APPLICATION OF CLT IN ENGLISH VERSION AND BANGLA MEDIUM PRIMARY SCHOOLS OF BANGLADESH: A COMPARATIVE ANALYSIS

thesis is submitted in partial fulfillment of the requirement of the degree of Masters of Arts in English Language Teaching

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To my Parents

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DECLARATION

I declare that the thesis is based on my original work except for quotations and citations, which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at East West University or other institutions.

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Abstract

has adopted a CLT approach in 1990s at all educational levels to teach English to Teaching English at a primary level require careful consideration and diverse to teach. In line with this idea CLT was thought to be an effective approach in learners English language competency. The present study aims to explore whether ation of CLT in primary schools of Bangladesh has helped learners develop over English compared to previous decades. The study also tried to find out, how level teachers are applying CLT in the classroom. The study also intended to find out ities and dissimilarities between English Version and Bangla Medium schools in ing CLT. A qualitative study was carried out to investigate the situation. In order to data for the study, interview sessions with Head-teachers and teachers, Focus-Group with students, activities from EFT textbooks and classroom observation checklist were instruments. The study has explored that CLT could not ensure the development of the competency over English, as it has demanded. CLT cannot see the face of success until rements for implementing CLT are met beforehand. The findings of this research that, due to teachers' little knowledge of CLT, lack of proper teaching materials, s diverse cultural and economic background, limited class duration, teachers limited language proficiency, student's low level of proficiency in English and lack of between English teachers and School management it has become difficult to CLT in primary classrooms. .

Content

CHAPTER 1

INTRODUCTION

...ction

...tion for the beginners can empower human beings to liberate the individual mind ...se of ignorance and darkness (Rabbi, 2008, p. 1). It represents the cornerstone in ...pment process of any society and the key indicator of the people's progress and ...y (Rabbi, 2008, p. 1). In a non-English speaking country like Bangladesh, teaching ...t primary level requires special attention and dynamic method from the beginning of ...education. Despite several years schooling, our students are weak in English and fail ...y English in their practical life successfully. Therefore, the introduction of ...cative Language Teaching would help develop learner's communicative ...ce. In view of the importance, the present study deals with the application of CLT ...primary education system, which is diversified due to economic, social cultural, ...regional and religious factors. Primary education is important, as this is the proper ...develop the basic language skills of the language learners. Similar to secondary and ...secondary level education system, primary level also consists of three streams of ...on. They are Bangla Medium, English Medium and Madrasha Education. The ...ream Bangla Medium education system consists of Public and Private Categories. ...y, the Bangla Medium schools those run under private sector have launched English ...schools. However, the Bangla Medium public sector is yet left to adopt English ...Education system. Both of the education systems strive to provide opportunities for ...g mastery over English language. The current study will examine the

...for gaining mastery over English language. The current study will examine the ...and differences between Bangla Medium and English Version Schools. While doing ...focus will be on comparing CLT practice in Bangla Medium schools and English ...Schools at the primary level of education.

...Statement:

...nearly a decade since CLT was first introduced in the national curriculum. Grammar ...Method has been replaced by a Communicative Language Teaching approach, with ...that CLT will work as a corrective intervention, as traditional approaches failed to ...learners as competent users of English (Hamid & Baldauf, 2008). The application of ...was expected to help revive weak learner's ability to learn English, by improving the ...of teaching and learning English as a compulsory subject at different levels of formal ... The introduction of CLT marked a significant shift in ELT theory, but there is little ...ce to suggest that the policy brought about considerable changes in practice (Haider & ...ry, 2012). Beyond the change of replacing Grammar Translation Method by a ...nicative Language Teaching Approach, English teaching and learning continued in the ...classrooms. These classrooms remain surrounded by the same external socioeconomic and ...cal realities along with the same learners and inadequate facilities (Hamid & Baldauf, 2008, ...17). In Bangladesh CLT has become a familiar approach for teaching English. CLT in the ...ry level has been introduced with the hope that, it will help learners develop competency ...English, from very early stage of development. The CLT approach calls for a de facto ...syllabus where four skills of language are equally emphasized. But in reality the skills of ...ding, writing and grammatical aspects are covered in classroom teaching. If two important ...skills of a language listening and speaking are ignored, despite switching to CLT approach,

ching and learning will remain traditional. This study aims to define the application of CLT at mary schools of Bangladesh. The study also intends to find out the practice of CLT in Bangla adium public and English Version primary schools, if there are any similarities and differences tween these two systems.

Purpose of the study:

rer the last three decades, poor student performance in English has been a matter of concern to educational stakeholders in Bangladesh. This has led to the replacement of the Grammar anslation Method by Communicative Language Teaching (Alam, 2014, p. 7). The purpose of e study is to find out, whether the introduction of CLT has helped learners develop competency er English than it was before. Both Bangla medium public and English Version schools call r applying the CLT approach for teaching and learning. This study attempts to examine ether CLT is practiced in primary classrooms the way the approach demands for or still there ists a mismatch between CLT theory and its practice.

4 Research Questions:

he research questions of this study are given below:

1. How skillfully the teachers are coping up with the change in approach and applying CLT in English classrooms?

2. To what extent does the application of CLT help learners to develop their English language competency?

3. To what extent does the application of CLT has helped to improve the declining standard of English in the country?

...y similarities or differences between English Version and Bangla Medium ...implementing CLT?

...of the study:

...is considered as the fundamental stage to build a child. As English is valued ...element in the present age of information and technology, it will be beneficial to ...English among learners at primary level of education. According to (Burg, 2006) ...age is the proper time for learning language. While designing English language ...it is important to follow proper approaches from the very beginning. The result ...would work as a guideline for the government, school authority, incumbent ...officers and other non-government organizations, who work for improving English ...skills at Primary level. This study will help to discover theapplication of approaches ...used by English Version and Bangla Medium schools. In addition it will document ...ways suitable for the elementary level students and will also try to find out ...for the research questions. Finally, as the study conducted by the researcher is ...a new idea, it will bring out new dimensions at the English Language Teaching in ...level schools of Bangladesh.

...itation:

...level includes the first five grades of school, from Class 1 to Class 5. For the purpose of ...only Class IV was chosen. Class V has not been selected, as there was pressure of ...School Certificate examination of the students. It is very difficult to survey and observe ...classes of all the schools of Bangladesh that is why only a few schools were chosen. It is also ...to survey and observe all the classes of those schools. For the survey, only one class

each school was chosen and only teachers from that particular class were interviewed. For

data for the study five Bangla Medium public schools were chosen from metropolitan

rural setting. For English Version part, again five schools were selected from urban areas.

ever, it is hoped that it will present a representative picture of English teaching and learning

two different primary level institutions in the country.

Limitation:

are is hardly any literature available on the English Version education system at primary level

ools in Bangladesh. Firstly, there is little literature in the area of applying CLT in

gladeshi classrooms. Secondly, those are not directly related to the researcher's area of

erest. It was not possible for the researcher to cover a good number of schools from all around

country, which would have involved a lot of money, manpower and a long period of time.

ly ten schools were selected within Dhaka for data collection.

Operational Definitions:

ammar Translation Method

ammar Translation Method is a way of studying a language that approaches the language first

ough detailed analysis of its grammar rules, followed by application of this knowledge to the

k of translating sentences and texts into and out of the target language (Abedin, 2013, p.2).

mmunicative Language Teaching

is is an approach. This refers to a set of diverse set of principles that reflect a communicative

w of language and language learning and that can be used to support a wide variety of

ssroom procedures (Richards & Rodgers, 2014, p. 105).

(National Curriculum and Textbook Board, Dhaka) is a board which produces
curriculum and syllabus (Raihan, 2011).

Public School

education system was nationalized after 1971, with all primary schools and their
taken over by the new government through a 1973 ordinance and the Primary Schools
) Act in 1974. In doing this, the new country combined a patchwork of various
private schools and integrated them into a national system. The schools that were
in the early 1970s under these laws consist of the bulk of government primary
present-day Bangladesh. The schools that existed at the time of nationalization in
concentrated primarily in urban areas and municipalities. (Sommers, 2011, p. 10-13).

privately owned English Version School:

these were established privately or by communities after nationalization of primary
the 1970s and since have received government recognition, registration and funding
as English Version schools. The system of providing education is similar to Bangla
Public schools, but the medium of instruction is English and these institutions claim for
implementation of the CLT approach to teaching (Malik, 2012).

Medium School

throughout Bangladesh those are mostly unregulated by the government and are highly
These schools fall under the Private Stream of Education. All these schools are
private schools (Sommers, 2011, p. 14).

.mary School

mary school in Bangladesh is defined as the first five grades of school, from Class I to Class

Class VI to Class VIII is set at upper primary levels in National Education Policy by Ministry

Education in 2010.

facto Syllabus

de facto syllabus is a syllabus, which has not received any formal approval by way of

ndardization, but has achieved a dominant position by tradition or enforcement (Irwin, 2011).

Conclusion

: to improve English language competence of the learners, English has been included as a

mpulsory subject from early years to higher secondary level, still the learners failed to achieve

: targeted level of proficiency in English. Communicative Language Teaching has been

troduced with the hope that it will help learners revitalize their English language skills. For this

ason, this study tried to uncover the extent to which this approach has been helpful for learners

develop learner's communicative competence over English.

A Brief historical Background of ELT studies in Bangladesh

e the inception of CLT, it was blowing trumpets to prove its efficacy in ELT. Bangladesh is
an exception. CLT is a high-flying theoretical model in the field of ELT and is received by
erous applied linguistics and teachers as an effective approach (Ahmed, 2013). As Li (1998)
rts that since its emergence in Europe in the early 1970s and the successive development in
. countries over the past 20 years, CLT has extended in scope and has become an option for
ry educators to use in various ways. However, in Bangladesh, English is a foreign language.
ike the ESL contexts, in EFL contexts the application of CLT is still under high criticisms
ang, 2010). In order to implement CLT careful consideration of the context is mandatory, as
e are huge differences between ESL and EFL contexts.

L is integrative as it is designed to help individuals function in the community. EFL subject to
textual factors such as support from the principal and the local community, government
icy and is a part of the school curriculum. It is also dependent on the teacher's language
ficiency, teaching resources and the availability of suitable materials (Ellis, 1996, p. 216).

many foreign contexts like Bangladesh CLT approach is now widely being used (Rasheed,
2). In order to gain a clear understanding of the situation, it is important to go through some
hc studies, which have dealt with countries where CLT is implemented. Ramanathan (1999:
) asserted that "the many professional and popular theories (i.e. CLT) devised in the inner-
le of countries may or may not be compatible with the teaching conditions in the outer-circle
ntries" .Analyzing one of the Chinese context Lee Chong Wei states that-

Considering the gap between theories of communicative competence and the tasks encounter EFL teaching and learning, many previous studies suggest that, EFL countries should first analyze own English teaching situations and then best decide how CLT can serve their purpose (Wei, 2011).

bunch of studies has been conducted in Bangladesh on Application of CLT in Primary Schools Bangladesh. The majority of the studies focus on the difficulties that most of the academic stitutions face, while trying to apply CLT in teaching English (Ramanathan, 1999). Some idies diagnosed some problems with CLT and its use. A report mentioned, that it created nfusion among the teachers at the secondary level. It has reported that the application of CLT is launched without any preparation, as the teachers were not trained on the new method, nce their knowledge of the new method was very poor and they are ignorant of the objectives CLT (Mizan & Rahman, 2009). The condition in the rural areas is much more fragile. It has en discovered that the teachers are still using the old methodology and deteriorating the arning process at the secondary level. Eventually it can be said the CLT approach has replaced e old Grammar Translation Method with an aim to functional learning of English instead of emorization of rules and structures (Abedin, 2013). But owing to some reasons, the aim has not en culminated that led to an unexpected poor output from both the teachers and learners of the rget language (Peyar, 2011).

mong these, only one research has made a comparison between English Version and Bangla edium primary schools, which proved to be limited in scope (Sultana & Ahsan, 2013). A few idies exist on the Application of CLT in Primary schools (Bangla Medium), but almost no search is regarding the Application of CLT in English Version Primary schools of Bangladesh.

: evaluation of associated literature on CLT provides ample evidence of its worth in English

guage teaching context, still there exists some problems regarding implementation of CLT. It

mportant to assess the practicability of applying CLT, where traditional methods are still

ninant in English Language Teaching.

The Importance of Primary Education in Bangladesh

ucation works as a dragoman for development (Wati, 2012). The quality and quantity of

acation that people receive, would determine the progress of a nation in today's world.

erefore, primary education is judged as one of the prime requirements of life. No nation at any

st can afford to compromise with elementary level education of children at primary level.

mary education works as to develop the foundation of a nation. The quality of life of a nation

ll be determined depending upon the quality of primary education. Hence, it is the prime

-ponsibility of the state and the government to make primary education available to every child

oleman, 2011).

mary education ends up at the age of ten years where the students pass their 5th grade

aminations (Haque, 2008). Ample evidence was found about, how important this stage is for

ery human. Critical Period Hypothesis suggests that there is a critical or at least a sensitive

riod for language acquisition, which ends around puberty and if for any reason a child is not

posed to language during that period, that child will only achieve a limited degree of

mpetence over the language. (Gursoy, 2011, p 757-762).

wever, lately, the government of Bangladesh has put emphasis on Primary education.

portant measures have been decided to promote Universal primary education to all children

anbeis Publication, 1987).

Existing Primary Education System in Bangladesh

ıgladesh is considered as one of the largest primary education systems. An approximate 17

lion students are enrolled in 90,000 primary schools of the country. Near 365,925 teachers are

rking as primary level teachers. The Primary Education Compulsory Act of 1990 has made

:nary education compulsory and free for children from Grade I to Grade V. The primary level

education is controlled by seven General Education Board and the Board headquarters are

ated at Dhaka, Comilla, Chittagong, Rajshahi, Barisal, Jessore and Shylhet. (Haque, 2012).

:ompulsory Primary Education Act passed in 1990 and was introduced in the year 1992, with

evised syllabus and textbook. The primary school English Curriculum revised in 2002-2003

tes the purpose of primary education. That is to make students able to communicate in English

sily in a spontaneous way. According to Ahmed (2005) the objectives of teaching includes:

1) Speak and understand easy English according to students' age level

2) Read and comprehend text according to age level

3) Write alphabets, letters, words, passages according to age group

4) Understanding simple instructions and carry them out in English

xtbooks for Class I to Class V were revised following the Communicative approach, where

dent's active participation is expected with teachers working as facilitators to teach all four

ills of language. As part of this initiative continuation, the government made rural education

e for girls upto Class VIII in the year 1992. In order to strengthen the primary education, and

n-formal education management Primary and Mass education Division was created, under the

me Minister's Secretariat. English For All program was launched in March 1992. A project

s initiated called Expansion of Integrated Non-Formal Education Program (INFEP), which is

ntly upgraded into the Directorate of Non-Formal Education. In order to improve student

llment and attendance in class, the government has launched "Food and Education" program

993. Initiatives have been taken for quality improvement of the primary teachers, which

ude Curriculum dissemination programs for teachers, Cluster and Sub-cluster training

grams (Khan, 2004).

ortunately, these initiatives went all in vein. Most of the primary schools in the country lack

per teaching-learning facilities. A majority of teachers of Non-government primary schools

ains untrained. In terms of English language skills and methodology concerned, primary

hers are unskilled in basic teaching skills, target language skills, preparation time, resources

motivation (Bamber, 1999). The teacher student ration in most of the schools is 1:56, which

ighest among all levels of education (Statistical Pocketbook Bangladesh, 2003). 22 Donor

ded projects were implemented to improve the quality of primary level education in

gladesh. However, most projects proved to be inactive and could not see the face of success,

most of the projects have their own agendas to improve ELT and they do not have inter-

ject coordination (Hoque, 1999, p. 97). The current state of the primary education sector

eals that, all initiatives to improve the quality of teaching at primary level is unsuccessful.

nch of initiatives has been taken so far, however, no well-appointed attempt has been made to

mulate teaching policy for primary level of education to bring positive change into context

an, 2004, p. 118).

Vorth of English Language in Bangladeshi Context

ing from British period until now, there has been the tendency to promote English language

l spheres of life of people in Bangladesh (Chowdhury & Kabir, 2014). The global value and

national demand of English has led Bangladesh along with other countries of the world to

note English in own contexts. English was once termed as the second language in the

itry. Later in English has lost its value as a second language and turned into a foreign

uage (Hamid &Baldauf, 2008). However, English is made a compulsory subject by NCTB

1 Class I-IX. English is the medium of instruction in all private institutions, government

ces use English along with Bangla and all the official documents are drafted in English

des Bangla. In job interviews those candidates with good fluency over English are in

and. Establishment of many Bangla Medium and English Version schools in the country is

lent of the fact that English has become a big business in our context. In addition, as an

rnational language English is important for each individual since it has become a bridge

veen countries in the world to interact. In this age of modernization, we are supposed to learn

lish to face the challenges of life. Therefore, it is better if English is taught from elementary

l of education, as the age of elementary education is the best time to introduce children to a

and language. English has become a crucial tool to continue education, employment, and to

old social status. Therefore, in order to get more advantages out of English language it is

essary to introduce English from very early stage of education (Bhuiyan, 2009).

Developments in English Language Teaching Methods and Approaches:

universal rising demand to acquire good communication skills over English has significantly eased the responsibilities of English language teachers. Therefore, it remains always a heated as what should be done to improve learner's competence over English (Jilani, 2004, p 1). In ch for the best method for language teaching, several teaching methods and approaches were ied in Bangladeshi teaching context. Some major teaching methods and approaches are ussed below.

1 Grammar Translation Method:

mmar Translation Method was prominent before 1980s in an ELT context of Bangladesh llah, 2010). In Grammar Translation Method, the language is first taught through detailed lysis of rules and then the students apply that knowledge to translate texts and sentences into l out of the target language. (Richards & Rodgers, 2001, p. 6)

this method, classes are taught in mother tongue with less emphasis on using the target guage, vocabulary is taught in the form of lists of isolated words, elaborate explanations of intricacies of grammar are given. This method often involves repetition and memorization of ns, grammar rules and literary texts those seem somewhat irrelevant (Prator & Murcia, 1979).

ny Ur (1996) discussed the role of teachers and learners within the Grammar Translation thod. In the Grammar Translation Method, the role of a teacher is to explain the grammar es, clarify meaning of words from the target to learner's native language, and arrange practice. ereas, the student's responsibility is to pay attention to teachers explanation and feedback, morize rules and vocabularies, and carefully do the practice tasks assigned by teachers (Ur, 6).

2 Audio Lingual Method:

he mid of 1950's a new method emerged in the United States, known as Audio Lingual
hod or Aural-Oral Method. This is a style of teaching used to teach foreign languages (Joyce,
.l, & Showers, 1994). Audio Lingual Method is a teacher-dominated approach where, the
her actively controls the teaching process and corrects learner errors. In this method, humans
trained through a system of reinforcement- correct production of language will receive
itive feedback and reinforcement and incorrect production of language will receive negative
ilback. The learners' role is to listen, imitate and participate as actively as possible (Abdallah,
1).

cording to Ellis (1994), over emphasis on repetition and accuracy ultimately did not help
ners achieve communicative competence in the target language. Language forms are not
cticed for real time communication, therefore the things learned in the classroom seems out of
text and have very limited communicative values (Haque, 2012).

.3 Direct Method

ect Method has initially emerged in 1970's as a reaction to the Grammar-Translation method
an attempt to integrate more use of the target language in instruction (Language Lovers,
2). According to Richard and Rodgers (2001) the basic principles of Direct Method are as
ows:

- The target language is used to conduct classes and deliver instructions
- Day to day vocabularies and sentences are taught
- Grammar is taught inductively
- Teaching points are introduced orally

- Concrete vocabularies are taught through demonstrating objects, pictures, and realias. Abstract vocabularies are taught by association of ideas.
- Student's oral communication and listening skills are built by question-answer sessions
- Students are involved in self-correction (p. 12)

...ubtedly, the Direct Method is a highly effective method in terms of teaching language ...ers who are competent enough in using the target language communicatively. This method ...res motivated learners, endowed teachers, small class size which does not suits with our ...ext (Celce-Murcia, Dornyei & Thurrel, 1997).

...4 Communicative Language Teaching:

...T is one of the new approaches, which had been introduced in the 1990's by NCTB of ...gladesh. The aim of this approach is to develop English language competency of ...gladeshi learners. It is an approach of second or foreign language that emphasizes ...munication as the means and vital purpose of learning a language. In CLT, grammatical ...ents are taught through a context based inductive tasks, which not only focuses on accuracy, ...t also take overall linguistic negotiation of meaning into account. One of the important ...tures of CLT is, it pays systematic attention to functional and structural aspects of language. ...CLT, authentic materials are used and students are involved in real communication with each ...er. Besides teaching the language itself, how to use the language is considered as equally ...portant within CLT (Afrin, 2014).

...ccording to Richards and Rodgers (2001) the major characteristic features of Communicative ...ew of language are:

- Language is a system of expressing meaning

- The major function of a language is to let interaction occur

- The structure of language reflects its fundamental and communicative uses

- The primary units of language are functional and notional, rather than structural ones.

(p. 161)

Multi-faced Primary Education System in Bangladesh

Bangladesh at present, there are different pre-primary and primary educational institutions. The major streams of primary education are:

6.1 Government Primary School

In Bangladesh, the government is the principle authority to provide primary education among the various streams of education. In 2005, it is found that there are 37,672 Government Primary Schools in the country out of total 77,164 schools. Rest 39,492 schools fall under Government Registered/Non registered Madrasha, kindergarten, or NGO categories. Each year, 61% children sign up in these Government Primary Schools (Monzoor & Kabir, 2008). Although there are different categories of primary education, yet government is the principal primary education provider. In 2005, out of 77,164 primary education institutions, 37,672 were government primary schools. 61% school going children are enrolled in these government primary schools. There is some Non Government Registered/Non registered Primary schools as well (Manzoor & Kabir, 2008).

Education in Bangladesh

the general education stream Madrasha education system has emerged with an
region oriented education stream. During 1980's Madrasha Education System was
by the colonial government to instigate Muslims towards English education and
New Scheme Madrasha. In the syllabi all Islamic subjects along with vernacular were
and English was made compulsory. The Government provide with aid to these
New Scheme Madrasha's had junior and senior streams. This system of education
ched in 1882.

Education has recently become a part and parcel of the National Education system. All
as are suppose to receive government aid if they meet the prescribed requirements, set
Bangladesh Madrasha Education Board and National University of Bangladesh. The
ha Education system comprises five stages-Ebtedayee, Dakhil, Alim, Fazil and Kamil
Alim is recognized as equivalent to Primary level (Banglapedia, 2003).

dition to the general education stream the Madrasha education system is a formal one,
consists of a well established Islamic religion based education stream. In the 1890's the
ial government had introduced a new type of Madrasha in order to induce Muslims to
ish education. It was termed as New Scheme Madrasha. All Islamic subjects and vernaculars
included in its syllabi. The English language was made compulsory. Government had
vided with aids to these Madrashas. New scheme Madrasahs had junior and senior streams.
junior Madrasahs were up to class five and senior section upto secondary level. Muslim
dents aspiring to government jobs and services were attracted to the New Scheme Madrasahs.
was officially introduced in 1882. At present, there are three systems of Madrasah education in

ngladesh, viz. The old Darse Nizami system, the revised and modified Nizami system, and the
.a Nisab (higher syllabus) system.

: present Madrasha education is an integral part of the National education system. All
egories of Madrasahs are entitled to receive government aid if they fulfill prescribed
nditions of the state authorities like the Bangladesh Madrasah Education Board and National
niversity of Bangladesh. Now Bangla, English and sciences have been introduced in most
vernments aided Madrasahs. Madrasha education comprises five stages, e.g., Ebtedayee,
ıkhil, Alim, Fazil and Kamil levels, ranging from 5, 5, 2, 2, and 2 years, respectively. As of
·w Ebtedayee, Dhakil, and Alim have been recognized as equivalent to Primary, Secondary
ınior Secondary and Secondary education) and Higher Secondary levels respectively (Mehdy,
09).

.3 Kindergarten Schools

ıe government has very little scope of the inspection of Kindergarten Education System.
ccording to Ministry of Education's survey in 2005 there were 2281 kindergarten schools in the
untry. However, the total number of English Medium and Pre-cadet schools within Dhaka
ceeds 7000. The curriculum, syllabus and examination system are determined according to the
stitution's criteria and process . Kindergarten schools follow both Bangla Medium and English
edium instructions (Zaman, 2011).

.4 NGO run Schools

large number of local private or voluntary agencies are working in line with public enterprises
provide non-formal education to the poor. For the past two decades, Bangladesh had witnessed
ogress in the field of education. Yet in this country, many children from poor families cannot

fford to enter school or discontinue school due to economic instability. In order to eradicate overty and illiteracy Nonformal primary education is managed by NGOs. NGOs continue teracy and adult education activities on a small scale. In Nonformal education sector of angladesh, it has established an institutional framework. Some world famous private rganizations are working with government in fulfilling the EFA (Education for All) goals as ommitted partners. Government's emphasis on Formal primary education fails to reach the arginalized people. It is recognized that NGO's could reach the unreached. Unlike the primary chools, NGOs are the possible sources who can meet the demands of necessity by providing a omprehensive package of education. The integrated approach to development is an important trength of the NGOs, moreover, their nonformal education which has its own strength of exibility to adjust to local conditions (Sedere & Sabur, 1999).

The government was reluctant initially to recognize it as legitimate primary education. As noted earlier, NGOs, the private sector, households and the communities are major providers and takeholders in the education system. NGOs have made a major contribution in introducing nnovative non-formal approaches in primary education to serve on a substantial scale to the children who have been left behind by the formal system (Monzoor & Kabir, 2004).

2.7 Bangla Medium and English Version Education System:

In Bangladesh there are both government owned and registered non-government Bangla Medium schools. In conventional Bangla medium schools, the medium of instruction and education is Bangla. The majority of the students of our country falls under the Bangla Medium stream. This stream follows revised curriculum and textbooks prescribed by NCTB. The textbooks are written in Bangla. CLT is introduced into the Bangla Medium education system and is followed n English classes (Islam, 2010).

ıere are schools, which are mostly private owned registered non-government and termed as
ıglish Version schools. These schools were introduced with the hope, to revive English
ıguage competency of learners. All subjects are taught following EMI instruction. Unlike
ıglish Medium schools, English Version schools follow the same revised curriculum and
ıxtbooks prescribed by NCTB. Except Bangla all the textbooks from Bangla Medium are
ınslated into English. English Version schools are introduced to promote CLT just after the
ıplementation of CLT in Bangladesh. Exam questions are set in English. The tuition fees are
ıss compared to English Medium schools, but a little high from Bangla Medium schools.

B Role of Teachers, Learners and Textbooks in CLT:

ıtting emphasis on the process of communication, rather than mastery of language forms in
ɔmmunicative Language Learning leads to different roles for teachers and learners, as well as it
ɛo leads to examine the role of English textbook in implementing CLT (Richards, 2006).
ıplementing any method or approach requires understanding the approach first. In any kind of
lucational setting teachers and students are the major key players. Besides, the textbook also
orks as an important variable. Therefore, in order to implement CLT approach, it is mandatory
at teachers and students are conscious of their roles. Teachers have thorough knowledge about
e textbook and are aware about how to use the book according to teaching contexts.

8.1 *English for Today* and CLT

ıglish for Today textbooks are revised from Class I to onwards and developed depending on
e basic principles of CLT. The books have included all the four skills, reading, writing,
tening and speaking in an interactive mode, which underlines the communicative approach to
ıguage learning. The books have integrated grammar items into lessons in such a way, that it

ows the grammar to assume a more meaningful role in the learning of the English language.

ie textbooks explain each lesson plainly as to which skills should be practiced, which

ammatical rules would be taught, what functions to be taken and what type of vocabulary items

ould be taught. Every lesson has some objectives, which helps to fix, what students are going

do after completing each lesson. This is how *English For Today textbook* has a major role to

ay in implementing CLT (Haque, 2012).

3.2 Teachers and Learner's Role

eachers play an important role in the classroom. They should be prepared well to be in front of

idents. Teachers should plan things, lessons, and activities before they go to the class, or

intrary, they should be flexible in order to change things if the plan is not working. Teachers

iould be a facilitator in the classroom, should be there whenever students have needs, or have

iestions. Teachers should undertake a lot of things in order to grow self-confidence and values

i students. All these issues cannot be realized just by teachers, also the participation of students

i very important. Students should be ready to collaborate, to come prepared in school; they

hould do their duties or homework given by the teacher. They should be collaborative with

ither classmates, not to work just by themselves and to be helpful to others (Richards, 2006, p.

i).

2.9 The current state of CLT in Bangladesh

t has been already a decade since CLT was introduced in Bangladesh. The National Curriculum

nd Textbook Board has introduced a new syllabus and textbooks in 1995. English has been

aught as a compulsory subject from Class 1 to onwards. Previously Grammar Translation

Method was in action in English language teaching contexts, where reading and writing were

ıly on focus. This method has proved a failure and in the 1990's it was replaced by the CLT.

wever, further evidence and studies have suggested, that after introducing CLT as the

thing approach, ELT has faced many hurdles to implement CLT. Therefore, though education

teholders praise CLT as an appropriate approach, in practice it was not up to the mark (Peyar,

1, p. 30).

CHAPTER-3

METHODOLOGY

s section has explained the methodology of the study to present the current English Language

.ching situation (which was supposed to follow the Communicative Language Teaching) in

glish Version and Bangla Medium primary schools of Bangladesh. In addition, along with

oducing empirical techniques the research methodology also required gathering specified

:uments, in order to arrive at a more complete understanding of the phenomenon.

Research Design:

search designs are the specific procedures involved in the research process to collect and

lyze data and writing a report (Creswell, 2012). A qualitative approach has been followed to

iduct the study. According to Creswell, qualitative approach for conducting a research helps a

earcher to understand a phenomenon by focusing on the total picture, in spite of breaking it

wn into variables. The benefits of the qualitative approach are the information is richer and has

leeper insight into the phenomenon under study. Besides being qualitative, this study is also

scriptive in nature. In a descriptive study, the researcher begins with questions, either general

:s about the phenomenon they are studying or specific questions related to the area of study.

e participants of the study are from the English Version and Bangla Medium primary schools

Bangladesh. This category of research investigated already existing data with preconceived

ootheses as descriptive research. From this perspective, this research was descriptive (Seliger

Shohamy, 1989).

balization underpinned by Digital era and migratory movements paved the way to make

ple more interested about foreign language teaching and learning. In order to teach a

guage for real purpose and meaningful communication, attention has been paid to the ways of

:hing a foreign language. Hence, diverse communicative approaches have emerged, and the

₂ of all of them seems to be the Communicative Language Teaching approach (Kramsch &

ᴐrne, 2002). CLT is considered as the most popular approach, but in literature very little is

ntioned, about the ways of successful application of CLT in various educational settings. The

rent study investigates, the practice of CLT in English Version and Bangla Medium primary

ools of Bangladesh, which is an EFL context. Four central research questions have been set

the study. In order to obtain data for the research, ten interview questions were set for 25

nary level English teachers from Bangla Medium and English Version schools. In Focus-

ᴐup interview with students fourteen questions were set by the researcher. Eight interview

₂stions were for interviewing the head teachers. Besides a classroom observation checklist has

₂n made, in order to check the validity of data found from students and teachers. Again four

ivities were chosen from *English For Today* textbook on the four skills of language in order to

derstand the teaching process and validity of teachers' responses. For this research survey five

ngla Medium and five English Version primary schools were chosen. The present study has

₂d to find out the current methodology applied in teaching English in primary Bangla Medium

I English Version schools, by comparing it to CLT and then again a comparative analysis has

₂n done between English Version and Bangla Medium primary schools. The nature of the

dy is descriptive and comparative.

Theoretical Framework:

e Communicative Language Teaching had evolved during 1970's as a reaction to the

ditional Grammar Translation method with the goal, to develop communicative competence of

rners in a language (Walia, 2012). This means a person who achieves communicative

mpetence, acquires both knowledge and ability to use language (Hymes, 1972). With growing

mand of CLT which still exists, Bangladesh has also implemented CLT. It was implemented

NCTB in the 1990's with the hope to revive learner's competency over English (Hamid &

ildauf, 2008). Therefore, all Bangla Medium and English Version primary schools under

CTB, are supposed to follow CLT for teaching all subjects including English. In order to apply

LT properly, it is important for the teachers, educational stakeholders and students to have

owledge and clarity of the concept, what are the characteristics of CLT, how to teach using the

LT approach, how to set activities based on this approach. William Littlewood (1981) has

tablished a methodological framework for his communicative approach, which is considered as

e theoretical framework for this study. According to (Littlewood, 1981) CLT equally highlights

e functional and structural aspects of language., which develops a more communicative view.

LT is not merely memorization of grammar rules in the target language, but also developing the

pability to use the target language in meaningful context. The purpose of the CLT is to

volve students in real communication through various activities. In this case, the successful

hievement of Communicative task is crucial compared to develop accuracy in the target

nguage. Communicative approach considers language as a system of expressing meaning. The

ain function of the approach is to allow interaction. According to Piepho (1981) the objectives

CLT are as follows-

An integrative and content level: language as a means of expressions.

A linguistic and instrumental level: Language as a semiotic system and an object of learning.

An effective level of interpersonal relationships and conduct: language as a means of expressing values and judgments about oneself and others.

A level of individual learning needs: remedial learning based on error analysis

A general level of extra-linguistic goals: language learning within the school curriculum

(Cited in Richards, 2001)

is substantial debate as to the appropriate ways of defining CLT, and no single model of is collectively accepted as authoritative.

tting:

collecting data, ten primary schools in Dhaka and nearby districts were selected. The cipants are the English Subject teachers, Head teachers and the students of Class IV. In the y, the teachers and head teachers were interviewed to get the perception of the teachers about T and how the teachers convert their thoughts into actions in a classroom setting. The rviews were conducted inside the school premise or in some place convenient for the rviewees. Only Primary section English teachers from each school were interviewed with the rviewee's permission. All the teachers are Bangladeshi nationals and mostly females. In order check the validity of teachers' responses inside classrooms a Focus- Group interview with the dents and classroom observation had also taken place. The setting for collecting data was semi mal.

Sampling:

a sampling method all members of a group have an equal chance of being selected.

collecting data five Bangla Medium primary schools from Dhaka and other three districts re chosen and another five English Version primary school was chosen from Dhaka city domly among fifty primary schools selected for the survey. The schools were selected based availability and the distance convenient to the researcher. Due to political instability it was iicult to go the schools situated in very remote districts. After selecting the schools the earcher had to ask for permission from the principals, as they were concerned regarding the utation of their institutions. Participants were divided into three target groups. Twenty five glish teachers were selected for the interview. Six head teachers from each institution were o selected for the interview part. Students of Class-IV from each school were taken into isideration for conducting the Focus Group Interview. As the study was trying to investigate application of CLT in English classes, therefore only Primary level English teachers from h institution were interviewed. The teachers were contacted personally with due permission the Head teachers or Principals. Only teachers interested to participate were asked to sit for interview. In total, ten schools were selected for the survey. Among all primary level only iss-IV had been selected for the survey by the researcher. Due to the pressure of board imination the researcher found it difficult to include class V for the study. Besides, as there s a focus group interview, it seemed inappropriate by the researcher, to choose students of iss I-III, due to their maturity level. All these reasons were responsible behind selecting Class- for the study.

Research Instrument:

, the goal of this qualitative research is to check whether the CLT approach for teaching glish as a foreign language is applied in Bangladesh Primary schools, it was important to lect some data and analyze it. Thus, three qualitative instruments were designed for the study I they are explained below. Four lessons on reading, writing, listening and speaking from glish For Today textbook were selected randomly.

.1 Interview Questions:

order to interview teachers eight interview questions were set and for head teacher's eight estions were set to gather information. The first question dealt with the demographic factors of teachers in order to find out how much knowledge they have regarding CLT, as they plement it in the classroom. And the rest of the questions are designed based on the four utral research questions, in order to find out the answers to the central research questions.

.2 Focus Group Interview:

Focus- Group Interview was conducted with the students by the researcher, in order to find out : real scenario and how implementation of CLT is actually helping to develop competency er the English language as the CLT approach demands.

.3 Classroom Observation

e classroom observation had been made during two weeks and each English teacher was esent while carrying out lessons in classrooms. It was done in order to check the validity of the swers given by teachers and students through interviews and focus group interview responses. rthermore, all the English teachers were asked previously if they could be observed when rrying out the lessons and they were notified that the purpose of this data collection would be ed in a research study. However, none of the participants knew the content of these servations in order not to influence their lessons as they could develop activities that were not their previous planning. The aim of the classroom observation was to see how the teachers velop the lessons and to collect data that would enable to analyze the information of the ssroom observation and compare it with the one obtained with the questionnaires.

4 Selected EFT Activities from Book of Class-IV

: National Curriculum and Textbook Board has revised the National curriculum for teaching glish had introduced a new *English for Today* textbook, which was designed following the T approach. This book focuses on all the four language skills (Reading, Writing, Speaking, tening) and intended to develop learners English language competency. In order to find out v the teachers follow this book in class, four lessons each focusing on the four skills were en to teachers in printed version and were asked, how they teach these activities in English sses.

Data Collection Procedure:

e researcher took permission from the Principal of all the selected schools and also from the glish teachers for the interviews and visiting classrooms for observation. The interview .sions with teachers were held either in the free time or during break hours. Each interview k 40-45 minutes. Before starting the interview session, the researcher had briefly explained : reasons behind taking their interviews and had ensured teachers, that nothing will be :closed without permission. In each school only English teachers from Class-IV was chosen the survey. In each school the researcher has visited twice, once for interviewing teachers and in for students Focus-Group interview and classroom observation. On the day of Focus-oup interview with students and classroom observation the researcher had entered the ssroom with teacher's permission. After entering into the classroom, the teachers were uested to give the researcher fifteen minutes for the Focus-Group task. While the teacher had l the classroom, the researcher first established rapport with the students and then took the erview session. After the task is finished, the researcher thanked students for their cooperation l informed the teachers. The researcher sat on the back bench and observed the whole class,

e the teachers were teaching. At the end of the class, the researcher passed her gratitude and
: some feedback if necessary. The researcher has followed the same technique to collect data
1 all the ten schools.

Data Analysis Procedure:

a was collected, tabulated and analyzed. The responses found from the teacher and head
:her interview, student focus group interview and classroom observation were explained
arately at the first stage. At later stages, these data were analyzed in comparison to each other.
erwards, the data were analyzed based on the central research questions. The data analysis
cedure has ended up with discussing the findings in general.

Obstacles Encountered:

: researcher had to face a number of difficulties while collecting data. Firstly, the researcher
ild not manage to take permission from some schools due to restriction and as they have
icerns regarding reputation. While interviewing Head teachers only six heads out of ten
ools, were convinced to sit for the interview session. A few teachers showed no interest and
iied to face the interview session due to several reasons. Some teachers were afraid to be
served and had replied according to institutions will. A few teachers gave wrong answers to
estions. Sometimes it was observed that students were showing little interest to participate in
Focus-Group Interview session, and in few cases provided the researcher with wrong
wers.

CHAPTER-4

RESULTS AND DISCUSSIONS

Introduction

ᴇ Results and Discussion chapter deals with the qualitative data, which were collected through ᴇrview questions for Head teachers and English Subject Teachers, students Focus Group ᴇrview, Classroom observation. Some activities from *English For Today* (Class-IV) were .domly selected and the teachers were asked to respond how, these had been taught in ssrooms. At the beginning, all the findings are presented chronologically and then each are alyzed in descriptive methods. Secondly, the findings were discussed in terms of comparison. the next stage, a discussion is done in terms of 4 central research questions. Finally, a general ᴄa analysis is present, based on the collected data.

ᴇ Results of Head Teacher Interview

the main source of gathering data from educational institutions are teachers and head ᴄhers, some questions were set to interview teachers and head teachers from Bangla Medium d English Version schools in order to obtain data. Interview questions seem more authentic, as written questionnaire, there is limitation of space. Besides, the researcher felt the oral form ᴜld be much more convenient and will help the researcher to gather more information. Data is llected from ten schools. In total six head teachers and 25 English teachers were interviewed thin this Interview process.

l Bangla Medium

ool A:

: school is situated at Farmgate. In total there are three sections for Class IV. Due to political
ability the researcher had chosen schools those are situated close to the researcher's location.
ides the researcher also had to choose schools where there were no board exams. In each
.s there are almost 50 students and has co-education. All the classrooms are square in size and
h class has a bench system for students. All the classes are well ventilated and equipped with
ugh lights and fans. For Primary section from Class I-V, three teachers are responsible for
.dling English classes. Among the three teachers, two were from Literature Background and
: from ELT background. All the teachers were asked to take part in the interview session. The
chers responded in a positive manner, as the researcher clearly mentioned her purpose of
earch, and how she is going to maintain professional ethics during the interview session with
teachers.

hool B

is school is situated at Shaheen Bag. In total there are two sections of Class-Four. In each
ss there are almost 60 students. All the classrooms are square in size and each class has a
1ch system for students. All the classes are well ventilated and equipped with enough lights
1 fans. For Primary section from Class I-V, two teachers are responsible for handling English
sses. Both the teachers are from literature Background. All the teachers were asked to take
t in the interview session. One teacher expressed his wish to be interviewed and the other one
1sed to be interviewed. The researcher clearly mentioned her purpose of research, and how
: is going to maintain professional ethics during the interview session with the teachers.

~~l C

- school is situated in Greenroad. It is an old and renowned institution for providing
 cation. It has an L-shaped building with a small playground in front. It provides co-education
 to Class-III and from Class-IV, it admits only female students. Class-IV has three sections.
 h class includes 45-50 students. There are two teachers in total for primary section.

~ool D

: school is located in Mohakhali. This is also an old institution for providing education. It has
 quare building with a small playground in middle of the campus. The classrooms are similar
 traditional classrooms. Class IV has three sections. Each class consists of 45 students. Two
 glish teachers are there in the primary section for teaching English.

~hool E

e school is in Dhanmondi. It has several sections in different blocks of Dhanmondi. It has a
 ferent campus for girls and boys. The primary section for girls is situated at Dhanmondi
 tmasjid Road) and the boys section is located behind Dhanmondi Sankar Plaza. There are six
 tions for Class-IV in total. Each class consists of 30-35 students and sometimes less than that.
 tal four teachers are responsible for handling English classes at primary level in this school.

~.2 Analysis of Head Teachers Interview

only how CLT is implemented in English classrooms is the central phenomena of the study,
 ~refore the interview questions were basically around English subject, English teachers and
 ~ English is taught in primary classrooms. Total 8 questions were set for interviewing Head
 ~chers. According to the findings:

1 Demographic Factors:

i teachers appointed are mostly English graduates from various institutions. As these
iations have a reputation among the Bangla Medium schools of Dhaka,their primary goal is
ecruit teachers who are experienced and a strong academic background.. Besides, while
uiting teachers, the teachers have to go through multiple recruitment process from sitting for
ten test to demo. While recruiting, fluency is not that much observed, if any candidate has
erience of teaching. Besides, recently the institutions added some extra requirements
arding recruiting teachers. Candidates with any certification course in English, B.Ed, M.Ed,
ning on teaching are highly appreciated. These requirements are not mandatory or
npulsory, but are counted as added advantage.

eh year three schools recruit teachers twice. The rest two schools appoint teachers when any
t is vacant. In every institution, experience is an important factor while recruiting teachers.
ile recruiting teachers, fluency over English is must. The candidates with Masters are
ferred. Teachers with honors are also allowed to apply and therefore are recruited. The
chers have to sit for writing test and if they pass the exams and could qualify in Viva then
y are recruited. Candidates with Honors/ B.A. can apply, but candidates with Masters are
ferred. However, at the end of the day most teachers with honors degree are recruited, as
didates with higher degree will ask for a higher salary and it is difficult to afford by the
titutions. Three teachers recruited for teaching English are not English graduates. They are
ed for securing good marks in writing test, and are teaching English in these schools.

:.2.2 Knowledge of CLT:

-cording to two of the Head Teachers, it means that all should be taught in English, the teacher ll speak in the target language, help as a guide and allow communication in class. hese are mmon to the characteristics of CLT approach and therefore relevant. These two Heads also .d that, their teachers have sound knowledge of CLT approach and therefore trying their level st to implement CLT in English classrooms.

ıree head teachers have very limited knowledge regarding CLT as they are from a literature -ckground or graduated from other departments. They all are from Bangla, Social Science, or :ience departments. After entering into the job they have attended several workshops on CLT ganized by own institutions and got to know something about CLT. They also mentioned, that ough they have limited knowledge about CLT but they are trying to help English teachers ıplementing CLT in various ways.

ne head teacher mentioned that he is from Science background, still very aware of the CLT pproach. He has participated in some of the workshops on CLT. As a head, he is always :tively helping teachers to implement CLT in the classroom.

2.2.3 Teachers' Beliefs:

nly five teachers have good knowledge about CLT as they are from the ELT background. the mong the rest eight teachers four are from a literature background and four are from other cience, Bangla, Social Science, Mathematics) backgrounds proved to have very limited ıowledge about CLT. According to the findings, five teachers believe, that CLT is an excellent pproach for teaching as it deals with the four skills of language, initiates communication in the assroom, makes learning fun for students and helps building communicative competence of

The head of School B reported that one teacher is from Science background, but still English classes. Students love him very much and they are securing good grades in As a teacher, he is well informed about CLT.

rest seven teachers have limited exposure to ELT theories and do not have sufficient ledge on CLT.

2.4 In-service Training:

cept two, the rest three institutions provide some in-service training, after recruiting teachers schools. Each year, three-school authorities organize one or two training sessions, in order to in new teachers. Some remuneration is offered to teachers and that is the center of attraction ber than taking the training seriously. These in-service training includes teaching techniques, w trends in teaching and recent approaches and norms of teaching and sometimes a few things garding CLT (What is CLT, what should teachers do, how should students behave) in theory d in some cases the teachers have to give demo based on understanding of the CLT approach theory. However, these workshops barely put an impact on teachers.

2.5 Institutional Support for Professional Development:

head teachers were interviewed from ten schools. Three head teachers believe that in order to ke the teachers much more proficient, it is important that, they be provided with aid titutionally. In order to promote CLT activities, the authority is always aware to provide pport for the teachers, when needed. And the teachers are awarded for excellence in their ching methods and that is how they are kept motivated towards implementing recent proaches in teaching. The schools also support teachers by providing up to date information garding recent trends and approaches in teaching. One head teacher mentioned that school

...ize weekly meetings to keep track of teachers' work and teachers are welcome to ...suggestions when necessary. One head believe that in order to better implement ...institutions need more support from government and the private sectors to increase ...support for teachers. Two head teachers said that due infrastructural difficulties and ...institutional support teachers could not benefit professionally and therefore seems ...ed to implement CLT. Among the two head teachers one showed concern that whether ...g teachers professional development will be enough to implement CLT in class.

Appropriacy of CLT in Bangladesh:

...heads mentioned that, it is possible to implement CLT in classrooms. As they are very strict ...maintaining a good reputation of their school, they are hiring teachers with cautions. Besides, ...taking students they also go through a very strict selection procedure. Only students ...ing high grades in admission test, especially those doing well in English are selected for ...mission.. Besides, while recruiting English teachers, they prefer someone major in ESOL/ELT or if the candidates are from Literature background, candidates having good ...nowledge over teaching methodologies are given priority.

...ne head had a mixed reaction regarding the appropriacy of CLT in schools. He believed that it ...difficult to implement CLT but not impossible. He also mentioned India as an example.

...he candidates must have good fluency over English. Candidates having teaching experiences at ...nglish Medium schools could also apply. The teachers mostly come from the Bangla Medium ...ackground, a few are from the English Version and some are from an English Medium ...ackground. All are English graduates from different private universities or public universities.

head had a mixed reaction regarding the appropriacy of CLT in schools. He believes that it
difficult to implement CLT but not impossible. He also mentioned India as an example.

rest three head teachers mention that, it is difficult to implement CLT in an EFL context like
gladesh. Most of the students in this school belong to middle class or lower Middle class.
y have huge cultural variation and no scope to practice English at home. Besides, due to large
size and infrastructural difficulties, it is difficult to implement CLT.

3 English Version

ol A

school is in Dhanmondi. Both Bangla Medium and English Version runs under the school.
Four consists of three sections. Each class is square and has chairs for each student instead
bench system. The classes are equipped with enough lights and fans. In each class there are
rophones for teachers to talk, as the classes are big in space. For primary section especially
Class I-V only one English teacher is appointed. There are also two part time teachers who
invited to teach when needed. The teacher helped the researcher by providing important facts
rding the area of study. The research ethics are maintained and the teacher is assured not to
affected anyway.

ol B

school is in Dhanmondi-27. This school has both English Version and Bangla Medium. It
several sections at different places of Dhanmondi. Class four consists of four sections. Each
has 26 students in total. The classes are equipped with Ac's, multimedia and white board.
ents sit on chairs. Three English teachers are appointed for handling primary section of

ss I-V. All the three teachers helped the researchers by becoming a part of the interview
cess.

hool C

e school is in Farmgate. It has several sister concerns, working at different educational sectors.
e school is equipped with multimedia facilities and has some experienced teachers to run the
siness. In Class IV it has five sections. In class there is bench system. Four teachers are there
- Primary section class I-V.

hool D

le school is in Mohammadpur. It is an old and prominent institution in the education sector. It
s four sections for Class IV. Two teachers are appointed for the primary section. Each class
nsists of 45-60 students. The sitting arrangement is a bench system for students.

hool E

le school is located at Siddheswari. This institution is considered as one of the best schools in
haka. It provides education to students from PG to Class-IX. It has total three sections in Class-
. Each class consists of 60 students. The sitting arrangement is bench system. For primary
ction there are two English teachers.

2.4 Analysis of Head Teachers Interview

emographic factors

le English Version schools are run by private sector and are built around the urban cities. In
se of all the five schools, while recruiting teachers, the institutions expect candidates with good

English. While recruiting teachers, one to three years of experience is must. candidates should have good academic background and relevant academic related to the teaching profession. Among all the five institutions only two have multimedia facilities, the candidates are expected to have sound knowledge on Sometimes, students with O/A levels are also encouraged to apply as they have good believed to do well in teaching. Now a days, the school authorities have become in appointing teachers. In appointing English teachers, the candidates must be English they also must have knowledge of teaching methodologies and approaches. The must have good fluency over English. Candidates from English Medium schools can The teachers mostly come from the Bangla Medium background; a few are from the Version and some are from an English Medium background. All are English graduates rent private universities or public universities.

Knowledge of CLT

six head teachers from both Bangla Medium and English Version schools were viewed. From English Version schools only two head teachers among the three head rs defined CLT quite well, they firmly established their position that CLT is definitely king and English Version schools are built in order to promote CLT.

the contrary, one head teacher believes, though English Version schools are meant to ement CLT in English classrooms, but due to several obstacles like infrastructural ations, grammar based examinations, large class size, lack of teachers training it remains to ne extent a failure.

...er's Beliefs

...ruiting teachers the institutions pay special attention to the selection procedure, all

...teachers believe that their teachers are qualified enough to apply CLT in their

...and there is evidence from English classes. One head mentioned that though

...best teachers are recruited still due to lack of up to date knowledge of CLT, it gets

...for teachers to implement CLT in class. Another point the head mentioned that while

...teachers, candidates with O Levels/A levels are preferred. However, they successfully

...recruitment board and become a teacher, but these teachers have limited theoretical

...ge on CLT and other methods and techniques of teaching and therefore fail to apply

...class.

...3 In-service Training:

...ce institutions provide in service training for the teachers, recruited in these English

...schools. If training is not provided to teachers, they will not be able to offer standard

...ing and their fame will be lost. These trainings not only included issues related to CLT but

...with the whole teaching process.

...4.4 Institutional Support for Professional Development:

...the institutions has demanded to provide institutional support when necessary and possible.

...two institutions mentioned that all the classrooms are equipped with digital modern facilities

...promote CLT. The classes are small to lessen the pressure of teachers, work load is limited

...all these works as positive factors to implement CLT. Besides the teachers are free to take

...class any way they want. If the teachers want to bring new things to teach students, they are

welcome to do so. They also mentioned, the teachers are sent outside the school to attend

ining sessions, workshops at their own expenses whenever possible. Weekly meetings are held

order to evaluate teaching of the teachers. In those meetings, they not only discuss several

stacles but also about the positive outcomes while teaching in classrooms. One head said that

ey provide in service training for teaching in order to help teachers develop professionally.

2.2.5 Appropriacy of CLT in Bangladesh:

he head teacher believes that, it is not impossible to implement CLT successfully into our

ntext. Once English was a second language in the country. However, it will only be possible

implement CLT everywhere, if the problems while applying CLT will be solved. Teacher

aining, large class size, grammar-based examination are some of the major problems to

aplement CLT in class. He also suggests that, it is not possible to implement CLT in our

ntext, where English is a foreign language. Outside the classroom, the students are not in touch

ith English and do not have the opportunity to speak English, therefore it is impossible to

evelop their proficiency in English. Even if teachers are trained, those with limited proficiency

ill not be able to improve their English at a glimpse. Practically, it is impossible to bring

frastructural changes within a year or two. Therefore, it is difficult to implement CLT in our

ntext. On the contrary two head teachers have mentioned that English Version schools were

tablished with the aim to promote CLT. Their schools are equipped with modern technologies,

id best teachers to provide best teaching. Teacher's are provided with in-service training

cilities for professional development. The class size are kept small, so to focus on each student

dividually. Besides, these two institutions (School A and School B) include all the four skills

id these skills are given equal priorities and therefore implementing CLT successfully.

Results of English Teachers Interview

. the study is working with English, therefore only English teachers from Class-IV was
.ected. All the thirteen teachers from Bangla Medium gave positive feedback in the interview
ssions. One teacher refused to take part in the interview session. All twelve English Version
achers took part in the interview session.

3.1 Job requirements and Educational Background

case of Job requirements for teachers of Bangla Medium schools, all teachers expressed
most the same opinion. In all the institutions, teachers are recruited based on the educational
ckground, area of study, experience and other academic qualifications. Among all the thirteen
achers of Bangla Medium schools, all are from the Bangla Medium background, seven are
cal teachers working here as the distance is convenient for them. Eight of them have come
om villages and Jilla Sohore and have come out from very rural and poor condition, where they
ave studied in the local educational institutions, passed from there and after completing
lucational purposes have come to Urban cities to earn livelihood. Eleven teachers are from
angla medium institutions. Not all the teachers teaching English in Bangla Medium schools
ave major in English/ELT, in fact, four teachers have graduated from Bangla, Science,
lathematics department are teaching English in these schools. While recruiting teachers, it is
ssired that the teachers will have a very good fluency over English, but if the candidates are
xperienced in teaching, then it is considered alright.

case of English Version teachers, all opined that teachers are recruited based on educational
ialifications, fluency, experience, and certification course on teaching and extracurricular
:tivities. Knowledge on English Teaching methodologies is mandatory for English teaching

Training on IT is an added advantage, especially for the institutions where there are technological facilities. The teachers recruited for the post of English teachers, should have graduate from English/TESOL/ELT. In special cases, teachers from a social science background are also recruited as English teachers, if they have experience of teaching or have knowledge of Teaching methodologies.

3.2 Definition of CLT by teachers

In the interview session with Bangla Medium teachers, only three teachers could define CLT properly. The rest of the five teachers tried to respond all over in English, but failed to do so. One of the teacher responded, that he is not an English graduate and therefore have very limited knowledge regarding CLT. But he tries to follow the book properly in class and he is very fluent in English while speaking. The rest four teachers could define CLT properly and used English as the medium instruction during interview session.

Except four teachers, most English Version teachers have very good knowledge about CLT. Due to their background knowledge on CLT, they could easily apply CLT in classrooms. Besides some in-service training is provided to teachers, which helps them to develop better understanding about CLT. Two teachers mentioned, that they have very limited knowledge on CLT and therefore apply this knowledge in class. They suggested that, it would be better if they are provided with some in-service training.

3.3 Medium of Instruction

When the teachers are asked about the medium of instruction, seven responded that most of the time they have to switch to mother tongue, as children have difficulties regarding the target language and could not adopt it that way, as a result most often, the teachers switch to Bangla.

hree teachers are found to use both mother tongue and English equally. Two teachers said that
ley always speak in the target language, so the students adopt the language.

mong English Version teachers, eight teachers said that all the time they tried to use the target
inguage in class, so the students get adopted to it. They modify their language, so that the
udents can easily understand and get the message. The aim is to follow EMI instruction, which
: one of the characteristic features of CLT. In exceptional cases, they switch to native language,
'hich is rare. Four teachers had mentioned that they often switched to Bangla, as due to the low-
:vel English language proficiency level of the students.

.3.4 Role of a teacher

ive teachers are aware about their role as facilitators, but in such huge classrooms, it really gets
ifficult to give authority to students. This will also create chaos in class. Therefore, these
:achers use GTM method, which is very much knowledge focused not performance focused.
ive teachers have limited knowledge on CLT. They know about their role, but mentioned that,
ue to pressure to complete syllabus the teachers are always in a hurry to finish the activities in
lass and do not want to take troubles. As they believe working as a facilitator and giving
ttention to each student is time consuming. Two teachers in class sometimes try to apply a
ombination teaching where the teacher is in authority, but the students' interaction also takes
lace.

'n the contrary, two English Version schools had followed Communicative language teaching
CLT) approach and classroom environments were interactive where students shared their ideas
nd experiences, and did many activities to learn English. Seven teachers use different methods
> improve students listening, speaking, reading and writing these four skills. Five teachers

mentioned, that due to huge classrooms it is difficult to lead student-centered interaction and the teachers tried to keep the classes teacher-centered.

4.3.5 Mode of Interaction

Five teachers have mentioned that due to small class size it is possible for them to implement student-centered interaction in the classroom. Seventeen teachers have mentioned that due to large classrooms and pressure to finish syllabus forces them to stick to teacher centered approach to teaching in their classroom. Three teachers mentioned that the mode of interaction in class should be teacher centered otherwise it will be difficult to handle such huge classes. It is sometimes disturbing for neighboring classes if students are allowed to interact.

4.3.6 Challenges in Implementing CLT

Both teachers from English Version and Bangla Medium schools face some common difficulties in implementing CLT in the classroom, which includes large classrooms, infrastructural weakness, lack of proper knowledge about CLT among teachers, grammar based examinations. Seven teachers from English Version schools also mentioned that they do not face any challenges in implementing CLT in their classrooms.

4.3.7 Importance of Four Skills

Five Bangla Medium teachers reported that though they have a grammar based examination system, which highly focuses on writing, still they do try to focus on the four skills. They have a multiple assessment procedure and besides the written test, they have oral quiz, presentation, listening test, even reading been also assessed in each term. This is how all the four skills were evaluated during their school examination. Again, eight teachers of Bangla Medium schools mentioned that, because of the pressure to finish the syllabus and to prepare the students for

ard examinations only reading and writing are focused, speaking and listening are practiced to limited extent.

i case of English Version schools there are mixed responses from teachers. Five teachers said iat, they try to focus on four skills, but due to lack of facilities in class they cannot focus on four ;ills and also cannot follow the textbook properly. Seven teachers mentioned, that they ompletely follow the textbook, which is based on CLT. They also have a multiple assessment rocedure to evaluate four skills of language.

.4 Results of Students Focus Group Interview

.4.1 Bangla as the medium of Instruction:

itudents from both Bangla Medium and English Version schools reported that teachers often witch from English to Bangla in classrooms. The student's interview from six schools suggest hat, speaking Bangla does not hamper their studies. Usage of Bangla helps them to understand omething better. While teaching vocabularies, the teacher reads out the vocabularies and ranslates those into Bangla. This helps them to remember those vocabularies, as they know the 3angla meaning of those words. While solving any problems, the teachers use both English and 3angla. In most cases, students interact with the teacher and with classmates in Bangla.

.4.2 Listening and Speaking Tasks:

rhe students from three schools mentioned that, in English class they listen to rhymes recited by he teacher. Sometimes the teacher gives tasks to memorize the poem in class and pick some tudents to recite the poems in front of the whole class. Sometimes students raised their hands nd teachers had selected a few and they got chances to recite. In case of dialogue or role-play

tivities the teachers read out the dialogues in front of the whole class. In few cases students ere asked by their teachers to read out dialogues but not acting it out. In case of roleplays, ther teachers select or students raise their hands and are selected to do the role-play. Students ok their books in hands, stood in pairs and did the role-play from given texts in the book. There ere some exceptions. A few students from a school reported that they have a thirty minute ecial class named Conversation class attached to English class (thrice a week), where they act ut dialogues, role play, recite poems, listen to music, learn conversational styles, play guessing ames and give mini presentations.

.4.3 Comfortable atmosphere in class:

tudents from five schools reported, they feel comfortable in class and found The English class uite interesting. The teacher makes the lessons interesting and fun for them, as the teachers ake the texts relevant to real life situations, give practical examples from real context. ometimes the teacher cuts jokes in class, which is very enjoyable to students. They also nentioned that teachers do not strictly correct their errors, if they are even wrong or give any orporal punishment or rebuke them but give feedback on how to avoid making mistakes further. As a result, they do not feel hesitated in class, respond to teachers with enthusiasm are feeling ager to learn.

In the contrary, most of the students from Bangla Medium schools mentioned that, they enjoy he class sometimes or sometimes they do not understand anything. Therefore, most of the time it eems boring to them. They were afraid to respond to the teacher in class, as the teachers have ended to rebuke in front of many students, which is a matter of shame for them. Even if they ave problems regarding any lesson, they do not share those problems with teachers.

4.5 Pair/Group Work:

air and group work is very common in CLT. Students from seven schools mentioned that they

ometimes work in groups. The students are asked to form groups or mostly the teacher form

roups, assign a text or some points or to find answers to some questions. After they are done,

e teacher simply asks each of the group to answer the questions. In this case the active students

ostly participate. This kind of activities is quite mechanical.

three schools, the teachers plan group or pair activities, which are useful for students. For

xample: In class teacher asks students questions like: What is your name? Where do you live?

he teacher said and the students repeated with her. Next the teacher asked them to sit in pairs

nd discuss the question/answers in pair. The nature of the pair work activity in the lesson where

e teacher had presented how to ask questions to find out personal information from others.

hen, the students had practiced those questions with each other (pair work), which seems a

eaningful communicative activity.

.4.6 Large Class size and Sitting Arrangement:

his is one of the problems for implementing CLT. In eight of the English Version and Bangla

ledium schools, students mentioned that too many students in class are a problem. When there

re too many students, it is difficult to concentrate on all students at a time. When a teacher is

elivering lectures or writing something on the board, it is difficult to concentrate or listen to the

ecture. Some students reported that, when the teacher is teaching in front some students are

alking with friends and teachers often do not notice. Some said if they have any problems

egarding anything they cannot share from back and due to congested place; the teachers cannot

ome to students and listen to their problems. Sometimes the teachers do not show any interest

ven to listen to students. A big class is always chaotic students said while answering to

rview questions.. Students also mentioned that, when they sit at the back bench they often

l sleepy as they cannot listen to teachers and lose interest.

hools with less number of students in the class do not face such kind of problems. Students

d that there is no scope to miss the class or feel boring in class. When the class is small, there

ess threat of feeling isolated. The teacher concentrates on each single student and try to solve

ch students problem.

L7 Students' Evaluation:

idents from three Bangla Medium schools mentioned that mostly they are evaluated by written

ats. They have two midterms and a final examination. Students from one School opined that

ey have marks for attendance and homework, class tests and quizzes. No marks are allocated to

aluate reading, listening and speaking. In one school students mentioned that their all four

ills are tested during midterms and Finals. They have several marks for evaluating students.

ey have conversation test, oral quiz, reading test, writing tests as well.

udents from three schools mentioned that, in their schools each skill is individually evaluated.

owever, in board exams they will sit for written exams, but in schools they have reading test,

stening test and speaking tests included with English class. In some schools, students are

signed to work in a group and submit assignments, which will be kept by the teacher and will

further marked. Each single record of each student is kept in all classes including English. In

o schools, students do not have multiple evaluation procedure and traditional way of teaching

ading and writing is followed.

.5 Results of Classroom Observation

.5.1 Warm Up activities

According to four classroom observation of Bangla medium schools, no warm-up activities, such s, using pictures or games, etc. are used while presenting new language to them. Only one eacher used pictures as warm up activities. A similar situation prevails in English Version chools as three teachers did not present new lessons through pictures or games. Two teachers were observed using warm-up in their classes. Three Bangla medium teachers and five English Version teachers has introduced new language lessons through pictures. Only two teachers of 3angla medium schools had reported using games as warmers. Warm up activities had been arely in evidence during classroom observations.

1.5.2 Teach grammar rules relevant to context:

n terms of teaching grammar rules relevant to context, most schools now follow the EFT extbook, where everything is given relevant to the context. Besides in both Bangla Medium and English Version schools, teachers are observed to relate practical context related examples while eaching points from textbooks. Otherwise, most teachers from both types of schools are observed to follow the textbook completely.

1.5.3 Pair/Group Work

Regarding the interaction pattern that the students have to work in during the lesson, three classes practiced pair work or group work as ways of classroom based language practice, but in seven classes individual work is only practiced. In English Version schools, a few students are engaged in pair work, some in group work and most students in individual work. As for the eachers, a few Bangla medium teachers used pair work and group work respectively, with their

...ts while maximum of them uses individual work only. The teachers of English Version did ...t the same thing. According to the teacher responses, four teachers used pair work/ group ...k and eight used individual work.

...4 Medium of Instruction

...s observed, that teachers from both versions, have often switched to mother tongue or ...slate the target language into the mother tongue, to make the lessons clear to students. In ...ee classes, teachers from English Version schools are observed to stick to English all the time ...class.

5.5 Mode of Interaction

...n almost all the schools the classroom is teacher centered. Excessive pressure to complete the ...escribed syllabus and limited class time are the reasons for restricting teachers to make the ...lass student centered. Three teachers have allowed some activities, which were student ...entered, but again not allowed the whole class to be student centered. The same was applicable ...or English Version schools as well.

5.6 Classroom condition

...hysical facilities of three Bangla Medium schools were not satisfactory in terms of sitting ...rrangements, lighting, and ventilation. However, considering the total enrollment of the children ...n Class IV it would not be easy to accommodate the learners if all attended regularly. One ...chool has sufficient ventilation, sitting arrangement and lighting. Besides, they have ...icrophones in class to talk to students. One school was found to have good classroom ...ondition, including projectors, multimedia and AC., white board, single chairs with attached

lies for each student. Three English Version schools were equipped with adequate physical facilities compared to the Bangla Medium schools. The Bangla Medium schools were found with inadequate physical facilities and were unable to provide facilities to its students, as it was supposed to provide. One school was found very rich with physical facilities.

5.7 Multiple teaching techniques

From the observation, it is revealed that six teachers blindly follow the techniques mentioned in the book. Four teachers from both Bangla Medium and English Version have used multiple techniques to teach. For example, to teach good habits a teacher from Bangla Medium school had used chart of the fruits, used flashcards of the fruit's name and gave practical examples regarding those fruits. This is how he made teaching interactive, interesting and meaningful.

5.8 Teaching aids and Materials

Instructional materials, including books, exercise books, pens, chalk, dusters, charts, etc. are very important in any lesson. Textbooks can have a strong influence or even dominate the nature and sequence of the course and thus profoundly affect the learning experience of students. In three schools, teachers brilliantly used these, while seven schools did not feel the necessity to use these at all, but in interviewing session they have mentioned the importance, which seems irrelevant with classroom observation.

5.9 Class size and Sitting arrangement

In the learning process, every little adjustment can bring about a huge change in the overall learning environment and it can be encouraging or deterring to children's learning. Therefore, this study has chosen class size and sitting arrangement issues as investigation points for determining how the learning achievement of one system could possibly be different from others

d what the possible impacts of the classroom climates are on the student's learning. The ditional sitting arrangement is not fit for CLT, so from this research and class observation, it is commended to change the sitting arrangement in such a way, which is more applicable and sy to have interactions between teachers and students. From the observation, it is found that ly three schools (one Bangla Medium and two English Version) have proper sitting rangements. They have chair systems and can fix those according to group or pair work. In rest ven classes there are bench systems for students.

5.10 Establishing rapport with students

he relationship between the teacher and students is very important in the classroom teaching, arning process. Although classroom practices generally count on the overall school nvironment and school culture, still it depends greatly on the concerned teacher. It is very nportant to establish rapport with the learners before entering into the lesson or academic iscussion. It is very rare in Bangla Medium schools, but common in all English Version chools. Only two classes from Bangla Medium schools are observed where teachers try to build apport with students while teaching.

.6 Results of EFT Textbook Activities:

.6.1 Reading

lost of the teachers said that reading skill is very important and it is widely focused in the lassroom. They carry out the reading passages and the following exercises given in the EFT ook to improve learner's reading skill.

...ers were asked to describe how do they practice the reading skill in the classroom. For this ...on (lesson-3, A Family Tree, p-6,7) was picked from the EFT book of class 4 as an ...ple.

...hen asked how the passage is read in the class, most of the teachers said that sometimes they ...aloud and sometimes they pick the students to read aloud the passages in the class.

...is found that teachers tend to start directly from the passage in section 'B' avoiding section ...here students are asked to discuss the picture of family in pairs before reading the passage. ...a brainstorming activity to help students understand the reading passage.

...Almost all the teachers said that to carry out the exercise 'B1' they ask the students to write the ...ers in their script.

...Most of the teachers said that they would ask the students to write down the answers of 'B2' in ...r script though they are supposed to practice it in pairs.

...can see that most of the teachers tend to avoid brainstorming activities or pair works and ...en these activities are ignored students become passive learners.

...en asked why they ignore these parts of the exercise, the teachers said that they are always ...der pressure to finish the syllabus within given time and if they focus on all the activities they ...ll not be able to finish the syllabus. They also stated that it is very difficult to do pair work in ...ge classes.

...6.2 Writing

...riting is the only important skill that is focused by the teachers in class yet writing is not ...acticed using CLT approach. The teachers completely followed the textbooks in class. Due to

ime constraints, it is not possible to practice all the activities for each lesson. It is found that most often students memorize the whole thing either it be question-answers, paragraph or fill in the gaps. Because the lessons and activities those are covered in class will be repeated in exams. While asking about how they do Lesson-25 on writing activities, the teachers responded that, in case of Activity-A, a few teachers simply tell students to open the book and ask students about the characters and ask about their role and then students fill up the gaps with appropriate words suggested by their teachers. In some cases the teachers open the book, and read out the words to fill up the blanks and the students simply note down the answers. In case of Activity B the teachers either explain what is given in the picture or in some cases, teachers divide students into groups or pairs and ask them to discuss, what they understand by the given things. While teachers are asked about Activity-C1 most teachers responded that they completely follow the activity the way it is. In exceptional cases, some teachers provide students with some additional question/answers. In case of Activity-C2 and Activity-C3, the teachers follow the book. In case of Activity D the teachers give it as homework, the students write it at home or memorize the paragraphs for the next class. Even if the students write something, the teachers do not have time to give feedback to each student. In this way writing was practiced.

4.6.3 Listening

All the teachers agreed that Listening is one of the important skills of language. Some teachers said that it is must that, students are taught this skill separately. Some teachers suggested that listening is covered with the rest of the skills in class, therefore it is not that difficult. While teachers are asked, how they do Lesson -2 the teachers replied they simply follow the textbook in class. When the teachers are asked how they do the listening task, the teachers from English

Version schools said, that they play recorded devices in order to make the students listen and allow students to sing after listening to it.

In Bangla medium schools, teachers respond in two different ways. Students either avoid the listening part of the teacher's singing or they simply listen to the song and memorize it in class but do not sing the song. In case of Activity-B teachers from both schools sometime read out the whole thing and translate it into Bangla. Sometimes the teacher asked students to read out in pairs and then explain the whole thing. The rest of the class remains silent.

4.6.4 Speaking

From the small scale interview, all the teachers said that although even after applying CLT method, the Board does not assess listening and speaking skills, but they are taught in the class with importance as it is a very important component for communication. All of them have mentioned that they make students speak with the class.

When the teachers are provided with activities and are asked, most of the teachers said that they completely follow the textbook in class, as the book is loaded with essential elements to practice. A few teachers said that they are not only dependent on the textbook. They try to connect the activity to students in a meaningful way. For example: In the speaking lesson "say who you are", the teacher does not follow the rules of Activity-A which is prescribed in the book. The teachers from both English Version and Bangla Medium try to apply more interesting activities like dialogue, role play to teach this lesson.

Except a few teachers, the other teachers said that English for Today has plenty of speaking activities and they follow the following activities.

> Dialogue

> Role Play

> Picture Description

> Question and Answer

> A small speech on a topic

Most of the teachers are from the Bangla Medium background and they mostly come from the semi-urban or rural setting. Sometimes, even if they belong to the urban setting, they might have limited knowledge and exposure in speaking English; therefore they are completely dependent on the textbook.. Their proficiency level in English is very low and they feel less confident while teaching listening skills.

On the contrary, the teachers from English Version schools mentioned, that they have come from an English medium background, where they get exposed to English every day. Therefore, it is fun for teachers to teach speaking skills in class. They are not only following the book, but also try to plan and execute several relevant speaking activities in class.

4.7 Discussion of Results in terms of Comparison

4.7.1 Socio-Demographic Factors

Teachers are the dark horse in teaching. In order to implement any approach or method in teaching, teachers are solely responsible. The success or failure of teaching depends on the teacher's potential, experience and qualifications to a large extent.

lish Version and Bangla Medium schools, both intend to apply CLT in English classrooms. ...ether, it is properly applied or not depends on teachers. While collecting data it is found that, ...background of the recruited teachers sharply varies from institution to institution. In case of ...gla Medium schools, eleven teachers come from the Bangla Medium background. Their ...owledge about CLT is very limited, as they were educated in GTM method. Five teachers are ...en not from ELT/English/TESOL background and still are taking classes applying CLT.

...n the contrary, the teachers in English Version schools are either from Bangla Medium or ...glish Version or sometimes from the English medium background. They have some diplomas ...certificate courses on teaching. Therefore, eight teachers are up to date with recent teaching ...ethods and approaches. One teacher is from the English medium background and have no ...owledge about CLT and two teachers are from Bangla Medium very fluent in English but ...ain very limited knowledge regarding CLT.

4.7.2 Teacher Training

Teachers of Bengali medium mentioned, five of them are from different background (Science, Social Science, Bangla). Even if eight were graduated in English literature/Linguistics, but are ...ot up-to-date with modern English language teaching methods and techniques. Same concern was also shown by the English Version teachers as well. Eight teachers from Bengali medium reported that, they do not have any special training in English language teaching. They perceive that lack of training in terms of quality, content, trainer, duration, mode of training provided, or the syllabus partial or as a whole might affect their teaching properly. In contrast to Bengali medium, Five primary level teachers from English Version reported that they were benefiting

more from CLT training as they had prior academic knowledge of communicative language teaching.

4.7.3 Expense

In Bangla Medium schools the expense or cost per student is very low compared to English Version schools. The observed Bangla Medium schools are mostly non-government registered schools. Most of the students studying are from lower or middle-income group families. IN these schools all costs are carried out from the tuition fees paid by students. This is one of the major reason, that it is not possible for the school authorities to provide classrooms with proper facilities. Beside teachers are lowly paid, which demotivated teachers from teaching. It is not possible for the school authorities to recruit qualified teachers which works as an obstacle towards implementing CLT.

On the other hand, English Version schools are run under the private supervisions. They have the freedom to regulate according to their will. These schools often charge high tuition fees for students. They demand to run like English medium schools and almost provide opportunities like English Medium schools. In order to provide proper teaching they recruit experienced and qualified teachers.

4.7.4 Mode of Teacher Student Interaction

From the study it is found that both Bangla Medium and English Version teachers talk to each other to discuss issues related to classroom activities, question patterns, student related problems, lecture materials and the syllabus. Syllabus for English Version and Bangla Medium is identical. The internal question pattern varies from institution to institution. In some cases, the question pattern remains the same except the language. In English Version schools, the questions are fully

...lated into English. Teachers from Bangla medium schools believe that they are experienced ...gh in teaching and stick to their existing believe in GTM and continue to practice it in the ... Consequently, the students only develop the two skills, reading and writing.On the ...rary, in English Version schools, teachers are mostly from ELT/TESOL/English background ...d they prefer to follow CLT in class. Students develop four language skills in class.

7.5 Teaching Aids and Materials

... deliver successful teaching, it is important to use or supplement the textbook with relevant ...ching aids and materials. These could be flashcards, supplementary books, puzzles, pictures, ...lia, objects, charts, flyers and many more. A few teachers are observed to use this material, ...ese are provided either by institutions or provided by the teacher itself. Some teachers also ...entioned the use of listening clips in podcast version, which proved very interesting to students. ... some English Version schools, teachers are observed to use digital-board, computers for ...eaching some lessons, which made the activities much more interesting and helpful. Two English Version schools are equipped with all modern teaching aids and facilities. The rest of the schools are still far behind. Teachers from Bangla Medium schools are hardly found to use teaching with various aids and materials. They fully follow the textbook. Three teachers from Bangla Medium schools are found to use various supplementary materials in order to make learning interesting for students.

4.7.6 Curriculum and Syllabus

Every educational institution develops own curriculum and syllabus. The curriculum is set for a whole year but could be subject to change depending on political reasons or due to the introduction of new methods in teaching by policy makers and educational experts. The syllabus

designed once or twice a year. Nine teachers from Bangla Medium reported that, the rriculum is unsuitable to improve the learners English language competency. Besides, sudden ange in the curriculum is a problem, as it takes plenty of time for teachers to understand the 10vation. Teachers also mentioned that, the curriculum, the syllabus is often overloaded with any things, and it is a huge pressure for the teachers to finish the whole syllabus. Accept five achers the rest seven teachers from English Version schools almost opined the same.

7.7 Lack of speaking practice

peaking is one of the most important skills. Most often, this skill is neglected. Students with riting skills and good knowledge of the English language are found to have very limited or oor speaking skills. In most Bangla Medium schools this skill is highly neglected. Among the ive Bangla Medium schools, only one school is found to have speaking classes to improve earners speaking abilities. English Version teachers said that, they are always using English the nedium of instruction in class. This English speaking environment proves to be beneficial for tudents to develop speaking skills. It is found in both cases that, teachers did not mention the mportance of listening skill, which would help improve the speaking skill.

.8 Discussion in terms of Central Research Questions

his research intends to find out the application of CLT on English Version and Bangla Medium rimary schools of Bangladesh. CLT was introduced in the 1990s with the hope to revive 3angladeshi students English language competence. The first research question tries to find out ow the primary school teachers have perceived the CLT approach and how they are applying LT in English classrooms. The received data from interviews and classroom observation have evealed that, teachers do not implement CLT correctly. Teachers are found enthusiastic about

the CLT approach and believe that CLT could prove a better strategy to teach English if properly implemented in class. In CLT all activities should be carried out in the target language, but it is found in both type of institutions that teachers most often use Bangla in class. In some cases, teachers use English as the medium of instruction in class. The aim of CLT is to develop learners language competence by focusing on four language skills. In class, the teachers often neglect listening and speaking activities, due to workload, limited resources and lack of skills and knowledge on how to teach those skills. The teachers also mentioned that there is pressure to finish the syllabus and in the existing examination system, the listening and speaking skills are neglected. Two teachers from Bangla Medium and a few teachers from English Version schools mentioned that they focus on all four skills and evaluate students based on all four skills internally. In class students do not feel motivated to speak in English as the class is mostly teacher directed and the students feel shy to speak. Pair or Group work are often rare due to large class and uncomfortable sitting arrangements. A few teachers in order to implement CLT properly, took some training which proved insufficient. Moreover, the teachers are not up to date with the latest teaching techniques.

NCTB has prescribed new English For Today textbook based on CLT to improve Bangladeshi learner's competence. Educational stakeholders and experts believed CLT to be a successful approach to developing learners' reading, writing, listening and speaking skills. In practice, the scenario has not changed from the previous time. The GTM is still dominant in most of the Bangla Medium schools. Interestingly, English Version schools are also not out of this trend. In CLT the teaching should be in terms of using multiple methods, for instance: pair/group work, student-teacher interaction, task based activities, project assignment. English Version teachers are observed to follow these methods to some extent, one or two Bangla Medium teachers are

so noticed to follow a dynamic approach to teaching. In English Version schools most of the achers tried to keep the medium of instruction English and also encouraged the learners to peak English in class, whereas in Bangla Medium schools teachers most often used Bangla and id not show any interest to motivate learners for speaking in English. In English Version chools teachers encouraged students to read books outside their academic area. This helps the earners to develop their reading skills. On the contrary there is no such activities in Bangla Medium schools. IN CLT all the four skills should be focused, but in reality in both types of nstitutions all the four skills are not equally emphasized due to different limitations. There is a ack of encouragement from the teachers in both types of institutions to learn English. Teachers re finding irresponsible towards their students as a result the problems of students remain unresolved. The teachers seem to prefer the old methods in teaching, teacher's authority is still absolute in the classroom. All these facts found from the study are evident that the role of CLT to improve learner's efficacy in English remains ineffective.

Bangladesh has adopted several strategies to improve learners English language competency. The purpose of teaching English to our learners is to develop them in such a way so that they could communicate in English. Previously GTM was in action, which focuses on the language itself, but refused the functional aspect of the language. It has become a concern, on how to teach learners, English, so that they can use the language in real situation. Since 1970's CLT had gained ground, in Europe. Many EFL countries start adopting the approach in their context. With the growing trend Bangladesh has also adopted CLT in 1995. Change has been brought in curriculum and syllabus. Textbooks are newly devised based on the current approach. It has been near a decade CLT exists in country from Primary to Higher Secondary level. The situation still remains the same. There have been many studies thus suggest that, CLT did not bring any

ccess or little progress has been made by CLT. There arises two questions, Is CLT being properly implemented? Will it be feasible to apply CLT in such a diverse context like Bangladesh?

The research findings show that, in many schools the CLT approach is not properly implemented due to several factors like teachers limited knowledge on CLT, lack of proper teaching materials, student's diverse cultural and economic background, limited class duration, teachers own English proficiency, student's low level of proficiency in English and lack of cooperation between English teachers and School management.

From the research it is revealed that, the current CLT situation is even worse compared to previous times, when GTM was in action. At least students had a good grip over the language itself. Now in want of learning communicative aspect, neither students are learning the language nor they are learning to use the language in real life contexts. In both Bangla Medium and English Version schools, the condition is similar except a few English Version schools, who have implemented the CLT approach properly. The observed Bangla Medium schools are found almost similar in setting, in providing physical facilities, teacher-student interaction, large class size. Teachers limited knowledge, English language proficiency, students English proficiency, economic status, teacher-training facilities and limited CLT materials. Surprisingly, this is found in two English Version schools as well. Analyzing the present CLT situation, it can be assumed that, CLT has proved unworthy to improve the declining standard of English. The same conclusion could be made in terms of surveying and comparing both English Version and Bangla Medium schools.

4.9 Discussion in General

CLT was implemented with the hope to stimulate Bangladeshi learners English language competence. CLT may be successful in theory, but in practice it remains unimplemented. Our teachers have proven to have very limited knowledge regarding CLT, only a few teachers from the English Version and Bangla medium seem to have some training on CLT. The government has taken several initiatives to promote CLT. Bangladesh Government along with Department for International Development (Dfid) has launched English Language Teaching Improvement Project (ELTIP) with the aim to introduce new English For Today textbooks and to train teachers on CLT. In order to ensure education to all PEDP-II Primary Education Development Project is launched by Bangladesh Government along with 11 development partners including UNICEF. These initiatives brought about no change. Only a few teachers got the opportunity for being a part of these projects.

Classroom activities remain almost same as before. In some institutions, GTM is still dominant. All the four skills of language are not equally emphasized due to several factors like Traditional examination system, where writing and reading are focused. The students even mentioned that writing is not even practiced; they tend to memorize certain things and apply in exams.

Due to limited facilities and lack of teachers' motivation, classes are not enough to learn English. Due to economic differences, it is not possible for all to take private tuitions and therefore they lag behind compared to those who can afford to take private tuitions. Securing good grades in exams is something that most matters to students, teachers and parents, whether the learners are learning to communicate in English is not important.

CHAPTER-5

CONCLUSION

5.1 Introduction

To explore new avenues in this free market economy, graduates with good communication skills are in demand. Bangladeshi learners though learning English for 14 years as a compulsory subject, are still lagging behind to achieve desired competence over English (Ahmad, 2013). Various methods and approaches had come and went by in order to bring improvement in student's English language skills. All the traditional norms are being replaced by the introduction of CLT. Both English Versions and Bangla Medium schools are supposed to follow CLT approach for teaching English. This approach has been set with a hope to revive the students English language competency. *English for Today* textbooks are specially designed to promote CLT in classrooms. Curriculum and syllabus have also gone through revision as part of the process. The aim of this study is to find out the application of CLT in primary English classrooms. This study also intends to make a comparative analysis between the application of CLT in two different mediums of institutions (English Version and Bangla Medium) under the single NCTB Board.

5.2 Summary of the Findings

CLT was put into operation from the 90's. The present study has tried to find out how CLT is implemented in Bangla Medium and English Version schools. The experts and educational stakeholders believe it to be the proper approach to improving English language learners competence. In reality it proved to be a myth. The study revealed that the teachers face many hurdles to practice CLT in class due to infrastructural faults of institutions and diverse

-ocioeconomic background of the students. The training facilities for teachers are very limited in scope and sometimes not even of worth. Teachers themselves are from the diverse educational background. The traditional examination system, prioritize only writing and reading skills and neglect speaking and listening skills. Teachers are under terrible work pressure and always in a hurry to finish the syllabus. School management is reluctant to accept change and apply new approaches to teaching. Teachers in primary section are very lowly paid, which lead them to lose motivation in class and apply any changes in class. Some schools try to adopt CLT with limited resources and knowledge they have about CLT. In few English Version schools, CLT is able to bring success, but the number is very low. Ultimately, CLT has failed to provide its anticipated outcome.

5.3 Contribution to Research

A plenty of research papers are available on Application of CLT in different countries and context regarding Bangladesh. But, hardly the researcher has found any piece of work on the Application of CLT in English Version Primary Schools, which the researcher found interesting. Besides, no comparative analysis has been done between English Version and Bangla Medium schools so far, except one where all things came up about English Version schools in a positive way. This has also influenced the researcher to work in this area to some extent. This study will help teachers, educational institutions, curriculum and material designers, parents, students and other keen readers and researchers, who intends to work in this area. Besides, it will also help to find out the possibilities and difficulties in implementing CLT, the teacher's role, the role of institutes.

.4 Practical Implications

This research will help all educational stakeholders, researchers, educationists, parents, students, teachers and school management to know why CLT proved to be ineffective in our context. Students are still far behind to achieve the desired competency over English. This study will also help to find out how English Version schools are using CLT approach to teach English, as these schools are established to promote CLT.

5.5 Recommendations

Based on the research findings some recommendations could be given, if CLT is to be properly implemented. The first step is to organize long-term CLT training facilities for teachers. Secondly, in English class emphasis should be given on all four skills of language. The examination system should include accessing all the four skills. Thirdly, if the government has any urge to improve the standard of English, it falls under the government's responsibility to increase economic effort and distribute more human resources in this sector. Finally, proper facilities and better payroll can motivate the teachers to apply new methods of teaching in the classrooms. This will help the teachers to fully concentrate in class and therefore apply CLT properly.

5.6 Areas of Further Research

The research looked at the application of CLT in Bangla Medium and English Version schools and tried to make a comparative analysis. In order to collect data only 10 schools from urban setting had been selected. Large scale research should be conducted further in this area. The research puts light on Primary level education system. The application of the CLT approach should be tested at different levels of education, such as primary, elementary, secondary and

higher education. Researchers can extend their research on more educational institutions, not only from urban setting, but also from rural setting. Future research should focus on School management, Curriculum and Syllabus design responsible for implementing the CLT approach.

5.7 Conclusion

The way the nerves connect our body parts to the brain, similarly English acts as the nerves of our life to connect us to the whole world. The world has turned into a global village and English is the password to enter into that universe. Graduates with good English communication skills are in high demand. Bangladeshi learners, learning English as a compulsory subject, could not even properly know how to communicate in English. If our target is to achieve communicative competence over English, then the CLT approach should be approved. In addition, if we want CLT to be effective in Bangladesh, then it is important to turn our head towards the drawbacks and find out ways of how to solve the existing problems.

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Appendix-A

Interview Questions for Class-IV English Teachers:

1. What are the requirements you need to fulfill while entering into the profession of teaching at Primary level? Tell me something about your educational background?

2. Have you heard of the concept of Communicative Language Learning? What do understand by that, please explain.

3. What is the medium of instruction in your classroom?

4. What should be the role of a teacher in a communicative classroom? What are the major responsibilities of a teacher?

5. According to you, what should be the roles of students in the classroom?

6. As a teacher, what type of interaction you would promote in your classroom. Please explain.

7. Do you think your classroom is suitable for implementing CLT?

8. What challenges you face in implementing CLT?

9. Do you focus on all the four skills of English language equally in class?

10. Do you have any other suggestions regarding successful implementation of CLT?

Appendix B

<u>Focus group Interview Questions for Students:</u>

1. Do all of you enjoy your English class?

2. In class, do you speak in English with your friends?

3. Does your teacher speak English all the time in the classroom?

4. Do you love to sing songs and recite poems in the classroom?

5. Do you love listening to music, rhymes or poems?

6. Do you have any speaking and listening tests?

7. Do you have any oral presentation?

8. Do you often work in pairs or groups for solving any problems regarding your lessons?

9. Do you have any speaking and listening test?

10. Are you being evaluated only by written exams?

11. Has the teacher always spoken up in the classroom?

12. Do you have any chance to share your opinions?

13. Do your teachers make the classroom activities interesting for you?

14. Do you think, too many students in class are a problem?

Appendix C

Activities from English For Today Book:

Reading:

3 | **A Family Tree**

A Look at the picture of a family. How many people are there? What is their relationship? Discuss in pairs.

B Now read the passage about Jamil Ahmed and his family.

Jamil Ahmed is from Bogra. He is a businessman. He lives in a nice house with his family. In the picture you can see his family members.

Mr. Ahmed's wife is Parvin Ahmed. She is a banker. She works in a local Bank. Mr. and Mrs. Ahmed have two children- a son and a daughter. The name of their son is Abeer Ahmed and the daughter's name is Farzana Ahmed. Abeer is older than Farzana. Abeer is seven years old and goes to a local primary school. Farzana is only four. She doesn't go to school.

Jamil Ahmed's parents also live with him. His father Altaf Uddin is sixty-five. He is a retired government officer. Mr. Ahmed's

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mother Jahanara Begum is a home maker. Abeer and Farzana like their grandparents very much. Sometimes Abeer and Farzana play carom and ludu with their grandparents. Jahanara Begum often reads stories to her grandchildren.

B1 Ask and answer the questions about Abeer.

a) Where is Abeer from?

b) How many brothers and sisters does he have?

c) Which school does he go to?

d) What does his mother do?

e) What is his father's name?

f) How old is his grandfather?

B2 Work in pairs. Now, ask and answer the following questions.

a) Where are you from?

b) How many brothers and sisters do you have?

c) Which school do you go to?

d) What does your mother do?

e) What is your father's name?

f) Do you have grandparents? If yes, how old are they?

B3 Write a short paragraph about your own family.

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Writing:

25 A Day in a Garment Worker's Life

A Look at the pictures. Choose words that match a picture and write down the words below the picture.

a farmer, a teacher, a boatman, a postman, a doctor, a singer, a dentist, a cleaner, a nurse, a photographer

1.   2.   3.   4.

5.   6.   7.   8.

9.   10.

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B Look at the pictures. Say who they are and what they are doing.

C Read the passage and answer the following questions:

I'm Reshma. I'm a garment worker in Dhaka. I'm eighteen years old. Eight years ago my family came to Dhaka from Kurigram. I was in class five then. There was a famine in Kurigram that year. There were no crops, no food and no work in the North. So our family came to Dhaka. My father was a rickshaw puller. He died in an accident. We were helpless. My uncle Ratan helped us. He took me to a garment factory in Mirpur area. I now work there. My younger brother is Babul. He's seven and goes to a Govt. primary school. We live with our mother. She stitches nakshi

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kathas at home and sells them to others. We live in a small house at Kalyanpur.

My factory is two kilometers away from my house. In the morning, I start with many other workers. Some friends go by bus or by rickshaw. But I go on foot. My work is from 8 a.m. to 4 p.m. In my free time, I like to go to cinema. But I don't have enough time or money. So I often work overtime till 8 p.m. Thus I can earn more money.

C1 Ask and answer the following questions. The first one is done for you.

a. What does Reshma do?

Ans. Reshma is a garment worker.

b. Who is Babul?

c. How long does Reshma usually work?

d. What does Reshma like to do in her free time?

e. Where is the garment factory?

f. How does Reshma go to work?

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C2 First fill in the blanks with a question word to complete the sentences. Then match the questions in the left column with the answers in the right column. One is done for you.

1. ...How... old is Reshma?	a. She works in a garment factory.
2. .... does she go to work?	b. Reshma is 18.
3. .... did Reshma's family come to Dhaka?	c. because she can then get some extra money.
4. ....does Reshma do?	d. Her uncle Ratan helped her.
5. .... does Reshma work overtime?	e. 8 years ago.
6. .... helped Reshma in Dhaka?	f. She goes to work on foot.

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C3 Complete the following dialogue between a reporter and a garment worker.

Reporter: What's ....?

Garment worker: .... Toma.

Reporter: How old ....?

Garment worker: .... fifteen.

Reporter: Where ....from?

Garment worker: ....from Pabna.

Reporter: Where .... live?

Garment worker: I .... Dhaka.

Reporter: How much.................................earn?

Garment worker: .... Tk. 4000 per month.

D Write a paragraph on a domestic help or a rickshaw puller or choose a person you like. Ask the questions in C3 as cues to write the paragraph.

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Speaking:

1 Say Who You Are

A Look, listen and say.

I'm Shamima Akhtar. I'm your teacher.

Who are you?

I'm Ali. I'm your student.

I'm Shirin. I'm in class four.

I'm Asma. I'm from Palashpur.

I'm Bijoy. I'm nine years old.

Listening:

2   Hello! Hello! Hello!

A Listen to the song and repeat.

Hello, hello, hello!

How are you?

I'm very well,

Thank you, thank you.

And how are you?

I'm well, too.

Thank you, thank you.

B Listen, read and say.

Mita: Hello! I'm Mita.

Salam: I'm Salam. Nice to meet you.
Is that your friend?

Mita: Yes, this is Ayesha, my friend.

Salam: Hello, Ayesha! How are you?

Ayesha: Fine, thank you. And you?

Salam: I'm fine too. Thank you.

3

C   Listen to the song on greetings and then sing in chorus.

For greetings in the morning, say, 'Good morning'.

In the afternoon, say, 'Good afternoon'.

In the evening, say, 'Good evening'.

When taking leave say, 'See you' or 'Bye'. For taking leave at night say, 'Good night'. But never say, 'Good night' for greeting. This is the greeting song—Bye, bye, bye!

D   Work in pairs and practise.

a)   **Hasan:** Good morning, Sabina!

    Sabina: Good morning, Hasan!

    Hasan: Where are you going?

    Sabina: I'm going to school.

    Hasan: Okay, bye!

b)   **Students:** Good afternoon, Sir!

    Teacher: Good afternoon, Students!

    Students: What shall we do today?

    Teacher: We will play a word-game.

    Students: Hurrah! Can we start?

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Appendix-D

<u>Interview Questions for Head-teachers:</u>

1. While recruiting teachers what are the requirements, you look for?

2. What do you understand by CLT? Please explain.

3. What believes your teachers have about CLT?

4. Do you think the teachers need institutional support and opportunities for professional development?

5. How the School management coordinates with teachers to support CLT activities in the classroom?

6. Do you provide any in-service training for the appointed teachers?

7. What problems does the teachers encounter in implementing CLT?

8. Do you think it is possible, to implement CLT in an EFL context like Bangladesh?

Appendix- E

<u>Classroom Observation Checklist:</u>

1. The teacher used English as the medium of instruction throughout the lesson.

2. The teacher used warm-up activities at the beginning of the lesson.

2. The teacher asked the students to read texts silently.

3. The teacher did pre-reading activities before asking students to read a text.

4. The teacher asked students to read a text aloud.

5. The teacher reads the text aloud.

6. The teacher translated the English text in mother tongue.

7. The teachers introduced the grammatical items relevant to the text.

8. The teacher used lots of grammatical explanations and structures.

9. The teacher asked students to memorize the grammatical rules.

10. The teacher pre-taught vocabulary items.

11. The teacher used a variety of techniques (showing pictures, giving examples, inferencing etc.) to present new vocabulary.

12. The teacher encouraged students to interact with fellow students.

13. The teacher organized pair/group works.

14. The students have spoken most of the time.

15. The teacher was speaking most of the time.

Brief biography of the Researcher

Aroni Mahmud has been teaching more than five years. Previously, she has worked as a Graduate Teaching Assistant at East West University. Formerly she has also worked as a Primary Section English teacher in two English Medium Schools. She carried out her undergraduate studies in English from East West University. She has done her MA in ELT in the Department of English, East West University. The researcher has also presented a paper on "Application of CLT in English Version Primary schools" at 7th International BELTA Conference 2015. Her area of interest includes Cultural studies, managing change in Language Teaching, CALL in ELT, educational technology and primary education, research methodology.