.

Chapter – 3

## 3. METHODOLOGY

### 3.1 Research Design

The research is not only quantitative but also qualitative. The data collected from one hundred (100) students and eight (8) teachers from eight different schools in class six in Savar. Six female and two male teachers were chosen for this research. The researcher adopted the survey with questionnaire and he observed eight classes of different schools to gather the authentic data for making the closed ended and open ended questions.100 students and 8 teachers were selected from different schools to fill out the questionnaire. Moreover, these 8 teachers took part on interview based on the questionnaire.

### 3.2 Theoretical Framework

According to Lightbown and Spada (2000: 09), behaviorists account that learning takes place through imitation, practice, feedback on success, drilling and habit formation. The behaviorism theory makes an assumption that learning is a matter of conditioning as well as habits are formed through responses to external stimuli. Through mimicry, memorization, the repetition of pattern drills, one is expected to learn a second or foreign language. Actually, behaviorism theory is related to the GT and Audio-Lingual Method which are based on structural linguistics and behaviorist psychology.

According to Richard and Rodgers (2001: 161-62), Krashen (1980) points out that acquisition is the subconscious process as well as it requires meaningful interaction in the target language. He (2001: 162) also says that learning is the production of conscious

rocess which requires linguistics. The researcher has related these two theories in his theoretical framework as acquisition and learning are quite differently affected by language teaching. The teaching is largely concerned with learning and not acquisition. In GT method, grammar is taught by explanations of rules and corrections are emphasized. In fact, the goal of language learning is the learning of conscious rules and in communicative approach; it is assumed that learners arrive at the right form of the rule by correcting errors.

According to Lightbown and Spada (2000: 15), Chomsky (1959) argues that children are born with a unique kind of knowledge which fits them for learning. This knowledge is embodied in a mechanism called the Language Acquisition Device or LAD. In other words, the innatist theory always requires the creativity of the learners. In the same way, communicative language teaching (CLT) also prefers to learn the language through creativity.

## 3.3 Setting

The data was collected from classroom in the morning at the end of period. The researcher requested the subject teacher to stay outside of the classroom so that the students would not feel obligated in answering the questions. The researcher explained each question to the students in the classroom. Moreover, when the researcher assured that their name would not be disclosed to teachers, they agreed with him to express their opinions without any hesitation. For teachers, the data was collected from their room at launch period.

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## 3.4 Sampling

The researcher adopted the random sampling method. Random sampling was more reliable because samples were selected without any bias or preference. For the survey, the researcher selected 100 students as well as eight (8) teachers from different eight schools and that were located in Savar such as Savar Adhar Chandra High School, Oxford High School, Agroni High School, Savar Model School, Savar Ideal School, Asad High School, BPATC School and College, Savar Girls High School. The questions were based on MCQ type as most of the students were familiar to this type.

## 3.5 Instrumentation

For the research, the data was collected through questionnaire and interview and the students and the teachers were very important so the researcher developed different questionnaire for them. To get authentic data, he followed the class observation with questionnaire. When the students were unable to answer the question in English, then the researcher provided the Bengali version questions so that the students could understand the actual meaning of the given questions. All questions were designed so carefully that all aspects of methodological problems in class six would cover. The questionnaire for students and teachers had been designed on the basis of the research questions. For his class observation, the researcher formulated few questions to collect authentic data for his research paper. The interview was taken from the students and teachers about methodological problems in class six in Savar using the same instruments used for questionnaire survey.

## 3.6 Data collection procedure

The data was collected through the questionnaire and the interview. At first the researcher took permission from the school authority and he had to show a permission letter from the university (see the Appendix- C). After getting permission, the researcher distributed the questions among the students and explained it clearly. The questionnaire-survey held in the absence of the teacher so that the students could not feel obligated answering the questions. Most of the time the researcher found that the students had a tendency to discuss with his or her classmates. When the students finished their work, the researcher collected the questionnaire. In the same way, the questionnaire was provided with the teachers in order to fill out and after that, they submitted to the researcher.

On the other hand, the researcher interviewed eight teachers from eight different schools in Savar. From each school, one teacher was invited for the interview. The interview was taken on the basis of the questionnaire. When the teachers got the questionnaire, they asked some questions to the researcher about the study. As the interview was time consuming, the main points were written in the dairy. The researcher took 7 days for collecting data.

## 3.7 Data analysis procedure

At first, in the data analysis procedure part, the questionnaire was checked. The student questionnaire was comprised of ten questions as well as each question provided the information about the students' experience in the classroom setting of class six. All

ten questions were designed very carefully so that the learning and teaching problems were focused. (Please see Appendix-A)

These questions were linked with other questions which reflected the conditions of teaching methodology in class six in Savar. It was categorized by open and close ended questions. In order to answer the research questions, the close ended data was tabulated in numerical figures

The next teacher questionnaire (Appendix -B) was consisted of 1● questions in which teachers provided their own experience in teaching of class six. According to the policy, the identity of the respondents was kept hidden. After that the researcher analyzed the recorded interview of the teachers and it was to check that the teachers followed the CLT method or not.

### 3.8 Obstacles encountered

As a researcher, he did not face any major difficulty to get authentic data but one school's class teacher created a problem as well as he did not want to allow the researcher to enter the classroom in order to collect data because he thought that the researcher was a journalist who would print all negative information about the school in the newspaper, therefore, the image of the school would hamper. At last the researcher was able to convince the principal of this school by informing the purpose of the research.

## Chapter - 4

## Result and Discussion

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

### 4. Introduction

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

**4.1.** The data of the questionnaire (Appendix-A and B) was tabulated in table no 4.2 and 4.3. The questions were sequentially analyzed and discussed on the basis of the findings. 100 students and eight teachers took part in it. The result of the data is calculated among the students and teachers.

## Tabulation of questionnaire data (Appendix - A)
## The student Respond
## Table no 4.2.

| QUESTIONS | RESULT | | | | COMMENT |
|---|---|---|---|---|---|
| | a | b | c | d | |
| 1. What approximate percentage of Bangla does your teacher use in the class?<br><br>a) 30%<br>b) 50%<br>c) 70%<br>d) If more specify..... | 01 | 10 | 32 | 57 | 42 students ticked 85% and 15 students ticked 90%. |
| 2. Which skills are more focused in the class?<br><br>a) Reading and writing<br>b) Listening and Speaking<br>c) Grammar and Vocabulary | 73 | 07 | 20 | 00 | |
| 3. Which language does your teacher use to communicate in the class?<br><br>a) Bangla<br>b) English<br>c) Both of them | 72 | 8 | 20 | 00 | |
| 4. How often does your teacher encourage your participation in group or pair work?<br><br>a) Always<br>b) Sometimes<br>c) Hardly<br>d) Never | 07 | 16 | 54 | 23 | |

| QUESTIONS | RESULT | | | | COMMENT |
|---|---|---|---|---|---|
| | a | b | c | d | |
| ow does your English teacher motivate use English in the class?<br><br>Through telling story<br>b) Through narrating own experience<br>c) Through parsing your performance<br>d) No motivation | 22 | 53 | 21 | 04 | |
| What approximate percentage of the class do you talk?<br><br>a) 10%<br>b) 30%<br>c) 50%<br>d) If more please specify | 53 | 22 | 17 | 08 | Three students ticked 5% and five students ticked 1%. |
| low often does your teacher check takes strictly?<br><br>a) Always<br>b) Often<br>c) Sometimes<br>d) Never | 64 | 16 | 17 | 03 | |
| Which ways does your teacher teach grammar?<br><br>a) Through isolated sentences<br>b) Through text based sentences<br>c) Through commercial books<br>d) Through teacher's own experience | 33 | 07 | 52 | 08 | |
| How often does your class interact among students?<br><br>a) Always<br>b) Often<br>c) Sometimes<br>d) Never | 02 | 09 | 24 | 65 | |
| How often do you prefer asking questions your teacher in the class?<br><br>a) Always<br>b) Often<br>c) Sometimes<br>d) Never | 21 | 35 | 24 | 20 | |

## 4.3. Analysis and discussion of questionnaire data for students (Appendix-A)

The first question is whether the English teachers use Bangla in the classroom (Appendix-A). 57 students report that their teachers use Bangla 55% in the class and 32 students tick 60%. In addition, 10 students tick 50% and one student tick 10%.

In the question no-2, 73 students state that reading and writing are more focused in the class and 20 students tick 'c' which means vocabulary and grammar are focused in the class. Moreover, 7 students tick on listening and speaking.

The third question is whether the English teachers use English or Bangla to communicate in the class. 72 students tick 'a' that means the teacher uses Bangla to communicate in the class whereas only 20 students show that the English teachers use both of them in the class. Rest of the students ticked 'c' required that they only use English to communicate in the class.

The question no-4 is shown whether the English teachers encourage the students' participation in group work. 54 students respond that their teachers hardly encourage in group work and 23 students tick 'd' that means the teachers never do that. Moreover, only 07 students of the same school say that their teachers always encourage in group work.

The fifth question is whether the English teacher motivates to use with English language. 53 students respond that their teachers motivate to use with English through narrating own experience and 22 students ticked `a` that means they motivate the students through telling the story. In addition, 21 ticked `c` and four students ticked `d` that requires no motivation.

In the question no 6, 53 students stated that they talked 10% of the total class as well as 22 students ticked `b` those percentage was 30%. In addition, 17 and 08 students accordingly ticked 05% as well as 50%.

The question no, 7 is found whether the English teachers check grammar strictly. 62 students respond that their teachers always check grammar strictly and 16 students claim that sometimes they check grammar. Moreover, 17 students put tick mark on `c` and three students ticked `d` that means they never check grammar.

The question no 8 is shown whether the English teachers teach grammar in the class. 52 students state that their teachers teach grammar through commercial books and 33 students tell that their English teachers teach grammar through isolated sentences. On the other hand, 7 students put tick mark on `c` and 8 students put tick mark on `d`(see appendix A).

In the question no 9, your teachers prefer the class interaction among the students. 65 students say that their teachers never prefer the class interaction among the students as

well as 24 students put tick mark `c` that means they often prefer it. In addition, 09 students consider that sometimes their teachers prefer the class interaction among the students whereas only 02 students think that their teachers always prefer it.

The question no 10 is found whether the English teachers prefer asking questions in the class. 35 students report that their teachers often prefer asking questions and 24 students respond that sometimes their teachers prefer asking question to the students in the class. In addition, 21 students put tick mark on `a` that means their teachers always prefer asking question and 20 students tick `d`.

The data of the questionnaire (Appendix- B) was tabulated in the table no 4.3. The questions were analyzed and discussed on the basis of the findings. Eight teachers took part in the questionnaire and interview.

## Tabulation of questionnaire data (Appendix-B)
## Teachers Response

| | Schools Name: | Q-1.Which methodology do you follow in the class? | Q-2.What approximate percentage of the class time do you talk? | Q-3. What percentage of Bangla do you use in the class? | Q-4.What percentages of class time students are engaged in oral participation? | Q-5. How often do you encourage your students to ask questions? |
|---|---|---|---|---|---|---|
| ..her-1 .. H. | Savar adhar chandra High School | Traditional one | 80% | 55% | 05% | Always |
| ...cher-2 .. N | Oxford High School | Mixed method | 90% | 45% | 10% | Always |
| ..cher-3 ss. R | Agroni High School | Traditional one | 90% | 70% | 5% | Always |
| ..cher-4 ˙˙ K | Savar Model School | Communicative approach | 20% | 60% | 5% | Always |
| eacher-5 ˙r. S | Savar Ideal School | Traditional one | 95% | 50% | 10% | Frequently |
| eacher- 6 Ir. J | Asad High School | Mixed method | 80% | 60% | 15% | Frequently |
| Teacher-7 .fr. T | BPATC School and College | Mixed method | 85% | 70% | 10% | Always |
| eacher-8 ˙Ir. RO | Savar Girls High School | Traditional one | 90% | 65% | 5% | Always |

|  | Schools Name | Q-6. Which skills do you emphasize in the class? | Q-7. How often do you teach grammar directly? | Q-8. How often do you prefer the group or pair work? | Q-9. What is your qualification? | Q-10. Which age do you belong? |
|---|---|---|---|---|---|---|
| ...-1 | Savar odur chando High School | Reading and Writing | Always | Sometimes | B.sc | 28 |
| ...-2 | Oxford High School | Reading and Writing Vocabulary and Grammar | Frequently | Not at all | B.com | 32 |
| ...-3 R | Agroni High School | Reading and Writing | Always | Sometimes | M.A (pass) | 38 |
| ...-4 | Savar Model School | Reading and Writing Listening and speaking | Frequently | Sometimes | M.A in English | 29 |
| ...er-5 | Savar Ideal School | Reading and writing | Always | Sometimes | M.A. in physics | 34 |
| ...er- 6 | Asad High School | Reading and Writing Vocabulary and Grammar | Always | Sometimes | B.A in English | 24 |
| ...er-7 T | BPATC School and College | Reading and Writing Listening and Speaking | Always | Sometimes | M.A in English | 28 |
| ...cher- 8 RO | Savar Girils High School | Reading and Writing | Always | Sometimes | B.A (pass) | 23 |

## 4.4. Analysis of the Questionnaire data for Teacher (Appendix- B)

For the question no 1, five teachers tick `a` which means they always follow traditional method in the class and two teachers follow the mixed method whereas only one teacher follows the communicative approach but the text book of class six has been written in communicative fashion.

The question no 2 is used to find the answer about what percentage of the classtime the teachers talk. In response to the question, four teachers talk 90% of the class time and three teachers respond that they talk 85% of the class time whereas one teacher state that he talk 20% in the class.

The question no 3 is whether the English teachers use Bangla or English in the class. Four teachers use 65% Bangla in the classroom and two teachers use 55% Bangla in the class. In addition, one teacher responds that he uses 70% as well as another teacher use Bangla only 50% in the class.

In the question no 4, what percentage of the students is engaged in oral participation? In response to the question, four teachers tick `d` which means the students are engaged only 05% in oral participation as well as three teachers tick `a` that means 10% students participate in oral. In addition, one teacher puts tick mark on 15% in oral participation.

The question no 5 is shown whether the English teachers encourage asking questions in the class. Six teachers always prefer to ask questions in the class and only two teachers respond that they frequently encourage asking questions in the class.

In the question no 6, the English teachers give emphasis on reading and writing, listening and speaking or vocabulary and grammar. 8 teachers tick `a` that focuses reading and writing skills as well as two teachers put tick mark on both of them like reading , writing and vocabulary and grammar.

The question no 7 is whether the English teachers teach grammar directly. Six teachers in class six teach grammar directly and two teachers respond that they frequently teach direct grammar.

In the question no 8, the English teachers of class six prefer the group work among the students. Sometimes seven teachers prefer the group work in the class and only one teacher never believes in group or pair work because he claims that the students make noise in the class.

## 4.5. Result of interview

For the question no 1, most of the teachers follow the traditional method because they are not trained as well as they are unable to control the whole class in communicative way. Only one teacher claimed that she tried to teach 50% of the classtime in communicative manner and rest of the time covered the traditional one.

In the question no 2, all teachers responded that they talked 85%- 90% of the class time in the class.

For the question no 3, five teachers state that they use 75% to 85% Bangla in the class and rest of the teachers use Bangla 50%- 60%. So, they follow the traditional method to teach the students that method requires the use of Bangla.

In the item no 4, most of the teachers says that they never prefer in oral participation because there is no testing system of spoken English. One teacher responds that she sometimes tries to make her students to participate in oral section.

In the response to question no 5, most of the teachers, except one teacher claim that he always encourages students asking questions in the class.

For the question no 6, five teachers give emphasis on reading and writing skills and other teachers emphasize vocabulary and grammar as well as reading and writing as these skills are tasted in the exam.

In the question no 7, six teachers out of eight respond that they always teach grammar directly and two teachers frequently teach grammar directly in the class.

For the question no 8, five teachers state that they sometimes prefer the group work and three teachers never prefer the group work because when they ask the students to make a group and discuss a topic, they make noise in the class.

In the question no 9, five teachers completed B.A (pass) and two teachers completed B.sc and one teacher completed B.A (hons) in English.

For the question no 10, most of the teachers belonged to 26-35 age group and female teacher belonged to 21-25 age.

## 4.6. Discussion of the student questionnaire

The researcher has shown that 100 students have participated to fill out the questionnaire from eight different schools and the data was collected from them. This chapter discusses the results in details.

The summary of the student questionnaire shows that maximum 85% students respond to their teacher's lecture. It means they prefer asking questions. Though a few students use English while asking questions, rest of the students use both Bangla and English. Moreover, most of the teachers use 50% to 70% Bangla in the class. As a result, the students do not feel motivated to use English in the class.

According to the National Curriculum and Text Book, (see NCTB, 1996-a) the book of class six is designed in communicative manner in which four skills are focused, but most of the teachers in Savar do not follow that method and they follow the traditional method (GTM) to teach the students. The classroom is mostly lecture oriented and teacher-center. Moreover, teachers are seen as knowledge source and students are the receivers of that knowledge. In addition, many teachers are not competent to handle the teaching materials and are not familiar with the current trends of CLT.

The majority of the students of class six stated that their teachers did not encourage the students to participate in group and pair work and the students were often frightened to ask their teachers any question. Most of the students responded that their teachers did

not motivate the students to use with English language. Sometimes a few teachers motivate their students through story telling or narrating their own experiences but the medium of speaking is Bangla, not English.

100% students agree that their teachers check grammar strictly. They never tolerate any mistake of grammar in their answer scripts. They think that without grammar, English learning is incomplete.

## 4.7. Discussion of the teacher questionnaire

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

The summary of the teacher's questionnaire shows that most of the teachers follow the traditional method (GTM) to teach the students in class six. They also report that sometimes a few teachers want to teach by following communicative approach but they fail to implement in the classroom. When teachers ask to make a pair or group to interact with students. They create noise in the classroom as well as they think that the teachers have given a chance to chat in the class.

Most of the teachers of class six in Savar talk 85% to 90% in the classroom. The findings help us conclude that the classroom teaching is mostly lecture-based and teachers-centered and students play the role as the passive listeners. The large numbers of teachers do not prefer to make a group work in the class and they discourage the students to participate in pair or group work

Most of the teachers always use 55% to 75% Bangla in the class six in Savar. This reminds us of our conventional way of teaching in which the teachers read out the English sentences of the text as well as they translate it which reflects the traditional way of teaching.

According to CLT approach, use of the native language is not forbidden and it is used if necessary to clarify certain terms of concepts to the students but the teachers always tend to use Bangla in the class. However, sometimes it is good to use certain amount of Bangla in a tactful way as this facilitates learning.

The large numbers of teachers of class six in Savar explain grammatical rules in the class and they believe that explanations of certain rules ensure effective learning. Moreover, oral participation in the classroom is almost absent and the teacher thinks that spoken English is not mandatory because there is no testing system of spoken skill in the public examination. That is why, they do not emphasize this skill. On the contrary, the text book of class six has been written in communicative manner in which four skills are focused such as reading, writing, listening and speaking but the teachers are not competent to teach four skills and they only give emphasis on reading and writing. Through questionnaire survey, it is proved that most of the teachers in class six encourage their student to asking questions in the class and only a few prefer questions after delivery of the lecture. However, most of the students do not ask the questions because of their shyness.

## 4.3. Discussion of the Teacher Interview

The researcher has mentioned that eight teachers have participated to fill out the questionnaire and the data presented in the last chapter provides a glimpse of the findings. Through interview, some important points came out which are discussed below. Eight teachers were interviewed.

Teachers tell that the current book in class six is effective if it is used properly. The Students are supposed to do most of the activities and a teacher acts as a facilitator whereas the book also incorporates numerous pair and group work activities. In addition, the content of the books are based on real- life satiation and on everyday language. Teacher's objective is to involve as many students as possible in different activities but sometimes it creates problems. The teachers face problems to organize pair or group work as most of the classes are very large. There is a noise during these activities, some teachers find it very difficult to control noise because in one class there are usually more than 60 students. Moreover, the classtime allotted for English class is not sufficient to practice the language and at the same time teachers have to complete the assigned syllabus within the stipulated time.

If the class size is small, it is possible to manage the classroom activities ensuring student participation. But all these are not possible in a large class. A large class is not suitable for teaching and learning. In addition, 50 minutes time is allocated including registering attendance. This contact time is hardly enough for effective communicative

ctivities. Most of the teachers claimed in interview that the testing system of language is raditionally based on discrete point grammar test.

Most of the teachers respond from eight schools in Savar that students memorize nswers and reproduce them in the answer scripts. When they are asked to write few entences of their own, they feel helpless. There has been no direct test of the skills, xcept for reading and writing. There is no test of speaking and listening in the public xamination. So, teachers report that there is a conflict between curriculum and the xamination system regarding the skills of speaking and listening proficiency. CLT needs o be supported by adequate materials and related teaching aids such as projectors, omputers, taps recorder etc. Through interview, teachers report that the lack of basic naterials such as microphones, white boards or seats that can be adjusted for students to reate interactive groups in communicative activities. Most of the teachers respond that hey are not proficient in English in secondary level and start teaching without any formal aining. The country has a rigid education policy along with ineffective testing processes lough English is mandatory in the secondary academic curricula in Bangladesh. eachers report that they are repeatedly reminded to focus on completing the syllabus. iven these limitations, the scope for application of some aspects of communicative ompetence in the classroom are limited.

# Chapter – 5

## Conclusion and recommendations

Although most of the teachers talk about communicative approach, in reality, teachers appear to be favoring their own traditional way of teaching, because traditional teacher-centered language class is easy going in our context. Teachers frequently use grammar translation method. Even the classroom condition is not fit for communicative approach due to the lack of basic materials. Local students prefer the traditional methods of reading

communicative approach fail in the classroom. The discussion has indicated that there are many obstacles in English language teaching or learning in Bangladesh, such as the lack of student's participation, large class size, inadequately trained language teachers, limited sources and unfriendly classroom atmosphere and so on.

At first to overcome these problems, we have to change our mind set. Teachers should be proficient in the target language and they should learn how to organize a big class of some 60-70 students. Teachers should not rely too much on the textbooks. More genuine materials with real English content and common words, sentences should be presented to students. Sometimes Bangla should be used for clarifying some critical terms and pair and group work should be used. Teachers should be highly trained to put their efforts properly to make the students to communicative in English classes.

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

- ► Creating small class-size for language classes

- ► Arranging regular teacher training programmes to improve teaching quality.

- ► Developing friendly teacher- student relationship

- ► Increasing time for teaching

- ► Emphasizing equally the listening and speaking

- ► Improving the conditions of existing teaching aids

- ► Preparing to accept the CLT approach.

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7) How often do you teach grammar directly?

    a) Always    b) Frequently

    c) Sometimes    d) Not at all

8) How often do you prefer the group or pair work?

    a) Always    b) hardly

    c) Sometimes    d) Not at all

9) What is your highest qualification?

..................................................................

10) Which age do you belong?

    a) 25- 35    b) 35- 40

    c) 40-45    d) 45-50

**Appendix-B**

## TEACHER QUESTIONNAIRE

1) Which methodology do you follow in the class?

   a) Grammar Translation Method

   b) CLT Method

   c) Mixed method

2) What percentage of the class time do you talk?

   a)  40%      b) 60%

   c)  80%      d) Please specify, if different ............. ....

3) What percentage of Bangla do you use in the class?

   a)  20%      b) 40%

   c)  60%      d) Please specify, if different ...............................

4) What percentage of the students is engaged in Oral participation?

   a) 40%      b) 60%

   c) 80%      d) Please specify, if different ...............................

5) How often do you encourage your students for asking questions?

   a)  Always          b) Frequently

   c) Sometimes        d) Not at all

6) Which skills do you emphasize in the class?

   a)  Reading and Writing

   b) Listening and Speaking

   c)  All four skills

6) What approximate percentage of your class time do you talk?
ক্লাস সময়ে কত ভাগ তোমরা কথা বল ?

    a)  10%    b) 30%    c) 50%    d) If more please specify ...............

7) How often does your teacher check mistakes strictly?
কখন তোমার শিক্ষক ভুল কঠোরভাবে দেখে ?

    a) Always (সব সময়),        b) Often (প্রায়ই)
    c) Sometimes (মাঝে মাঝে)    d) Never (কখন না)

8) Which ways does your teacher teach grammar?
কোন পদ্ধতিতে তোমার শিক্ষক ব্যাকরন শেখায় ?

    a)    Through isolated sentence (বিচ্ছিন্ন ব্যকে)
    b)    Through text based sentence (বইয়ের ব্যকে)
    c)    Through teacher's own exercise (শিক্ষকের নিজের অনুশীলন)
    d)    Through commercial grammar books (বানিজ্যিক ব্যাকরন বইয়ের মাধ্যমে)

9) How often do you interact with the students?
কখন তোমার সহপাঠিদের সাথে ক্লাসে পড়া বিষয়ে আলোচনা করে ?

    a) Always (সব সময়)    b) sometimes (মাঝে মাঝে)
    c) Often (প্রায়ই)    d) Never (কখন না)

10) How often do you prefer asking questions to your teacher in the class?
কখন তোমার শিক্ষক ক্লাশে প্রশ্ন জিঞ্জাস করতে পছন্দ করে ?

    a)  Always (সব সময়),    b) sometimes (মাঝে মাঝে)
    c) Often (প্রায়ই)    d) Never (কখন না)

**Appendix-A**   STUDENT QUESTIONNAIRE

## Put tick mark on your right choice

1) What approximate percentage of Bangla does your teacher use in the class?
তোমার শিক্ষক কত শতাংশ শ্রেণী কক্ষে বাংলা ব্যবহার করে ?

     a)  30%    b) 50%    c) 70%    d) If more please specify.....................

2) Which skills are more focused in the class?
শ্রেণী কক্ষে কোন দক্ষতা বেশী গুরুত্ব দেওয়া হয় ?

       a)  Reading and Writing (পড়া এবং লেখা)
       b)  Listening and Speaking (শুনা এবং বলা)
       c)  Both of them (উভয়ই)

3) Which language does your teacher follow to communicate in the class?
শ্রেণী কক্ষে যোগাযোগের জন্য তোমার শিক্ষক কোন মাধ্যম অনুসরন করে?

     a)  Bangla (বাংলা)    b) English (ইংরেজী)    c) both of them (উভয়ই)

4) How does your English teacher motivate you to use with English language?
তোমার শিক্ষক কি ভাবে ইংরেজী ভাষা শিখতে উদ্বুদ্ধ করে ?

       a)  By telling story (গল্প বলে)
       b)  Narrating own experience (অভিজ্ঞতা বর্ননা করে)
       c)  No motivation (কোন উদ্বুদ্ধ করন নয়)

5) How often does your teacher encourage participating in pair or group work?
কখন তোমার শিক্ষক একত্রে কাজ করতে উৎসাহিত করে ?

       a)  Always (সব সময়),
       b)  Not at all (মোটেই না
       c)  Sometimes (মাঝে মাঝে)
       d)  Hardly (কখন না))

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