



*Feasibility of Communicative Language Teaching in Different
Madrasahs Specially in Class VI.*

*Thesis submitted in partial fulfillment of the requirement for the degree of Masters of
Arts in English.*

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TO MY PARENTS

ABSTRACT

Communicative language teaching (CLT) was originated in the 1940s during the tradition of the British language teaching tradition (Richards and Rodgers: 2001, 153). According to Siddique (2004: 16) CLT entered the arena of English language teaching in Bangladesh in the 1990s, and it was introduced to the secondary school level classroom with a series of communicative language textbooks entitled *English For Today*. In CLT approach, teachers tend to help learners in the way that motivates them to work with the language. Generally, CLT approach focuses on four basic language skills (i.e. listening, speaking, reading, and writing). According to Siddique (2004: 17) in Bangladesh majority of the teachers at the primary and secondary level do not have competence in the four basic skills. Generally, students enrolling in different madrasahs tend to face difficulties in coping with CLT approach, English texts, and the syllabus.

The study investigated the feasibility of CLT in class VI in different madrasahs. The researcher visited five different madrasahs in Gazipur and Uttara to collect the data. The data was collected from 50 students and five teachers through questionnaires. The data was collected from the students in the classroom. The researcher took the last 30 minutes to explain the questionnaire and gather the data. The data was also collected from the English language teachers in the teachers' room.

The findings suggest that though the present syllabus is based on CLT approach, it has not been implemented properly in the classroom. Till now the teachers tend to follow the traditional teaching style (GTM). Moreover, there is only one English teacher for each madrasah for class VI to X, and most of the teachers have only BA (Pass) degree. The study also found that in the

English class, teachers tend to use Bangla as the medium of instruction and they encourage students to memorize grammatical rules and structures. As a result, the students are not highly benefited. However, some teachers try to speak in English in the class and give them (students) the opportunity to solve problems and ask questions. Some teachers also practice pair / group work in the class. Finally, it seems that CLT is very important to teach English language and if CLT has been implemented properly in the class, it can help the students to improve all the four basic skills of English language.

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DECLARATION

I certified that this thesis is based on my original work except the quotations and citations. I also declare that it has not been submitted before from anywhere.

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CHAPTER-1

INTRODUCTION

1.1. Introduction

The principals of communicative syllabus design stress on the fact that learners learn a language by using it for a particular purpose. The purpose may be a real one in everyday life or it may be created in the classroom. Class VI is one of the most important stages for learners of any educational institutions whether it is school or madrasah. Class VI is the transition period because it is the starting point for the learners to enter into the communicative world .In other words, the Communicative Language Teaching (henceforth CLT) syllabus for the English subject begins from class VI. Class VI is the basic platform for the learners. After passing the primary/ibtedaia¹ education the students become familiar with the new system in class VI, where the classroom practice deals with the skills of communicative competence directly as well as with individual aspects of phonology, morphology, syntax, grammar and so on. However, from a discreet point, grammar can be dealt with up to class VIII. In CLT approach, the students are expected to interact with other people through pair or group work. The teachers help learners in every way that motivates them to work with the English language. Fluency and acceptance of the English language is the primary goal of communicative approach.

1.2 Problem Statement

In general, students enrolling in different madrasahs tend to face difficulties in coping with CLT approach, English text, and the syllabus. There seem to be various problems of English language teaching in madrasahs, which appear to be related to the teachers, policy makers and also

¹ Ibtedaia is Arabic word. Ibtedaia education can be compared to primary education.

materials developers. It is true that there are differences between Grammar Translation Method (henceforth GTM) and CLT. The teachers tend to use GTM instead of CLT to teach English. Besides, the changes of syllabus may create some difficulties for the teachers and the learners.

Without having practical knowledge of CLT, teachers may become helpless in the classroom. Pair work and group work are the important factors but students in our country hardly get the opportunities of doing such kinds of activities. Sometimes, the lack of teaching materials can be another problem. The teachers are often provided with the texts, chalk, duster and blackboard. However, whiteboard marker, whiteboard, reference books, CD player for listening practice and other teaching aids are hardly be found. Such materials can help to teach English according to the CLT approach quite interesting.

1.3 Research Question

The study will address the following research question.

- (i) Is CLT necessary for teaching to madrasah students?
- (ii) Is CLT being applied / used properly to teach English in madrasah education especially in class VI?

1.4 Purpose Statement

The main purpose of this study is to help the learners, the teachers, the syllabus designers, the policy makers, the material developers and the teachers' trainers. It will help the learners in the communicative language field.

The right implementation of the education policy can solve certain problems in education sector. For example, an English language teacher can be trained properly; he or she will be able to teach the learners successfully. In this way the learners will be benefited.

In Bangladesh, people seem to be eager to learn English day by day. We see its reflections everywhere specially in private institutions. Nowadays the courses in private institutions tend to be taught in English. In job sector, the medium of instruction of projects, agendas, seminars are usually conducted in English.

1.5. Delimitation

According to Government of Bangladesh (in Choudhury: 2007, 11) there are about 13,000 *Aliya Madrasahs* in Bangladesh. It will be very tough to collect data from all the madrasahs. Besides, time is another important factor. So, for this small scale research the study is limited to five madrasahs only.

1.6. Limitation

There is hardly any research on madrasah education in Bangladesh in relation to CLT. Hence, research articles are hardly available in this field.

1.7. Operational Definition

There are several terms used in this study that need to be defined. The definitions are given bellow-

1.7.1 Feasibility of CLT

Feasibility of CLT means the extent to which CLT is effective and is being used in different madrasahs in class VI.

1.7.2. CLT

CLT is an approach. In CLT approach; teachers tend to help learners in the way that motivates the learners to work with the language. It does not influence the learners to memorize rather it tends to help to learners to be creative and interactive. In CLT approach, the students are generally expected to interact with other people through pair and group work.

1.7.3. GTM

In general, GTM is a very common method of English language teaching in Bangladesh. It is still being used when CLT has already been used to provide greater benefit for the student. Most of the teachers tend to follow GTM in teaching English Language. A teacher tends to give some grammatical rules in English language class and the learners generally need to memorize those rules. Generally, GTM is considered as the traditional way of teaching or learning English.

CHAPTER-II

LITERATURE REVIEW

2.1 Introduction

According to Dickey (2009: 10) *madrasah* is an Arabic word, which refers to *Muslim* educational institution. Chowdhury (2007: 7) has pointed out that the main purpose of madrasah education was to teach the tenets of Islam, and subjects like law and jurisprudence, science and medicine, literature and art. He added that, with the decline of the Islamic world in the 13th century, the pursuit of new knowledge and research was deserted and the madrasahs generally became schools of religious studies only. He goes on to say that during the colonial period in the sub-continent, while mainstream education system became secular with English medium, madrasah education concentrated on Islamic studies with Arabic, Persian and Urdu as the medium.

There are two types of madrasahs in Bangladesh - *Aliya Madrasah* and *Quomi Madrasah*. The government-regulated madrasahs are known as *Aliya Madrasah*, which emphasize on religious subjects along with the lessons in science and humanities. The *Quomi Madrasahs* are unregulated, which concentrate mainly on religious studies.

Choudhury (2007: 8) has pointed out that in 1971 there were about a thousand madrasahs in Bangladesh but since the 1980s, the number of madrasahs has been increasing faster than the mainstream educational institutions.

According to the Government of Bangladesh (in Choudhury 2007: 8) in 1999-2005, the number of secondary and higher secondary institutions increased by 16 percent but during the same period the registered madrasahs increased by 27.9 percent.

2.2 Early Islamic Madrasahs

Anzar (in Choudhury 2007: 9) says that, the Fatimid Caliph of Egypt established the first organized madrasah in 1005 AD; this madrasah was forerunner of the world famous Al-Azhar University in Cairo. During the Abbasid Caliphate in Baghdad, a large number of madrasahs were established (ibid). Sattar (in Choudhury 2007: 10) says that in colonial India, Governor General Warren Hastings established the "Calcutta Madrasah" in 1780 and the teachings were in Arabic and Persian; the curriculum also concentrated on teaching of Quran, Hadith and its various interpretations. Sattar also added that in 1837 the British introduced English as the official language in the Indian Empire and the native languages like Bangla were taught in schools. He also states that, the Muslim elites in Bengal rejected English in madrasah and at the same time they opposed Bangla; thus, the Muslim elites resisted the attempts by the British to introduce modern education amongst the Muslim community.

Choudhury (2007: 10) has said that the Muslims of India were divided in their opinion on how to develop the downtrodden community and the traditional Ulemas, led by Maulana Qasim Nanutabi and Maulana Asraf Ali, rejected everything western; they established a madrasha in 1863, which was known as "Darul Ulum Deoband". Choudhury also added that Sir Syed Ahmed, who advocated English along with western education, established Muslim Anglo-Oriental College in 1875, which became *Aligarh Muslim University* in Aligarh.

According to Sattar (in Choudhury: 2007, 11) in 1947, the Arabic section of the Calcutta *Aliya Madrasah* was transferred to Dhaka and then it has been known as the, *Government Aliya Madrasah, Dhaka*. He also added that by 1957, there were 726 *Aliya Madrasahs* in East Pakistan.

2.3 Academic Environment in the Madrasahs

According to Choudhury (200:11), most of the cases *Aliya and Quomi Madrasahs* depend on private donations. As a part of religious duty, many Muslims contribute large sums of money to develop the madrasahs. The businessman, industrialists' politicians often donate generously to the local mosques and madrasahs to earn a name and also to influence public opinion. Choudhury (2007: 13) has pointed out that the teaching practices in madrasahs generally give importance on rote learning and conformity; they do not encourage critical thinking or analysis. He added that, the depth of knowledge can be judged by the number of Hadith and its sources, one can memorize. He also states that there is hardly any research at the highest level of madrasah education. He further said that most often the teacher use coercive methods with corporal punishment to discipline the students; the learning environment is not so friendly and the teaching methodology is also archaic.

2.4 Present state of Madrasah education in Bangladesh

As mentioned earlier, there are two types of madrasahs. One is *Aliya Madrasah* and another is *Qoumi Madrasah*. The curriculum of these madrasahs is different. The duration of education is also different from each other. The curriculums of *Aliya and Qoumi madrasah* are described bellow.

2.4.1 The Curriculum of Aliya Madrasah²

From Ibtidaia (Primary) to Graduate level the curriculum of Aliya madrasah education is divided into five stages of 17 years duration. The stages are Ibtidaia, Dakhil, Alim, Fazil and Kamil. The descriptions of the stages and the duration of each stage are given bellow.

2.4.1.1 Ibtidaia: This stage is considered as primary education. This stage focuses on correct recitation of the Holy Quran, besides, basic of Islam, Arabic, Bangla, English, Mathematics, and Geography and general science. This stage takes four to five years.

2.4.1.2 Dakhil: Dakhil is compared to secondary education. At this stage, the students are divided into two groups, that that is humanities and science. But of these groups are introduced to the Islamic law and Jurisprudence, Arabic and a number of other subjects. This stage takes two years.

2.4.1.3 Alim: This stage can be equivalent to higher secondary education. Like Dakhil, the students of this stage are also divided into two groups - humanities, and science. Both groups have to concentrate on the Quran and Hadith, Islamic law and law of Inheritance, Islamic history and o on. It also takes two years.

2.4.1.4 Fazil: In madrasah education Fazil can be compared to B.A. It also can be divided into the same two groups, that is, science and humanities. In addition, both of these groups have to concentrate on religious subjects and a number of secular subjects: the secular subjects are Bangla, English, Math; the Arabic subjects are Alfaz, Quran, Arabic, Ilamic histry and so on. Previously the duration was two years but now it is three years.

² The curriculum of Aliya Madrasah has been adopted from Azhar (in Choudhury: 11)

2.4.1.5 Kamil: This is the highest stage of Aliya madrasah education. It can be considered as M.A. program. At this stage the students only study religious subjects. They specialize in different branches like, Hadith, Tafsir (interpretation of the Quran), Islamic Jurisprudence and Arabic Literature. This stage takes two years.

2.4.2 Curriculum of Quomi Madrasah

Generally, there is no accurate information on *Quomi Madrasah*, even through government sources. Choudhury (2000: 13) states that there are seven stages of learning in a *Quomi Madrasah*. He adds that the preprimary section is known as *Hifzul Quran*; at this stage the students have to memorize the *Quran* within three to four years and it is considered as primary section. He further says that at this stage, the students are also taught some basic knowledge of Bangla, English, and Mathematics. There are other stages like *Mutawasita* (Secondary school certificate), *Sanubia Ulya* (Higher secondary school certificate), *Fazeelat* (graduation), *Taqmeel* (post graduation) (ibid). Choudhury (2000: 13) explains that, after completing *Taqmeel* the students might become *Muftis*³.

2.5 GTM

Generally, GTM is a very common method of English language teaching in Bangladesh. It is still being used, even though the present syllabus suggests that CLT approach is supposed to be used to teach English. Sinha's (in Siddique: 2004, 23) study represents the attempts to implement the CLT approach that has imposed great demand on teachers. His study focuses on teacher-student ratio, unfamiliar teaching techniques, new text and socio-cultural variables, which make applying CLT goals through the textbook quite difficult. According to Richards, Platt and Weber (1985: 126) GTM emphasizes on reading rather than the ability to communicate. Generally, GTM is

³ Mufti is an Arabic word. Who can give the fatwas are called Mufti.

considered as the traditional way of teaching or learning English. In GTM grammar is taught deductively. According to Freeman (2004: 11), previously GTM was used for the purpose of helping students to read and appreciate foreign language literature. Richards and Rodgers (2001: 6) state that from 1840s to 1940s GTM dominated European and foreign language teaching and the modified form of it continues to be widely used in some parts of the world today. They also state that GTM is a method for which there is no theory and no literature.

2.6 History of CLT

According to Richards and Rodgers (2001: 159), the origin of CLT was found in the changes of the British language teaching tradition. Siddique (2004: 16) states that till 90s CLT did not formally enter the arena of English language teaching in Bangladesh. She also adds that CLT was introduced in 1998 in the secondary school level classroom and it was introduced with a set of communicative language text books which is entitled *English For Today*.

According to Richards and Rodgers (2001: 159) CLT is an approach. In CLT, teachers tend to help learners in the way that motivates them to work with the language. Generally, CLT focuses on four language skills (i.e. listening, speaking, reading, and writing). According to Siddique (2004: 17) in Bangladesh majority of the teachers at the primary and secondary level do not have competence in the four basic skills.

According to Richards and Rodgers (2001: 155) “CLT means little more than an integration of grammatical and functional teaching.” In CLT, the students are generally expected to interact with other students through pair and group work. According to Siddique (2004: 20) “the principles of CLT emphasize the issues of teaching language in a way that is systematically

possible, feasible, and culturally appropriate, concurs and provides functional or genuine language.”

2.7 Communicative task

According to Nunan (1989: 10) communicative task is considered as a classroom activity, which involves the learners in manipulating, producing and interacting in the target language and in it, learners’ attention is mainly focused on meaning rather than form. He (1989: 11) uses a framework for analyzing communicative task.

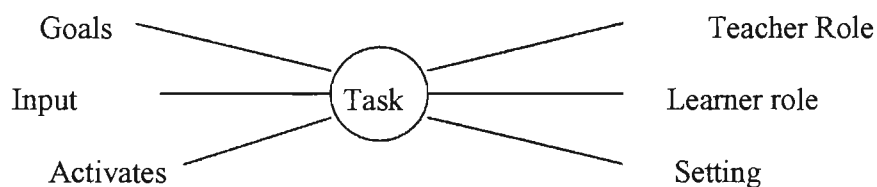


Figure 2.1: A Framework for analyzing Communicative Task.
(Source: Nunan, 1989: 11)

According to Nunan (1989:11) ‘task’ contains some forms of input data that might be verbal (e.g. a dialogue or reading passage) or non verbal (e.g. a picture sequence). He also adds that ‘task’ will have activities which learners do in the classroom and it will contain a goal, roles for teachers and learners and also setting (i.e. classroom arrangement).

2.8 Marks distribution

Generally, there is a variation of marks distribution between general Education Board and Mardrasah Education Board in Bangladesh. English subject is divided into two parts, that is, first paper (Paper-1) and second paper (Paper-2). This is common for both the general Education Board and Madrasah Education Board. In the general Education Board each part contains of 100

marks that is a total of 200 marks. However, in Madrasah Education board 100 marks is allotted to two papers. Furthermore, for the English subject (two papers), students have to sit for once. As a result of the variation of marks distribution of the two different Boards, there is a controversy between the Vice Chancellor of Dhaka University and the Courts order. According to the Vice Chancellor of Dhaka University Siddique has declared that the madrasah students will not be allowed to sit for the University admission test without having 200 marks for English and Bangla in their Dakhil and Alim exams. The marks distributions of the two different Boards are given below –

The marks distribution of general Education Board is as follows:


“	Paper-1	
A.	Seen comprehension	40 Marks
	Multiple choice/ objective	20
	More free/ open question	20
B.	Vocabulary	20 Marks
	Close with test	10
	Close without test	10
C.	Guided writing	40 Marks
	Paragraph	10
	Application	10
	Creative writing	20
	
	Total	=100 Marks
	Paper-2	
A.	Grammar part	40 Marks
	Right form of verbs,	
	Article, tag questions, passage	
	Writing, idioms and phrase,	
	Appropriate prepositions,	
	Translation, completing sentence and so on.	
B.	Guided writings	60 Marks
	Paragraph writing, composition,	
	Dialogue writing, letter writing.	
	
	Total	= 100 Marks ”
	(Chowdhury and Hossain: 2004)	

The marks distribution of Madeasah Education Board is as follows-

Total Marks-100

Section-1		
"A	Seen comprehension	25 Marks
	Multiple choice/ objective	05
	Fill in the gap	05
	Information transfer	05
	More free/ open question	10
Section-2		
B	Unseen comprehension	25 Marks
	Multiple choice/ objective	05
	Fill in the gap	05
	Information transfer,	05
	More free/open question	10
Section-3		
C.	Vocabulary test	10 Marks
	Close test with clues	05
	Close test without clues	05
Section-4		
D.	Grammar test	10 Marks
	Close test with clues	05
	Close test without clues	05
Section-5		
E.	Guided writing	30 Marks
	Paragraph	05
	Application	05
	Creative writings	15
	
		Total = 100 Marks"

(Islam: 2007)



CHAPTER-III

METHODOLOGY

3.1. Introduction

The chapter looks at the setting, sampling, theoretical framework, data collection procedure, data analysis procedure and obstacles encounter.

3.2. Design of the study

The study is qualitative and descriptive in nature and tries to find out the feasibility of teaching English according to the CLT approach in madrasahs especially in class VI. The data was gathered from 50 students and five teachers from five madrasahs, by means of open ended and close-ended questionnaire. After collecting the data they were tabulated, analyzed, and explained in terms of the central research questions.

3.3. Theoretical framework

Generally, GTM is a very common method of English language teaching in Bangladesh. It is still being used, even though the present syllabus has been changed according to the CLT approach. A teacher tends to give some grammatical rules in English language class and the learners generally need to memorize those rules. According to Richards, Platt and Weber (1985: 126) "GTM emphasizes on reading rather than the ability to communicate". Generally, GTM is considered as the traditional way of teaching or learning English. Richards and Rodgers (2001: 6) state that from 1840s to 1940s GTM dominated European and foreign language teaching and the modified form of it continues to be widely used in some parts of the world today. They also state that GTM is a method for which there is no theory and no literature.

On the other hand, in CLT approach, teachers tend to help learners in the way that motivates the learners to work with the language. According to Richards and Rodgers (2001: 155) “CLT means little more than an integration of grammatical and functional teaching.” Generally CLT approach focuses on four skills (i.e. listening, speaking, reading, and writing). According to Siddique (2004: 17) in Bangladesh, majority of the teachers at the primary and secondary level do not have fully competence in the four basic skills and CLT. CLT does not influence the learners to memorize. In CLT approach, the students are generally expected to interact with other people through pair and group work.

3.4. Setting

The classroom setting was formal because, at the time of collecting data from the students, the teacher was requested to leave the classroom. As a result the students were not afraid and motivated by the teacher. The data was collected from the students in the classroom. The researcher took the last 30 minutes to explain the questionnaire and gather the data. She took first five minutes to make understand the questionnaire to the students and the rest 25 minutes were given to the students to complete the questionnaire. The data was also collected from the English language teachers at his or her office room.

3.5. Sampling

In total 50 questionnaires were given to the students of class VI from five madrasah's (i.e. 10 students from each madrasah). 10 students from each class were selected by means of random sampling. For each of the five madrasahs, there was only one teacher for class VI to X. Five questionnaires was given to five teachers from five different madrasahs.



3.6 Research instrument

For this research, data was collected through questionnaires (Appendix A, B). The questionnaires included questions on both traditional and innovative modes of teaching. The questionnaires were combination of both open ended and close-ended questions. The researcher made the questionnaire to collect the data of this study. Questions 1-5 (from students' questionnaire-Appendix A) and questions 1-3, 6 (from teachers' questionnaire-Appendix B) helped the study to find out the answer of the first central research question. Meanwhile, questions 6-11 (from students' questionnaire-Appendix B) and questions 4, 5, 7-11 (from teachers' questionnaire-Appendix B) provided the information to answer the second central research question.

3.7 Data collection procedure

The data was collected from five madrasahs, which are situated at Gazipur and Uttara. Data was collected through questionnaires. The researcher collected the data from the class VI students of five different madrasahs. For this, she had to go to different madrasahs several times to collect data because, students were busy with their classes. She took permission from the madrasah authority and then she collected the data from the students and the teachers. The researcher contacted the madrasah authority one day before to take permission for collecting data. The researcher convinced the class teacher to leave the class and when he / she left the class the researcher collected data from the students.

3.8 Data analysis procedure

After collecting the data they were analyzed and tabulated. The collected data from the students and the teachers from different madrasahs were tabulated in different tables. First the researcher compiled the students' responses according to the serial number. Later she arranged the individual responses in a table. She also summarized the students' responses in another table and

analyzed them according to the central research questions. The same way the researcher also analyzed the teachers' responses.

3.9 Obstacles encounter

The study was based on five different madrasahs. Among them two were girls' madrasahs and three were boys' madrasahs. At first, when the researcher contacted the madrasah authority, most of them were not friendly to allow her as, it was before the second term examination. However, the researcher was able to convince the authorities and the class teachers to gather the students for collecting data.



CHAPTER -IV

RESULTS AND DISCUSSION

4.1 Introduction

This chapter discusses to the responses and findings of the questionnaires, which were given to the students and to the teachers. The researcher visited five different madrasahs in Gazipur and Uttara to collect the data. Among the five madrasahs two were girls' madrasah and three were boys' madrasah. The data was collected from 50 students and five teachers. At first, the responses of the students are summarized in a table (Table 4.1) and then they are analyzed and explained. Similarly the responses of the teachers are tabulated (Table 4.2) and then analyzed and explained.

4.2 Description of the student's responses

The data was collected from five different madrasahs in class VI. The names of the madrasahs are Tamirul Millat Kamil Madrasah (TMKM), Jannatul Manat Girls Madrasah (JMGM), Tongi Senior Madrasah (TSM), Tanjimul Ummah Girls Madrasah (TUGM), Tanjimul Ummah Cadet Madrasah (TUCM). To collect the data she permission from madrasah authorities one day before and at the time of collecting data (from the students) she requested the class teacher to leave the class. She took the last 30 minutes to collect the data.

Table 4.1
Students' responses to the questionnaire

Questions	Response- 1	Response- 2	Response - 3	Response- 4
Q.1. Does your teacher speak in English more than Bangla in the class room? why	Four students said that teacher uses English more than Bangla in the classroom.	21 students said that teacher uses Bangla more than English because, English is a foreign language and we do not understand English properly. So, for better understanding English is used.	25 students said that teacher uses Bangla and English equally.	
Q-2. Do you speak in English in the class? Why?	Two students said that they like to speak in English.	27 students said that they do not speak in English because they are not fluent enough and we feel shy.	21 students said that sometimes they try to speak in English.	
Q-3. Do you know the difference between CLT and GTM?	Five students said that they know the difference between CLT and GTM.	35 students said that they do not have clear idea about CLT and GTM.		
Q-4. DO you think CLT is necessary or effective for learning English?	35 students said that CLT is helpful for understanding learning and speaking English language.	Two students say no.	Six students said that to some extent CLT is necessary for learning English.	Seven students said that they do not have clear idea.
Q-5. Does your teacher encourage you to memorize grammatical rules and lessons? Why?	42 students said that their teacher encourage them to memorize because it helps them to write quickly and helps them to do well in the exam.	Four students said that their teacher focuses on understanding	Four students said that sometimes their teacher encourages them to memorize.	
Q-6- Do you practice pair work and group work in the classroom? Why?	Two students said yes.	Seven students said no.	41 students said that pair work and group work helps to develop English language skills.	
Q.7- Does your teacher help you to be more creative or interactive?	24 students said that teacher helps them to develop English language skills.	Five students said no.	21 students say that sometimes teachers encourage them to be	

Why?			interactive to develop English language skills.	
Q.8- Do you have the opportunity to ask questions in the class?	44 students said that, asking question is helpful for better understanding.	One student said that he/she have no chance to ask question.	Five students said that sometime they ask question.	
Q.9- Does your teacher rebuke/ gives punishment when you make a mistake? Why?	20 students said that teacher rebukes or pulls by the ear when they make mistake.	One student said that teacher do not say anything.	29 students said that sometimes their teacher rebukes and give them punishment to understand the lesson properly.	
Q.10- Does your teacher solve the entire problem in the classroom? Why?	27 students said that teacher always solves the problems.	One student says that they try to solve the problems.	22 students said, in case of their failure, teacher solves the problems.	
Q.11- Does your teacher start and ends the class on time?	26 students said yes.	Four students said negative responses and also said that for this they can not finish their syllabus on time.	20 said not all the time but sometimes teachers are late.	

In reply to the first question (Table-4.1) only four students responded positively. They said that their teachers use English more than Bangla in the classroom and it is helpful to develop the English language skills. However, 21 students said that teacher uses Bangla more than English in the classroom. They (students) said that English is a foreign language and they do not understand English properly. According to the students, teachers use Bangla so that they (students) can understand the instructions. 25 students also said that teacher uses Bangla and English equally in the classroom.

In response to the second question (Table-4.1) only two students said that they like to speak in English. Sometime they use Bangla also. Majority of the students (27) said that they do not speak in English because they are not fluent enough and they feel shy. However, 21 students said that sometimes they try to speak in English but quite often their teachers use Bangla.

For the third question (Table 4.1) only five students said that they know the difference between CLT and GTM. However, they did not give any explanations between the two. Majority (45) of the students said they do not have a clear idea about CLT and GTM.

In reply to the fourth question (Table 4.1) majority (35) of the students said that CLT is important for understanding, learning and speaking the English language. Few students (6) said that to some extent CLT is necessary. Seven students said that they have no idea about the necessity of CLT.

For the fifth question (Table 4:1) large number of students (42) said that their teacher encourages them to memorize grammatical rules. They also said that it helps them to write quickly and also

helps them to do well in the exam. Four students said that their teachers help them to understand texts. Rest of the four students said that sometimes their teacher encourages them to memories.

In response question no six (Table 4:1) only two students said 'yes', seven students said 'no' and 41 students said that sometimes they practice pair work group work in the class.

For the seventh question (Table 4:1) 24 students said that their teachers help them to develop language skills. Five student said that their teacher do not encourage them to be interactive. 21 students said that sometime their teacher helps them to be interactive and creative that means to give their (students) own opinion.

In reply to question 6 (Table 4:1) 44 students said that they have the opportunity to ask questions in the class but one student said that he does not get any chance to ask questions. Few students (5) said that sometimes they have the chance to ask questions and sometimes they do not.

In answer to the ninth question (Table 4:1) 20 students said that if they make mistakes their teachers rebuke them and pull them by the ear, only one student said that their teachers say nothing and 29 students said that sometimes their teachers give them punishment.

In response to question no 10 (Table 4:1) 27 students said that their teacher always solves their problems. However, 22 students said that when they fail to solve the problems, their teachers help to solve them.

In reply to the eleventh question (Table 4:2) 26 students said that the teachers do maintain the class time, that is, they come and leave according to their schedule. Four students said that their

teachers do not maintain time, so they do not get enough time to develop their English language skills. 20 students said that sometimes their teachers are late.

4.3 Description of the teachers' responses

The data was collected from five different madrasahs in class VI. The names of the madrasahs are Tamirul Millat Kamil Madrasah (TMKM), Jannatul Manat Girls Madrasah (JMGM), Tongi Senior Madrasah (TSM), Tanjimul Ummah Girls Madrasah (TUGM), Tanjimul Ummah Cadet Madrasah (TUCM). To collect the data she permission from madrasah authorities one day before and at the time of collecting data (from the students) she requested the class teacher to leave the class. She took the last 30 minutes to collect the data.



Table- 4.2
Teachers' responses to the questionnaire

Questions	Response-1	Response-2	Response-3
Q-1. Do you speak in English more than Bangla in the classroom? Why?	Four teachers said that they use English to change the environment, to improve their (students) accuracy and to develop English language skills.	One teacher said that she does not use more English because students cannot understand.	
Q-2. Do you know the difference between CLT and GTM?	Four teachers said that GTM is an old traditional method which focuses on memorizing and on syntactic structures. However, CLT focus on understanding and helps to improve communicative skills.	One teacher said that she does not know the difference.	
Q-3. Do you think that CLT is necessary for teaching English? Why?	All the five teachers say that CLT is necessary because, it helps to remove fear of learning English and helps them (them) to be interactive.		
Q-4. Do you tell your students to do group work or pair work in the class? Why?	Four teaches said that group/ pair work is important to make fruitful perspective of CLT and helps the learners to become interactive in a friendly environment.	One teacher said that she usually does not ask them (student) to do group work or pair work.	
Q-5. Do you encourage your students to memorize grammatical rules and structures? Why?	Three teachers said that without memorizing grammar couldn't be taught properly.	Two teachers said that grammar is not always necessary to speak and learn English. However, understanding and communicating are important to CLT.	
Q-6. Have you taken any training on CLT or even on ELT?	One teacher said that he/she has taken training on ELT.	Four teachers said that they do not have any training on CLT/ ELT.	
Q-7. Do you focus on speaking and listening in the class? Why?	Five teachers said that both of these skills are important to develop English language skills, and if the learners do not listen they will not be able to speak well.		

Q-8. Do you help your students to be more creative/ interactive? Why?	Four teachers said yes because, it helps them to become confident and helps to communicate easily.		One teacher said that some time he/ she give them (student) to do some task to solve.
Q-9: Do you give your students the opportunity to ask question in the class? Why?	All the five teachers said yes because, questioning helps the learners to remove their shyness and nervousness.		
Q-10. Do you take extra care for the weak students? How?	All the five teachers said that they try to give them (student) extra time to make better understanding.		
Q-11. Do you solve all the problems in the class? Why?	One teacher said yes.		Four teachers said that students are given to solve first, and if they (student) fail they (teacher) do it.

In answer to the first question (Table 4.2) all the teachers except one said that they use English more than Bangla in the classroom. They might use English to change the environment, to improve students' accuracy and to develop their English language skills. However, one teacher said that she does not use English more than Bangla because the students are weak in English and they do not understand English properly.

In reply to the second question (Table 4.2) four teachers said that they know the difference between CLT and GTM and according to them GTM is an old traditional method which focuses on memorizing and syntactic structures. However, CLT focuses on understanding and communicative skills. One teacher said that she has no idea about the difference.

For the third question (Table 4.2) all the teachers said that CLT is necessary because, it helps to remove the fear of learning English and it also helps the learners to be interactive.

In reply to the question no four (Table 4.2) four teachers said that they tell their students to do pair and group work because these strategies are effective and they help the learners to be interactive in a friendly environment. One teacher also said that she usually does not ask the students to do group/ pair work.

In response to the fifth question (Table 4.2) three teachers said that they encourage the student to memorize, because without memorizing grammar one cannot be taught properly. However, two teachers said negatively; they said that grammar is not necessary to learn English.

In answer to the question no six (Table 4.2) only one teacher said that he has taken training on ELT. Rest of the teachers has no training on CLT or even ELT.

For question number seven, (Table 4.2) all the teachers said that they focus on speaking and listening in the class. According to them both of these skills are important because if the learners listen to English properly they will be able to speak well.

For the eight questions (Table 4.2) four teachers said that they help the learner to be confident and to communicate well. However, one teacher said that sometime she gives them (students) some tasks to solve.

In reply to the question no nine (Table 4.2) all the teachers said that they give the students the opportunity to ask questions because it helps the learners to remove shyness and nervousness.

For question no 10 (Table 4.2) again all the teachers said that they try to give extra time to the weak students.

In answer to question no 11 (Table 4.2) one teachers said that he solves all the problems in the classroom but four teachers said that the students are asked to solve the problems first and if they fail, then they (teachers) help them.

4.4 Findings in terms of central research questions

This study investigated the feasibility of CLT in class VI in different madrasahs. The first research question looked at the necessity of CLT for teaching English in the madrasah. Siddique (2004: 16) states that CLT was introduced in 1998 in the secondary school level classroom. According to CLT approach teachers are generally expected to speak in English in the English classes. However, the findings from this research suggest that teachers sometimes use English, while majority of the time they use Bangla. CLT does not influence the learners to memorize grammatical rules and structures. Again, the findings suggest that most of the

students are asked to memorize grammatical rules and structures. Which is one of the criterion's of GTM method. So, GTM is still being used even though the present syllabus is based on the CLT approach. Few teachers (two) also said that they discourage memorization. So, it seems that some teachers are trying to come out of the traditional model.

The second research question focuses on the applicability of CLT to teach English in madrasahs in class VI. Data was collected from the students and teachers through questionnaire. The findings suggest that most of the teachers do not have any training on CLT or even on ELT, which is very important to teach according to the present syllabus. Most of them have less than three years of teaching experience; only one has more than five years of experience. This is also another drawback. The findings also suggest that majority of the teachers have only B.A (Pass) degree and the B. Ed (Bachelors of Education) degrees. Two of them have B.A Honors in English. Usually, there is only one English teacher for each madrasah. However, due to the lack of English teachers, the teachers of other subjects are required to teach English. In CLT approach, students are generally expected to interact with other people through pair and group work. Based on the findings of this study, it is seen that sometimes teachers try to practice group work in the class and encourage the students to ask questions. But students are very weak in English and they cannot speak properly. The findings also suggest that, teachers do not start and end the class on time. As a result, the students do not get enough time to practice pair/group work. Another finding suggests that teacher uses coercive methods if the students make any mistake. The teachers scold students and sometimes pull the students by the ear. Based on the findings, the most important feature is, majority of the teachers said that they speak in English more than Bangla in the classroom where as, the students suggested the opposite.

4.5 Discussion

Siddique (2004: 16) states that, till 90s CLT did not formally enter the arena of English language teaching in Bangladesh, but in 1998 it was introduced in the secondary school level classroom. The findings suggest that though the present syllabus is based on the CLT approach, it has not been implemented properly in the classroom. Even now, teachers tend to follow the traditional teaching style (GTM). From the findings it is clear that, most of the teachers have only B.A (pass) degree and they have no training on CLT. Moreover, due to the shortage of English teachers, the teachers of other subjects (e.g. Bangla, Physics, Chemistry, etc) tend to take English classes. From the findings it is seen that, majority of the students said that their English teachers use Bangla more than English in the class. However, most of the teachers said that they use English more than Bangla in the class. The findings seem to contradict each other. So, it may be assumed that some of the teachers might not be able to speak fluently in English, and for this reason they (teachers) do not speak English in the classroom. The findings also suggest that, the teachers try to help the learners to develop their (students) language skills but they (teachers) do not give the clear explanation about the four basic skills (i.e. reading, writing, speaking, and listening). Again it may be assumed that, teachers only focus on reading and writing and pay hardly any attention on speaking and listening. The study also suggests that sometimes, teachers ask the students to do pair or group work but most often they (teachers) tend to use Bangla and in this way the learners are not being benefited properly.

CHAPTER-V

CONCLUSION

5.1 Introduction

This chapter looks at the summary of the findings, contribution to research, practical implication, recommendations and further study of the research area.

5.2 Summary of the findings

This study focuses on feasibility of CLT in different madrasahs especially in class VI. Data was collected from students and teachers of class VI from five different madrasahs. Richards and Rodgers (2001: 6) state that from 1840s to 1940s GTM dominated foreign language teaching, similarly, in Bangladesh GTM was the main method for teaching English. However, Siddique (2004: 16) states that in 1998, CLT was introduced to the secondary level syllabus.

The central research questions of this study are:

- (i) Is CLT necessary for teaching English to madrasah students?
- (ii) Is CLT being applied / used properly to teach English in madrasah especially in class VI?

To collect the data, the researcher went to five different madrasahs in Gazipur and Uttara. She collected data from 50 students and five English teachers from all the five madrasahs. The interesting matter is, there was a contradiction between what the teachers said and what the students said. For example, most of the students said that their teachers use Bangla more than English in the classroom. However, most of teacher said that they use English more than Bangla in the class. The study also found that most of the teachers encourage students to

memorize grammatical rules and structures. But, a few teachers are trying to come out of the traditional teachings style. Furthermore, it was seen that most of the students have no idea regarding CLT and GTM. However, one of the teachers also could not distinguish between the two. From the findings it is also seen that most of the teachers have only B.A (Pass) degree and they have no training on CLT/ELT. The teachers of others subjects (e.g. Bangla, Math, etc) sometimes teach English. The findings also reveal that sometimes some teachers arrange group work but very often teachers are late in the class. So, the students do not get proper/enough time to do such kinds of tasks. Most of the time, if the students make any mistake teachers scold and pull them by the ear. However, few teachers try to encourage the students to be more creative/ interactive, but the students are so weak that they feel shy to speak in English.

5.3 Contribution to research

There is hardly any research on madrasah education in Bangladesh, in relation to CLT. Hence, research articles are hardly available in this field. Some studies (Choudhury: 2007, Siddique: 2004) have been done on this field. Choudhury's study focuses on general madrasah education and Siddique's study focuses on general CLT. The researcher focused on feasibility of CLT in different madrasahs especially in class VI. So, it could be considered as a significant work and if anybody wants to do any observational study on CLT, she / he can take the work as a source. This study will also increase the research literature in the area of madrasah education.



5.4 Practical implication

According to Sddique (2004: 16), till 90s CLT did not enter the area of English language teaching; but in 1998 it was introduced in the secondary school level classroom. The study suggests that most of the teachers are not trained and they are using GTM while CLT approach is introduced. However, few teachers are trying to cope with CLT approach and they are becoming aware of their limitations. However, this study suggests that despite all the drawbacks, some progress is being made in the field of CLT in madrasahs. However, the progress is too slow, almost negligible.

5.5 Recommendation

Based on the findings some recommendations can be given for teaching English according to CLT approach. The teachers should be trained well so that they can use the CLT approach in the class. The students and their parents should be familiarized with the CLT approach as well. They should encourage students to be more interactive through practicing group/pair work in the class. Teachers should speak in English and they should give students the opportunity to ask questions in the class. Teachers should also try to make a friendly atmosphere in the class so that students can easily interact with others.

5.6 Further study

For this small scale research where the study was limited to five madrasahs only and it is limited to the classroom also. Further studies (MA, M.Phil or Ph.D) can be done on the same topic but more data can be collected. The other researcher can visit more madrasahs from different districts. This study looked at students of class VI. Others can focus on other classes. Furthermore, the other researchers can collect data from not only students, but also from madrasah administration as well as guardians.

5.7 Conclusion

According to the Government of Bangladesh (in Choudhury: 2007) there are more than 13000 *Aliya Madrasahs* in Bangladesh. Though a large number of students are studying in this area, but the madrasah education is detached from the mainstream education system. So, more study / research could be/should be done on this field. From Siddique's study (2004: 16) it is seen that, till 90s CLT did not formally enter the arena of English language teaching in Bangladesh, but in 1998 it was introduced in the secondary school level classroom. The findings suggest that the present syllabus is based on CLT approach but it has not been implemented properly in the classroom. Even now, teachers tend to follow the traditional teaching style (GTM). The study also suggests that, there is only one English teacher for each madrasah and most of them have only B.A (Pass) degree. The study found that in the English classes, teachers use Bangla as the medium of instruction and they encourage students to memorize grammatical rules and structures. The study also seen that teachers scold or pull the students by the ear if they (students) do any mistake. As a result, the students are not highly benefited. However, a few teachers try to speak in English in the classroom and sometimes give them (students) the opportunity to ask questions or ask them to solve the problems. Quite often, some teachers also try to practice pair / group work in the classroom. However, this study suggests that despite all the drawbacks, some progress is being made in the field of CLT in madrasahs, but the progress is too slow, almost negligible.

Finally, it seems that CLT is very important to teach English language and if CLT has been implemented properly in the classroom, it can help the students to improve all the four basic skills (i.e. reading, writing, speaking, and listening) of English language and also help them to communicate well.

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APPENDIX

APPENDIX-A
Questionnaire for students

Name Class Age
Madrasah Sex : Male Female

Instruction: Read the following questions carefully and write the answers. You can use Bangla if you face any trouble in English. First give the tick (✓) mark and then explain.

1. Does your teacher speak in English more than Bangla in the classroom? Why? (তোমার শিক্ষক কি ক্লাসে বাংলার চেয়ে ইংরেজীতে বেশী কথা বল?)
(a) Yes (b) No (c) Sometimes (d) Others

Explain:
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2. Do you speak in English in the classroom? Why? (তুমি কি ক্লাসে ইংরেজীতে কথা বলেন?)
(a) Yes (b) No (c) Sometimes (d) Others

Explain:
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3. Do you know the difference between CLT and GTM? If yes, please answer question 4 and

- 5.(তুমি কি CLT এবং GTM এর মধ্যে পার্থক্য বুঝ ? হ্যাঁ হলে, ৪, ৫ নং প্রশ্নের উত্তর দাও।)
(a) Yes (b) No (c) Sometimes (d) others

Explain:
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4. Do you think communicative language teaching (CLT) is necessary or effective for learning English? Why? (তুমি কি মনে কর, ইংরেজী শিখার জন্য CLT গুরুত্বপূর্ণ ?)

- (a) Yes (b) No (c) Sometimes (d) Others

Explain:
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5. Does your teacher encourage you to memorize grammatical rules and lessons? Why? (তোমার শিক্ষক কি তোমাকে মুখস্ত করতে বেশি অনুপ্রাণিত করেন?)

- (a) Yes (b) No (c) Sometimes (d) Others

Explain:
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6. Do you practice pair work and group work in the classroom? Why?(তোমরা কি ক্লাসে Pair work, Group work অনুশীলন কর?)
(a) Yes (b) No (c) Sometimes (d) Others

Explain:

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7. Does your teacher encourage/ help you to be more creative /interactive? Why? (তোমার শিক্ষক কি তোমাকে সৃজনশীল হতে অনুপ্রাণিত করেন?)
(a) Yes (b) No (c) Sometimes (d) Others

Explain:

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8. Do you have the opportunity to ask questions in the classroom? (তোমার কি শ্রেণীকক্ষে প্রশ্ন করার সুযোগ থাকে?)
(a) Yes (b) No (c) Sometimes (d) Others

Explain:

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9. Does your teacher rebuke/ give punishment when you make a mistake? How?(তুমি ভুল করলে কি তোমার শিক্ষক তোমাকে বকা/ শাস্তি দেন?)
(a) Yes (b) No (c) Sometimes (d) Others

Explain:

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10. Does you teacher solve all problems in the classroom? (তোমার শিক্ষক কি ক্লাসে সব সমস্যার সমাধান করেন?)
(a) Yes (b) No (c) Sometimes (d) Others

Explain:

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11. Does you teacher start and end the class on time? (তোমার স্যার কি সময় মত ক্লাস শুরু এবং শেষ করেন?)
(a) Yes (b) No (c) Sometimes (d) Others

Explain:

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APPENDIX-B

Questionnaire for teachers

Name..... Last Degree Subject..... Training.....

Teaching experience Madrasah Sex : Male Female

1. Do you speak in English more than Bangla in the classroom? Why?
(a) Yes (b) No (c) Sometimes (d) Others

Explain:
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2. Do you know the difference between GTM and CLT? If yes, please answer 3,4.
(a) Yes (b) No (c) Sometimes (d) Others

Explain:
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3. Do you think communicative language teaching is necessary for teaching English? Why?
(a) Yes (b) No (c) Sometimes (d) Others

Explain:
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4. Do you tell your students to do group work and pair work in the classroom? Why?
(a) Yes (b) No (c) Sometimes (d) Others

Explain:
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5. Do you encourage your students to memorize grammatical rules and structures? Why?
(a) Yes (b) No (c) Sometimes (d) Others

Explain:
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6. Have you taken any training on CLT (communicative language teaching) or even on ELT (English language teaching) ?
(a) Yes (b) No (c) Sometimes (d) Others

Explain:
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7. Do you focus on speaking and listening in the class? Why?

- (a) Yes (b) No (c) Sometimes (d) Others

Explain:

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8. Do you help/ encourage your students to be more creative /interactive? Why?

- (a) Yes (b) No (c) Sometimes (d) Others

Explain:

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9. Do you give your students the opportunity to ask questions in the classroom? Why?

- (a) Yes (b) No (c) Sometimes (d) Others

Explain:

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10. Do you take extra care for the weak students? How?

- (a) Yes (b) No (c) Sometimes (d) Others

Explain:

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11. Do you solve all problems in the class? Why?

- (a) Yes (b) No (c) Sometimes (d) Others

Explain:

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Appendix-C
Individual comments of the students

M	S'	Q ₁	Q ₂	Q ₃	Q ₄	Q ₅	Q ₆	Q ₇	W ₈	Q ₉	Q ₁₀	Q ₁₁
		N	N	N	N	Y	Y	S	Y	S	S	Y
T	S1	For better understanding Bangla is used	Feel shy	No idea		To get good results in exam		To develop English language skill			If unable to solve problems, teachers help	
		S	N	N	Y	Y	S	Y	S	S	S	S
	S2	Equal use of Bangla and English	Feel shy		Helps to speak in English	To get good results		Helps speaking in English	For better understanding		Teachers give the opportunity to solve problems	
		N	N	N	Y	Y	S	Y	Y	Y	Y	Y
M	S3	Bangla is used more	Not fluent enough	No idea	Helpful to learn English	To get good results		To develop English language skills	Helps to make the lesson easier	To remember the mistake		
		S	N	N	Y	Y	S	S	Y	Y	Y	Y
	S4		Cannot speak in English		Helpful to learn English	To get good results						
		S	N	N	N	Y	S	S	Y	Y	Y	Y
	S5	Because the students do not understand English	Feel shy		Helps to speak in English	To get good results	Pair/group work helps to speak in English	To develop English language skills			Teachers do not solve the problems	
K		S	N	N	Y	Y	S	Y	Y	S	Y	Y
	S6	Equal use of Bangla and English	Feel shy		Helps to speak in English	To get good result	Helps speaking English			Punishment is helpful to be careful		
		N	N	N	Y	Y	S	Y	Y	Y	S	N
	S7	Because the students do not understand English	Feel shy		Helpful to learn English	To get good result						Can not finish our syllabus.

	N	S	N	Y	Y	S	S	Y	Y	Y	Y
S8	Because the students do not understand English	They try to speak in English					To develop English language skills			Teacher always solves the problem	
	N	S	N	Y	S	S	S	S	Y	N	N
S9	Bangla is used more	Try to speak in English					Language skills			We solve the problem	
	S	S	N	S	Y	N	N	S	Y	S	S
S10	Equal use of Bangla and English	Try to speak but can not speak in English							Rebuke and give punishment		
	N	N	N	Y	Y	S	Y	Y	Y	S	S
S11	Because English is difficult to understand				Helps to do well in exam.	Helps to learn and understand English	To develop English language skill				
	N	N	N	Y	S	N	S	Y	Y	S	Y
S12		Do not know how to speak in English									
	N	N	N	Y	Y	S	Y	Y	Y	S	S
S13	Bangla Teacher always solves the problem used more			CLT helps to learn English							
	N	N	N	Y	Y	S	Y	Y	Y	S	S
S14		Can not speak in English								Teacher scolds and pulls by the ear	
	N	N	N	S	Y	S	Y	Y	Y	S	S
S15	Bangla is used			To some extant CLT is necessary						Pull by the ear	

	N	N	N	Y	Y	S	Y	Y	S	S	Y
S 16				Helps to learn and understand English language					To be more attentive punishment is necessary		
	S	S	Y	Y	Y	S	Y	Y	S	Y	Y
S 17	Equal use of Bangla and English	Try to speak in English		To learn and speak English language CLT is necessary							
	S	S	N	Y	Y	S	Y	Y	S	Y	Y
S 18	Equal use of Bangla and English			Helps to read, write and learn English	To get good result	Develop English speaking skills				Teacher always solves the problem	
	S	S	N	Y	Y	S	Y	Y	S	Y	Y
S 19	Equal use of Bangla and English	Try to speak in English		To learn and speak in English		To develop language skills				Teacher always solves the problem	
	S	S	Y	Y	Y	S	Y	Y	S	Y	Y
S 20	Equal use of Bangla and English			CLT is better to learn English language						Teacher always solves the problem	
	N	N	N	Y	Y	S	Y	Y	Y	Y	Y
S 21				To learn English better	To get good result		To develop English language skills				
	S	S	N	O	Y	S	Y	Y	Y	Y	S
S 22	Equal use of Bangla and English	They try to speak in English		Have no idea							

S 23	S Equal use of Bangla and English	N	N	O No idea	Y	S	Y	Y	S	Y	Y
S 24	S Bangla is easier to understand	S Try to speak in English	N	Y	Y	S	Y	Y	S	S If unable to solve problems, teachers help	S
S 25	S Equal use of Bangla and English	S Try to speak in English	N	Y	Y	S	Y	Y	S	S If unable to solve problems, teachers help	S
S 26	N	S	N	O No idea	Y To get good result	S	S	Y	S	S	Y
S 27	N	N	N	O No clear idea	Y	S	Y	Y	S	Y	Y
S 28	S Equal use of Bagnla and English	N Feel shy	N	O No clear idea	Y	S	Y	Y	S	S In case of failure teacher solves	S
S 29	Y English is used more	Y He like to speak in English	N	Y Helps to speak in English	Y	Y	Y	S	N Do not say anything	S	Y

	S	N	N	O	Y	S	Y	Y	S	S	S
S 30	Equal use of Bangla and English	Feel shy		No idea							
	S	N	N	Y	Y	S	S	Y	S	Y	S
S 31											
	N	N	N	S	Y	S	S	N	Y	S	N
S 32											
	S	N	N	Y	N	N	S	Y	S	Y	S
S 33					Focus on understanding						
	S	S	N	S	Y	S	S	Y	S	S	S
S 34											
	N	N	N	S	Y	S	S	Y	S	Y	S
S 35											
	S	N	N	Y	Y	S	S	Y	S	Y	S
S 36	Equal use of Bangla and English										
	S	N	N	Y	Y	S	S	Y	S	Y	N
S 37											
	S	S	N	Y	Y	S	S	Y	S	Y	S
S 38											
	S	S	N	Y	Y	S	S	Y	S	Y	S
S 39											
	N	N	N	Y	S	S	S	Y	N	Y	N
S 40											

S 41	S	S	N	Y	N Focus on understanding	N	Y	Y	S	Y	S
S 42	Y	S	N	Y	Y	N	N	Y	S	S	Y
S 43	N	N	N	Y	Y	N	N	Y	S	S	Y
S 44	Y	S	Y	Y	Y	S	Y	Y	S	Y	Y
S 45	S	S	N	N	S	S	S	S	Y	Y	Y
S 46	N	S	N	Y	Y	S	N	Y	S	S	Y
S 47	S	S	Y	Y	Y	N	S	Y	Y	S	Y
S 48	S	Y	Y	Y	S	S	N	Y	S	Y	S
S 49	S	S	N	Y	N	S	S	Y	S	S	Y
S 50	Y	N	Y	Y	N	S	S	Y	S	Y	Y

te: M = Madrasah S' = Student Q = Question Y = Yes N = No S = Sometimes O = Others

TMKM = Tamirul Millat Kamil Madrasah JMGM = Jannatul Manat Girls Madrasah TSM = Tongi Senior Madrasah

TUGM = Tanjimul Ummah Girls Madrasah TUCM = Tanjimul Ummah Cadet Madrasah

Individual comments of the teachers

T	Q ₁	Q ₂	Q ₃	Q ₄	Q ₅	Q ₆	Q ₇	Q ₈	Q ₉	Q ₁₀	Q ₁₁
	Y	Y	Y	Y	N	N	Y	Y	Y	Y	S
T1	To improve listening and speaking skill	GTM helps to improve grammar and CLT helps to improve communicative skills	No language can be learnt perfectly without CLT	To make the lesson or class fruitful	Give priority on understanding	No training	To improve language skills	Always try to give the learners some task	To develop the language skills	Try to overcome their lacking s	When the students face any difficulty.
	N	N	Y	N	Y	N	Y	Y	Y	Y	S
T2	Try to speak in English but student can not get properly	No idea	CLT can enlarge speaking quality	Usually do not say to do group work	Ask them to memorize grammatical rules only	No training on CLT	Listening and speaking both are important				Sometimes try to solve the problems
	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
T3	Try to change the environment		CLT helps learners to speak fluently	To apply CLT, group work is important			To help them understand when others speak in English		To get rid of stage		At 1st they try to solve the problems then I help
	Y	Y	Y	Y	Y	N	Y	S	Y	Y	S
T4	It is helpful to learn English	GTM focus on memorizing CLT focus on understanding	Helps learners to be interactive		Without memorizing grammar can not be taught properly.		To develop language skills.	It helps the learners to communicate with others	Helps than to remove shyness	Give them extra time for better understanding	

	Y	Y	Y	Y	S	N	Y	Y	Y	Y	S
T5	To make them familiar with target language	GTM is based on syntactic structure CLT is based on communicative competence	To remove fear of learning English	Students can produce English in a friendly environment	To bring accuracy in writing and speaking		To develop English language skills.	To make learners confident and communicate	To remove shyness	Give them extra time for better understanding	

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