

CLT in Theory and Practice

Thesis submitted in partial fulfillment of the requirement for the Degree of
Masters of Arts in English

Submitted by:

Ahmed Peyar
ID# 2009-3-93-003

Supervisor:

Harunur Rashid Khan
Assistant Professor
Department of English
East West University

Date of Submission: August, 2011

ABSTRACT

English is taught as a compulsory subject in our country from class I to XII but after twelve years of learning, English remains a fearful subject among the students. Still most of the students fail in English in SSC and HSC examinations. Our teachers used to follow Grammar Translation Method (GTM) to teach English in the classroom but it failed to develop the communicative competence of the students. So, with the hope of developing all four language skills, CLT was introduced in our ELT context. Since the introduction of CLT, it has raised many contradictions on its effectiveness because the implementation of CLT is not same as it is in theory. The study focused on three schools in three different districts to observe the current scenario of CLT and to answer the central research questions. The data was collected from 100 students and ten teachers through questionnaire and interview. The findings seem to suggest that our teachers still follow Grammar Translation Method (GTM) in the classroom. Bangla is preferred over English as a medium of instruction in the classroom. Students still memorize their answers and teachers encourage them to memorize. Our teachers do not have necessary academic background to teach English but still they are teaching due to the lack of English teachers. The study also found that as students are very weak in English they cannot speak properly in English. Teachers are not properly trained to follow CLT in the classroom and some of the trained teachers are reluctant to follow CLT in the classroom. Teachers' authority is absolute in the classroom but some teachers are being friendly with the students. We have large classes but in some schools they are divided in a number of sections to have small class. These factors suggest that the situation is changing but it is very slow.

ACKNOWLEDGEMENT

I am grateful to Allah who gave me the strength to finish this research successfully. My special thanks go to my supervisor, Harunur Rashid Kahn who always guided me. He always helped me when I was puzzled and showed me new ways. His influence, supervision and counseling helped me throughout the study to finish it properly. Without his assistance, it would not have been possible for me to finish it.

I would like to thank the students and teachers who helped me to collect data for this research. I am very thankful to the school authorities of those three schools for allowing me to visit their schools. I am also grateful to those friends who helped me during the data collection. I am very thankful to Sultana Nazia for her cordial assistance in my work who is a dear friend and a student of MA in English in East West University.

Finally, I would like to thank my parents who always encouraged me, without their encouragement and support it would not have been possible for me to come this far.

DECLARATION

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

AHMED PEYAR
Date: August, 2011

AHMED PEYAR
ID# 2009-3-93-003

Department of English
East West University

This thesis has been approved and accepted for the fulfillment of the requirement for the Degree of Masters of Arts in English.

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Chapter One

Introduction

1.1 Introduction

English is taught as a foreign language in primary, secondary and tertiary level in our country. The history of English Language Teaching is a long one, almost over a hundred and fifty years. People of this subcontinent have been striving to learn English since the British brought this language here. After the liberation war of 1971 English lost its status in the country because of strong emotional attachment to Bangla language and was taught as an optional subject from 1974 to 1991 but after twenty years it became clear that the standard of English had gone down in every level (Hamid and Baldauf, 2008). Now, realizing the importance of English, government tried to revive the fallen standard of English and thus started to teach English as a compulsory subject up to class XII. But after twelve years of learning English, students failed to demonstrate the expected standard of English. ELT practitioners in our country used to follow Grammar Translation Method (henceforth GTM) to teach English but this method failed to develop students' communicative competence, so, to develop communicative competence along with other language skills Communicative Language Teaching (henceforth CLT) was introduced around 2001 (Hasan and Akhand, 2009). It's been almost a decade since CLT has been introduced in the national curriculum but the standard of English is not improving. CLT has failed to demonstrate the anticipated students' proficiency level because the implementation of this approach of language teaching in our context is not same as it is in theory.

1.2 Problem Statement

Over 24 million students learn English as a foreign language in our country (Hamid and Baldauf, 2008). These students start to learn this language from class I and continue it up to class XII. Regrettably many students fail in English in SSC examination after studying it for ten years. After ten years of studying, English remains a fearsome subject among the students. New textbook and syllabus has been designed to implement CLT in classroom but teachers and students are having a hard time coping with them. Most of our teachers prefer the old Grammar Translation Method to teach English in the classroom. After the introduction of CLT some of the teachers received 13 days training and the students got new textbook but beyond these changes English teaching continued in the same old fashion. CLT is to develop all four language skills: speaking, reading, writing and listening. The preface of the English textbook for class IX & X (English for Today) states:

The book follows the communicative approach to teaching and learning English in Bangladesh situation. It provides learners with a variety of materials such as reading texts, dialogues, pictures, diagrams, tasks and activities. These materials have been designed and developed for practice in four basic skills: listening, speaking, reading and writing. As a result, classes are expected to be interactive with students actively participating in the classroom activities through pair work, group work as well as individual work (NCTB, 2001).

The new textbook contains all kinds of materials needed to carry out CLT based activities in classroom but the textbook is not properly followed. CLT equally emphasizes on all four basic

language skills but in classroom only reading and writing are practiced like the old GTM. In the examination students do not have to face anything regarding speaking and listening, so, both teachers and learners do not worry about these two fundamental skills of communicative English. Most of our schools are over populated with students; as a result, we have large class which is not suitable for teaching and learning in CLT. CLT requires interactive classroom where students are expected to participate in pair work, group work as well as individual work. Teacher acts as a facilitator to facilitate different activities in class but in our context teacher's authority is absolute as a result students do not feel motivated to participate in the class.

Most of our teachers are not properly trained and moreover, they do not have the necessary equipment to practice CLT in classroom, for instance, to practice listening tape recorder and headphone are necessary in class but authority has failed to provide such things. Our teachers are used to following GTM and they have a tendency to stick to this method. After the introduction of CLT, an initiative was taken to train our existing English teaches where they will received 13 days training but many teachers did not receive this training and many of our teachers are not qualified to teach. As a result, there is little evidence to suggest that CLT has made any significant change in the field of ELT in Bangladesh.

1.3 Research Question

This study will address the following research questions.

- 1) What kind of CLT is introduced in school?
- 2) Are teachers following CLT in classroom?

1.4 Purpose Statement

The purpose of this research is to find out the problems regarding CLT practice in our context. Both teacher and students will benefit from the findings of this research. Most of our teachers are not adequately aware of how to teach English, so, they just do what they think is right. From the finding of this research, teachers will perhaps be able to improve their teaching and thus become an effective teacher in the classroom. It will help our stakeholders to think and plan carefully and appropriately for our ELT context as well as implementing the policy in the field therefore solving different problems lying in our context.

1.5 Limitation and Delimitation

It is not possible to collect data from all over the country because of time constrains, so, this study only focuses on class IX & X in the urban areas. The data will be collected only from government schools. CLT is introduced from class VI, so, it seems appropriate to focus on class IX & X to see whether it is improving our falling standard of English.

1.6 Operational Definition

GTM is a traditional method of learning language which is still in use in our country despite the introduction of CLT over a decade ago. Communicative Language Teaching (CLT) is an approach of second and foreign language learning that emphasizes communication or interaction as both the means and the ultimate goal of learning a language.

Chapter Two

Literature Review

2.1 Introduction

CLT is an approach of second and foreign language teaching and learning. It started in Europe and USA in late 1960s but it entered in our national curriculum after late 1990s (Siddique, 2004). Though CLT is successful in western context but in our context it failed to fulfill its desired outcome. New textbook and syllabus were designed to implement CLT in our ELT context. Despite all these changes English language teaching in classroom is going in the same old fashion (Hamid and Baldauf, 2008).

2.2 History of CLT

According to Richards & Rodgers (2001), the origins of CLT was found in the changes of the British Language Teaching tradition dating from the late 1960s after the rejections of United States about the linguistic theory underlying audiolingualism in the mid 1960s. the work of the council of Europe ; the writings of Wilkins, Widdowson, Candalin, Christopher Brumfit, Johnson Keith, and other British applied linguists on the theoretical basis for communicative or functional Approach to language teaching; the rapid acceptance of the new principles by British language teaching specialists, curriculum development centers, and government gave prominence nationally and internationally to what came to be referred to as the Communicative Approach or simply Communicative Language Teaching (Richards and Rodgers, 2001).

2.3 Communicative Language Teaching

The CLT approach views language as a tool for communication. The focus of linguistic theory is to characterize all the abstract abilities that speaker possesses in order to communicate. Another theorist frequently cited for his views on the communicative aspect of language is Henry Widdowson who emphasized on the communicative acts underlying the ability to use language for different purposes. Canale and Swain (1980) provide a more pedagogically influential analysis of communicative competence in which four dimension are identified: (1) *Grammatical competence*, which refers to what Chomsky (1965) calls linguistic competence and what Hymes (1972) stated as what is “formally possible”. This is the domain of grammatical and lexical capacity; (2) *Sociolinguistic competence*, which refers to an understanding of the social context in which communication takes place, including role relationships, the shared information of the participants, and the communicative purpose for their interaction; (3) *Discourse competence*, which refers to the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse or text; and, (4) *Strategic competence*, which refers to the copying strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication (Richards and Rodgers, 2001).

2.4 The Objective of CLT

The main objective of Communicative Language Teaching is to be communicatively competent. The main focus of this approach is to help the student to learn a language so that they can communicate meaningfully in any real life situation. The communicative approach makes

teacher and student consider language in terms of communicative functions, it performs in real life situation, and its structure. The objective of CLT can be categorized in parts:

- 1) Make communicative competence the goal of language teaching.
- 2) Develop the procedure for teaching of the four language skills that acknowledge the interdependence of language and communication. (Richards, 2001).

According to Piepho (1981) the objectives of CLT are:

- 1) An integrative and content level: language as a means of expression.
 - 2) A linguistic and instrumental level: language as a semiotic system and object of learning.
 - 3) An effective level of interpersonal relationships and conduct: language as a means of expressing values and judgment about oneself and others.
 - 4) A level of individual learning needs: remedial learning based on error analysis.
 - 5) A general level of extra-linguistic goals: language learning within the school curriculum.
- (cited in Richards and Rodgers 2001: 161)

So, CLT mainly focuses on assisting learners in creating meaning rather than form so that learners can communicate meaningfully in the society.

2.5 Principles of CLT

CLT, a broad approach to teaching, is often defined as a diverse set of principles that can be used to support a wide variety of classroom procedures. According to Richards and Rodgers (2001) the principles of CLT are:

- 1) Learners learn a language through using it to communicate.
- 2) Authentic and meaningful communication should be the goal of classroom activities.
- 3) Fluency is an important dimension of communication.
- 4) Communication involves the integration of different language skills.
- 5) Learning is a process of creative construction and involves trial and error.

CLT is a broad approach of teaching and learning second language or foreign language rather than a teaching method with a particular set of activities. Nunan (1991) provides five features of CLT.

- 1) An emphasis on learning to communicate through interaction in the target language.
- 2) The introduction of authentic texts into the learning situation.
- 3) The provision of opportunities for learners to focus, not only on language but also on the learning management process.
- 4) An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

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

These five principles are claimed by practitioners of CLT to show that they are very interested in the needs and desires of their learners as well as the connection between the language as it is taught in the classroom and as it is used outside the classroom. Under this broad umbrella definition, any teaching practice that helps students develop their communicative competence in an authentic context is deemed an acceptable and beneficial form of instruction.

2.6 The Role of Teachers and Students in CLT

The role of both teacher and students is very important in communicative language teaching. The teacher mostly acts as a facilitator in the classroom. He is like a manager in the classroom. His main objective is to create situation which will promote communication. Here he acts as an advisor, answering students' questions, monitoring their performance and giving feedback. At other time he might be a co-communicator engaging in the communicative activities along with the students (Littlewood, 1981). Students are communicators and they are actively engaged in negotiating meaning in trying to make them understood even when their knowledge and understanding of the target language is incomplete. Teacher's role is less dominant and students are seen as responsible manager of their own learning (Freeman, 1986). According to Freeman (1986) teacher is an initiator of the activities, but he does not always himself interact with the students. Students communicate among themselves and they do it in pairs or in groups. In communicative approach students are motivated by the teacher to communicate in the target language because they will feel that they are learning to do something useful with the language

they are studying. Teachers give students an opportunity to express their individuality by having them share their ideas and opinions in the target language on a regular basis. According to Littlewood (1981), it helps students integrate the foreign language with their own personality and thus to feel more emotionally secured with it. Target language should be used not only during communication but also in explaining the activities to the students or in assigning homework. Students learn from these classroom exchanges, and realize that the target language is a vehicle of communication not just an object to study. A teacher evaluates not only their accuracy but also their fluency. A teacher will find himself in communicative classroom talking less and listening more because he acts as a facilitator of his students' learning (Freeman, 1986). Teacher sets up the activity but the students' performance is the goal, so, the teacher must hold back and observe, sometime he may act as a referee. A communicative classroom is not quiet but very lively where students' active participation is must when teacher acts as a facilitator.

2.7 CLT in Bangladesh

CLT was first initiated in Europe in the late 1960s but it entered in ELT context of Bangladesh after 1990s (Barman, Sultana and Basu, 2006). Siddique (2004) states that CLT was introduced in 1998 in the secondary school level classroom and it was introduced with a set of communicative language text book which is entitled *English For Today*. According to Richards and Rodgers (2001) CLT focuses on four language skills (speaking, reading, writing and listening), but Siddique (2004) states that most of the teachers at primary and secondary level do not have competence in four basic skills. She further stresses that the principles of CLT

emphasizes the issues of teaching language in a way that is systematically possible, feasible, and culturally appropriate, concurs and provides functional or genuine language.

ELT practitioners in Bangladesh followed Grammar Translation Method (GTM). Hasan and Akhand (2009) say that the shift from GTM to CLT occurred around the year 2001 and it is now the official government education policy. It has been almost a decade since CLT came into our ELT context and now it seems appropriate to ask to what extent it has developed learners' competence and the declining standard of English. According to Hamid and Baldauf Jr. (2008) ELT policies, which are translated into action through public investment in education, do not substantially represent the complex dynamics that mediate students' English proficiency achievement in rural Bangladesh. He also says that, there is little evidence to suggest that the policy brought about any significant changes in teaching practice at the school level, particularly in rural areas. Despite the changes in policies, classroom English teaching in much of Bangladesh has remained basically the same over the last two decades (Hamid and Baldauf Jr., 2008).

Bangladesh is one of the few countries of the world where teacher can start teaching without any formal training. According to Hamid and Baldauf (2008) that English is taught by unqualified or under-qualified teachers is bound to be unhelpful to students for passing examination or learning the language. After the introduction of CLT a 13 days teacher training program has been initiated and some of the teachers have been trained under this program (Hamid and Baldauf, 2008). Teacher trainers and teachers have reported that a majority of the teachers at the secondary level lack competence in the four basic skills. It is surprising then, what communicative skills these teachers are capable of is questionable (Siddique, 2004).

CLT has been introduced in the secondary & higher secondary levels to enrich the students' skills in four areas: speaking, listening, reading and writing but Dutta (2006) says that students are not taught speaking and listening skills and that is why they are unable to use English properly outside the classroom. He further stresses that teachers in secondary level still follow the old GTM which has failed to develop students' communicative competence. One of the major problems of ELT in Bangladesh is that teachers explain the meaning of English text in Bangla (Dutta, 2006).

According to Shahidullah (2004), "if the class size is small, it is possible for the teachers to take an active interest in each individual student and address each individual's problem; it is also possible to manage the classroom activities and ensure students participation. But all these are not possible in a large class. A large class size is not suitable for teaching and learning a skill based subject like English.

Chapter Three

Methodology

3.1 Introduction

It discusses the nature of research design, theoretical framework, setting, sampling, research instruments, data collection procedure, data analysis procedure and obstacles.

3.2 Design of the Study

This research is qualitative and descriptive in nature and tries to find out to what extent CLT is implemented in our ELT context especially in class IX. Information was gathered from 100 students and 10 teachers by the means of open ended and close ended questionnaire and, interviews. After collecting the data they were analyzed and explained in terms of central research questions.

3.3 Theoretical Framework

GTM is a foreign language teaching method derived from the classical (sometimes called traditional) method of teaching Greek and Latin. The method requires students to translate whole texts word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists. The goal of this method is to be able to read and translate literary masterpieces and classics. GTM was used before to teach English in our country but it was heavily criticized because it only focuses on the structure of the language. It failed to develop students' communicative skill, so, in 1990s government introduced CLT in our national curriculum (Barman, Sultana and Basu, 2006). The aim of CLT is to develop learners' four basic language skills: reading, writing, speaking and listening. Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by

making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. Communicative Language Teaching is an approach of second and foreign language learning that emphasize communication or interaction as both the means and the ultimate goal of learning a language.

3.4 Setting

The data was collected from formal academic setting. The research focused on three different schools. But for collecting data 10 schools were be selected, and from those three schools were chosen because some school authority might not allow the researcher to collect data.

3.5 Sampling

Both students and teachers are subjected to this study. The study samples consist of 100 students and 10 teachers. School authority and teachers were contacted in advance for collecting data. It was assured that whatever information they provide will be kept confidential. The researcher convinced the class teacher to stay outside the classroom while the data was collected from the students because the presence of their teacher might influence their responses.

3.6 Research Instrument

The research instruments are based on open ended and close ended questionnaire and, interviews. The data was collected through questionnaire and interviews. Recording device was used to record the interview.

3.7 Questionnaire

The questions are both open ended and close ended. Respondents just have to give a tick mark for answering each question and if they have anything further to say they can explain below. In case of any problem answering the questions, the researcher was there to help them out. The questionnaires are based on the central research questions.

3.8 Interview

The researcher took formal interviews of the teachers. Recording device was to be used to record the interview and to analyze the data later but the interviewee refused to go on record. The aim of interviewing was to collect in depth information from the interviewee.

3.9 Data Collection Procedure

School authority was contacted in advance for permission to collect data. The objective of the research was explained to them so that they give their consent. Then the researchers went to the school and distributed the questionnaire among the students. 20 minutes of time was given to complete the questionnaire. In case of any difficulty understanding the questionnaire, the researcher was there to help them out. Data was collected from teachers through questionnaire and interview. Some teachers took the questionnaire home and gave it back in the next day. During interview they were asked different questions and their responses were written down on a notebook.

3.10 Data Analysis Procedure

After collecting the data, Students' and teachers' responses were analyzed separately. After that, students' and teachers' responses were cross checked. In this way the researcher tried to find out whether they had given the true answer because if they didn't, their responses would contradict each other. Data from different schools were also analyzed and compared in the same way. All the data were analyzed in terms of the central research questions.

3.11 Obstacles Encounter

The study was based on three schools, for this purpose 10 schools were selected because not every school will allow the researcher to collect data. The researcher contacted the school authority in advance seeking permission. In this way the researcher knew which school would allow collecting data from their school. The researcher tried to find out when they are going to have their term examination. If they had their term examination near, the researcher visited that school after their term examination. In case of a Hartal (strike), the researcher contacted the school authority and made another appointment to visit their school later.

Chapter Four

Result and Discussion

4.1 Introduction

This chapter discusses the response and findings of the questionnaires which were given to the students and teachers. The researcher visited three schools to collect data. The data was collected from 100 students and 10 teachers. The responses of the students and teachers are summarized in two tables and then they are analyzed.

4.2 Students' Responses

The data was collected from the students of class IX and X in three different schools. To collect the data, the researcher took permission from the school authorities one week earlier to visit the school. While collecting data in the classroom, the teacher was asked to leave the classroom and it took around 20 minutes to collect data.

Table 4.2
Students' Responses to the Questionnaire

Questions					
1. Is your teacher friendly with the students?	Twenty one students said that their teacher is friendly with the students.		Seventy nine students said that their teacher is not friendly with the students.		
2. Do you have any speaking and listening activities in the classroom?	Twenty four students said that they have speaking or listening activities in the classroom.		Seventy six students said that they do not have any speaking or listening activities in the classroom.		
3. How often does your teacher give his lecture in English in the classroom?		Eight students said that very often their teacher speaks in English in the classroom.	Twenty students said that sometime their teacher speaks in English in the classroom.	Thirty six students said that rarely their teacher speaks in English in the classroom.	Thirty eight students said that their teacher never speaks in English in the classroom.
4. How often does your teacher encourage you to speak in English in the classroom?	Seven students said their teacher always encourage them to speak in English in the classroom.	Forty students said their teacher very often encourage them to speak in English in the classroom.	Twenty two students said their teacher sometime encourage them to speak in English in the classroom.	Twenty seven students said their teacher rarely encourage them to speak in English in the classroom.	Four students said their teacher never encourage them to speak in English in the classroom.
5. How often do you memorize your answers?	Fifty two students said that they always memorize their answers.	Thirty six students said that they memorize their answers very often.	Twelve students said that sometime they memorize their answers.		
6. How often does your teacher rebuke or punish you for making mistakes?	Seventy students said that they are always punished for making mistakes.	Twenty one students said that they are very often punished for making mistakes.	Five students said that sometime they are punished for making mistakes.	Four students said that they are rarely punished for making mistakes.	

7. How often do you use English outside the classroom?	Four students said that they always use English outside the classroom.	Ten students said that they very often use English outside the classroom.	Twenty students said that sometime they use English outside the classroom.	Sixty one students said that they rarely use English outside the classroom.	Five students said that they never use English outside the classroom.
8. How often does your teacher move around classroom while taking class?		Fourteen students said that their teacher move around the class very often.	Fifty two students said that their teacher sometime move around the classroom.	Thirty four students said their teacher rarely move around the classroom.	
9. How often do you do any group work or pair works in the classroom?		Eleven students said that they participate in group work in the classroom very often.	Eighteen students said that they sometime participate in group work in the classroom.	Sixty four students said that they rarely participate in group work in the classroom.	Seven students said that they never participate in group work in the classroom.
10. How often does your teacher bring any picture or object in the classroom to teach you something?			Nine students said that sometime their teacher brings picture in the classroom to teach them.	Thirteen students said that their teacher rarely brings picture in the classroom to teach them.	Seventy eight said that their teacher never brings any picture in the classroom to teach them.

In response to the first question, twenty one students said that their teacher is very friendly with them, which is very important for the students. However, seventy nine students said that their teacher is not friendly with them. Most of the students were under the impression that the researcher will tell their teacher that he is not friendly. In a CLT classroom a teacher must be friendly with the students; otherwise, students will not actively participate in the class.

In response to the second question, twenty four students said that they have speaking and listening activities in the classroom, but seventy six students said that they do not have any speaking or listening activities in the classroom. From this it is clear that our teachers do not arrange much speaking or listening activities for the students. It clearly written on the preface of the textbook of class IX and X that all four language skills will be practiced in the classroom.

In reply to the third question, majority of the students said that their teacher do not use English as a medium of instruction in the classroom. In CLT, it is essential that a teacher must carry out all classroom activities in the target language but in our country most of our teacher prefer Bangla.

For the fourth question, majority of the students said that most of the time their teacher encourage them to speak in English in the classroom. It is important that a teacher must encourage his students to participate in the class because a CLT class is an interactive class. However, some students said that their teacher never encourage them to participate in the classroom.

In response to the fifth question, most of the students said that they always memorize their answers and some students said that sometime they memorize their answers. From this it is clear that our students still memorize their answers which should be discouraged, but when asked the student said that their teacher wants them to memorize.

In answer to the sixth question, most of the students said that their teacher physically punish them for making mistakes. Our government has passed a law prohibiting all physical punishment, but students are still punished. If students are punished, they will not participate in the class because they will think that they will make mistakes and their teacher will punish them.

For the seventh question, most of the students said that they rarely use English outside the classroom. To implement CLT, a student must use the target language outside the classroom but using English outside the classroom in our country is difficult because our first language is Bangla.

In response to the eighth question most of the students said that their teacher move around the classroom while taking class.

In reply to the ninth question, most of the students said that they rarely have group work and pair works in the class. In the preface of their book it is written that classes are expected to be interactive with students actively participating in the classroom activities through pair work, group work as well as individual work. So, the data show that teachers are not following the textbook properly.

In answer to the last question most of the students said that their teacher never bring any picture or object in the classroom. However, some students said that sometime their teachers brings picture in the classroom to teach them. A teacher should bring real life object or picture to teach the students about something but our teacher do not do so.

4.3 Teachers' response

The researcher visited three different schools in Dhaka, Chandpur and Lakshmipur to collect data. The researcher took permission to collect data from the school authorities one week earlier. The data was collected through questionnaire and interview. The researcher wanted to record the interview but all the teachers refused to go on record. So, the researcher took note of whatever they said.

Table 4.3
Teachers' Responses to the Questionnaire

Questions					
1. Have you received any training on teaching?	All the teachers said that they received trainings on teaching in their teaching career.				
2. Many Believe that student should memorize grammatical structure and rules.	All the teachers disagree with this statement that students should memorize grammatical rules and structure.				
3. A teacher should move around the class while giving lecture in the classroom.	Six teachers strongly agree a teacher should move around the classroom while taking a class.	Four teachers agree that a teacher should move around the classroom while taking a class.			
4. Students should use English outside the classroom.		All the teachers agree that students should use English outside the classroom.			
5. How do you take care of your weak students? Please explain.	No teacher was able to give any solid answer to this question.				
6. How often do you use English as a medium instruction in the classroom?		Four teachers said that they very often use English as a medium of instruction.	Five teachers said that they sometime use English as a medium of instruction.	One teacher said that he rarely uses English as a medium of instruction.	

7. How often do you engage your students in group work and pair works in the classroom?	Three teachers said that they always engage their students in group work.	Four teachers said that very often engage their students in group work.	Three teachers said that sometime they engage their students in group work.		
8. How often do you focus on teaching speaking and listening skills in the classroom?	Two teachers said that they always focus on teaching speaking and listening in the classroom?	Five teachers said that they very often focus on teaching speaking and listening in the classroom?	Two teachers said that they sometime focus on teaching speaking and listening in the classroom?	One teacher said that he rarely focuses on teaching speaking and listening in the classroom?	
9. How often do you encourage your students to speak in the classroom?	All the teachers said that they always encourage their students to speak in the classroom.				
10. How often do you encourage your students to use English outside the classroom?		Eight teachers said that they very often encourage their students to use English outside the classroom.	One teacher said that sometime he encourages his students to use English outside the classroom.	One teacher said that he rarely encourages his students to use English outside the classroom.	

In response to the first question, every teacher replied that they received several trainings like Bachelor of Education (B. Ed.), English Language Teaching Improvement Project (hence forth ELTIP) and Teaching Quality Improvement (TQI) during their teaching career. Only two teachers have received ELTIP training which is specifically designed to train teachers to implement CLT. It seems that most of the teachers have no training on CLT but they have received other trainings on teaching.

In response to the second statement, all the teachers said that students should not memorize their answers but most of the students said that their teacher asked them to memorize. Here the teachers' responses seem to contradict with the students' responses. A teacher should not ask his students to memorize, he should always discourage memorization.

For the third statement, all the teachers agreed, that a teacher should move around the classroom while taking class. A teacher should give equal attention to each student in the classroom; so, he must move around the class while giving lecture, this way the students in the back will not feel deserted. It will also help to create a friendly environment in the classroom.

All the teachers agreed with the fourth statement, that students should use English outside the classroom. To develop communicative competence, students should use the target language outside the classroom and their teacher should encourage them to use the target language outside the classroom.

The fifth question was how do you take care of your weak students? No teacher was able to give any solid answers to this question. When asked, most of them said that there are too many students in the class; it is not possible to take individual care. However, most of these teachers teach students in private in coaching centers.

In answer to the sixth question, most of the teachers said that they use English as a medium of instruction but the students said that their teacher rarely use English to lecture them. One teacher said that he uses Bangla because if he uses English the students will not understand him.

In reply to the seventh question, all the teachers said that they engage their students in group work very often but the students said that they rarely had any group work in the classroom. So, it seems that teachers are not being truthful about the classroom activities.

For the eighth question, most of the teachers said that they often arranged speaking and listening activities for the students, however, the students' response seem to contradict with the teachers' response. A few teachers said that they do not practice speaking and listening activities in the classroom because students do not have to face these things in the examination. They also said that the school authority also asked them to teach only what students will face in the exam nothing more.

In reply to the ninth question, all the teachers said that they always encourage their students to speak in the classroom. A teacher should encourage his students to participate in the classroom because CLT requires interactive class.

In answer to the tenth question, all the teachers said that they often encourage their students to use English outside the classroom. The teachers also said that it is difficult for the students to have a friendly environment, where they can use English because our first language is Bangla and it is used everywhere.

4.4 Findings in Terms of Central Research Questions

This research intends to find out what kind of CLT is introduced in our school. CLT was introduced around 2001 in the secondary level (Hasan and Akhand, 2009). According to ELT experts, teachers are expected to use English as a medium of instruction in a CLT classroom. However, the findings of this research suggest that teachers rarely use English as a medium of instruction in the classroom, most of the time they use Bangla as a medium of instruction in an English classroom. In a CLT fashioned environment, students are not expected to memorize grammatical rules and structure. But the findings seem to suggest that students are memorizing not only grammatical rules and structure but also their answers as well. It is a criterion of Grammar Translation Method, and it seems that teachers are still following GTM under the banner of CLT despite their training and newly designed textbook.

The second research question tries to find out whether teachers are following CLT in the classroom but the data, collected through questionnaires and interviews, suggest that teachers are not following CLT approach in the classroom. A teacher must be friendly with the students but the teachers are far from being friendly. Government has passed law prohibiting all physical punishment but all the teachers were found with a cane in the classroom. An English teacher was

found chasing a student in the corridor of the school for doing something silly. A teacher must motivate his students to speak in English in the classroom as CLT requires all classroom activities must be carried out in the target language. But the findings of this study suggest that teachers do not use English as a medium of instruction in the classroom; most of the activities in the classroom are carried out in Bangla, though the teachers have claimed that most of the time they use English as a medium of instruction in the classroom. Students have claimed that only a few times they have group works in the classroom, but they do not use English during the discussion because they feel very shy.

4.5 Discussion

To develop communicative competence along with other language skills, Communicative Language Teaching was introduced around 2001 (Hasan and Akhand, 2009). New syllabus and textbooks were designed to implement this CLT approach but after a decade it is clear that it is not implemented properly. From the findings it seems that most of our teachers still have a tendency to follow old Grammar Translation Method. Most of our teachers have received training on ELT, but despite having their training, they failed to implement CLT in the classroom. When a teacher goes for training, he/she not only receives training but also a handsome amount of money. It has been found that most of the teachers go for this money not for the training. After the introduction of CLT, a joint venture, funded by British Department for International Development (DfID) and the government of Bangladesh, gave birth to the English Language Teaching Improvement Project (ELTIP) (Hamid and Baldauf Jr., 2008). This project had two objectives: one was to produce new CLT based text book for secondary and higher

secondary level and the other is to provide training to the teachers to implement CLT. Some teachers have received training provided by ELTIP but classroom observation and interview seem to suggest that the training hardly had any impact on them. ELTIP is in its third phase now. Only first phase was funded by the British DfID and Bangladesh government. The last two phases have been financed by Bangladesh government (Hamid and Baldauf Jr., 2008). At this present moment ELTIP is greatly suffering from lack of funding and inadequate manpower (ibid).

Classroom activities are going based on their own belief and experience. CLT was introduced to develop the four language skills, but only reading and writing is practiced in the classroom, no one seems to worry about speaking and listening. The main reason behind this is our evaluation system. SSC examination is designed to test the learners' reading and writing skill, this examination has failed to test learners' speaking and listening skill. Both students and teachers know there is nothing in the examination to test speaking and listening skill, so, they do not care about practicing speaking and listening. Many students said that they memorized their answers and in the examination they write their memorized answers, so, it is clear that writing is also not practiced.

Our economic condition is not good; current annual per capital income is 411 US dollar (Hamid and Baldauf Jr., 2008). At this present condition most of our parents cannot spend much money behind their children's education but only attending class in the school is not good enough for a student to improve his English language skills. Most of the students take private lesson either at home or in a coaching center but many parents cannot afford this because of poverty.

Chapter Five

Conclusion

5.1 Introduction

This chapter discusses the summary of the study, contribution to the research, practical implications, recommendations and further study in the subject area.

5.2 Summary of the Study

The study was based on urban context. Data was collected from teachers and students of class IX and X. The study tries to show the current scenario of ELT in the urban context.

We had been following Grammar Translation Method for almost three decades to teach English but it had failed to develop the communicative competence of the learners. So, CLT was introduced almost a decade ago to improve the four basic language skills. New textbooks and syllabus were designed to implement CLT in the classroom but after a decade it is clear that, CLT has failed to provide its anticipated outcome. Our English teachers still prefer to follow old GTM in the classroom despite their training.

The Central Research questions are:

- 1) What kind of CLT is introduced in school?
- 2) Are teachers following CLT in classroom?

To collect data the researcher went to three different schools in Dhaka, Chandpur and Lakshmipur. Data was collected from 100 students and ten teachers of all the schools through questionnaires and interviews. There was a huge gap between what the teacher said and what the students said. All the teachers said that, most of the time they use English as a medium of instruction in the classroom, but the students said that sometime their teacher use English, most of the time Bangla is used to lecture them. The researcher also found that most of the students memorize not only grammatical rules but also their answers as well. It is also found that, students are still physically punished for making mistakes, though the government has passed law prohibiting all physical punishment. All the teachers have received training on CLT but still they are reluctant to follow CLT in the classroom.

5.3 Contribution to Research

Some research studies (Hamid and Baldauf, 2008, Hasan and Akhand, 2009, Siddique, 2004) have been done on the present scenario of ELT in class IX and X. Most of the time the research is done on rural context, so, the researcher decided to work on the urban context. As this study is done on urban context, it can be considered as a significant work in the ELT context of urban areas. If anyone wants to work on the urban context, he or she can use this work as a source.

5.4 Practical Implication

According to Hasan and Akhand, (2009) CLT was introduced in our secondary level around the year 2001. Before that Grammar Translation Method was used to teach English in our country.

The study suggests that most of the teachers have received training on CLT but they are reluctant to follow CLT in the classroom. Despite all the drawbacks, some progress has been made in CLT context, but the progress is not that much visible to notice.

5.5 Recommendations

Based on the findings of the study some recommendations can be given for implementing CLT approach. All English teachers should be trained properly; they must be trained to teach all four language skills not just reading and writing, so that, they can follow CLT in the classroom. Training should be given on how to arrange group work and pair work in the classroom. If there is real intention behind improving the standard of English, our government should intensify its economic effort and allocate more human resource on this sector.

Teacher should be friendly with the students, and students must be motivated to actively participate in the class. All physical punishment should be stopped. A teacher must carry out all classroom activities in the target language. A monitoring body must be formed to monitor the implementation of CLT in the classroom. Above all, our evaluation system must be redesigned to assess all four language skills.

5.6 Further Study

This small scale research was limited to three schools in Dhaka, Chandpur and Lakshmipur. Data was collected from 100 students of class IX and X and, ten teachers. Further research can be done on the same topic on a more elaborate scale. In that case, the researcher can focus on class

VI to X and collect data from many districts. They can also collect data from stake holders in our ELT context.

5.7 Conclusion

Over 24 million students learn English as a compulsory subject from class I and they continue learning it up to class XII (Hamid and Baldauf, 2008). CLT was introduced with many expectations but after a decade it is clear that only a little progress has been made. Many traits of Grammar Translation Method are still found in our teaching system. Classroom activities are still going on in the old way, teacher's authority is absolute in the classroom, where students are still physically punished for making mistakes. Our teachers still prefer Bangla over English as a medium of instruction in the classroom to teach English in our country. Despite all these drawbacks, some progress has been made, some teachers are trying to create CLT environment in the classroom by discouraging memorization. Some teachers are arranging group work in the classroom though it not enough.

CLT is an effective way of teaching second language or foreign language all over the world. It is not being effective in our setting because it is not implemented properly. From the findings, it seems despite all the drawbacks, if CLT is implemented properly it can help the students to develop all four language skills.

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Questionnaire for Teachers

Name:

Name of Institution & address:

Teaching Experience (years.):

Age:

Phone No:

1. Have you received any training on teaching?

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

If others please explain

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Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Many Believe that student should memorize grammatical structure and rules.	5	4	3	2	1
A teacher should move around the class while giving lecture in the classroom.	5	4	3	2	1
Students should use English outside the classroom.	5	4	3	2	1

2. How do you take care of your weak students? Please explain

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Question	Always	Very Often	Sometimes	Rarely	Never
How often do you use English as a medium instruction in the classroom?	5	4	3	2	1
How often do you engage your students in group work and pair works in the classroom?	5	4	3	2	1
How often do you focus on teaching speaking and listening skills in the classroom?	5	4	3	2	1
How often do you encourage your students to speak in the classroom?	5	4	3	2	1
How often do you encourage your students to use English outside the classroom?	5	4	3	2	1

Questionnaire for Students

Name:

Sex: Male /Female

Name of Institution & address:

Age:

1. Is your teacher friendly with the students?

(a) Yes (b) No

2. Do you have any speaking and listening activities in the classroom?

(a) Yes (b) No

Question	Always	Very Often	Sometimes	Rarely	Never
How often does your teacher give his lecture in English in the classroom?	5	4	3	2	1
How often does your teacher encourage you to speak in English the classroom?	5	4	3	2	1
How often do you memorize your answers?	5	4	3	2	1
How often does your teacher rebuke or punish you for making mistakes?	5	4	3	2	1
How often do you use English outside the classroom?	5	4	3	2	1
How often does your teacher move around classroom while taking class?	5	4	3	2	1
How often do you do any group work or pair works in the classroom?	5	4	3	2	1
How often does your teacher bring any picture or object in the classroom to teach you something?	5	4	3	2	1