A Survey of Communicative Language Teaching at the Upper Primary Level in Bangladesh.

Submitted by:

Ruaksana Haque

Code: 2008-03-92-15

M.A. ELT

English Department

East West University

Submitted to:

Bijoy Lal Basu

Assistant Professor

English Department

East West University

Ruaksana Haque

Date:

Bijoy Lal Basu

Date:

A Survey of Communicative Language Teaching at the Upper Primary Level in Bangladesh.

Submitted by

Ruaksana Haque

Code: 2008-3-92-015

As part of requirement for the M.A. in ELT at East West University, Dhaka, Bangladesh.

Contents

Chapter 3: Methodology

Chapter 4: RESEARCH FINDINGS

List of Tables

List of Graphs and Charts

Chapter - 1

COMMUNICATIVE LANGUAGE TEACHING (CLT)

- In the Upper Primary level (Class Four to Class eight)

Graph: 01: complete communicator:

1. Introduction

English is the most widely learnt and taught language all over the world. For many reasons, this language is becoming more and more popular in the countries over the world including Bangladesh. As a result, the the learning of English has become more important which is evident of the establishment of more and more English medium schools, introducing English as a medium of instruction at all private universities, and making English as a compulsory subject at all the levels of our education. But, despite all these efforts, English still remains a fearful subject to the students in Bangladesh and yet to achieve its functionality. In this context, we do have a detail fact analysis and probable solutions.

 The main reason behind the unfulfillment of the objective regarding English, in the context of Bangladesh, is the lack and weakness of education pattern and English teaching methodology at primary level. To improve this situation we may detail out and refer to the Directorate of Primary Education (DPE) under the Ministry of Primary and Mass Education in Bangladesh.

The weakness in English entails with other problems- the scarcity of well trained and skilled English teacher at primary level and exam oriented tendency of the guardians.

 In Bangladesh, language played a key role in our liberation movement. In 1952, we observed the Language Movement which culminated into a nine month long liberation war in 1971 that resulted the independent Bangladesh today. Bengali, despite being the key and national language of Bangladesh, English gained lot of importance over the years as second language, though constitutionally it does not have any important role. Its noted that Bangladesh was ruled by the British for two hundred years. Hence, English has been used as administrative language for quite some times in our country. Though English does not have special status, I in our country, it still plays a very important role in different course of actions. Along with Bangla, English has important stake in education sectors, from primary to higher level, educating English to students as compulsory subject.

1.1 English: Second or foreign language in Bangladesh

 Mother tongue or first language is perhaps the most favorite choice for any person. The question of language has resulted into many conflicts and irritation. The prime example of such instinct is the Language Movement of 1952 in Bangladesh. On the other hand, we cannot live in isolation. We have to be in contact with the speakers of other languages. Bangladesh is considered to be a monolingual country in which more than 98% of the population is speakers of Bangla language. However, there are more than ten languages in such a small country like Bangladesh. Monipuri, Urdu, Chakma, Santali, Garo, Rakhain, Tipra- are just some of the other

languages used in Bangladesh (Second Primary Education Development Program (PEDP II), 2011). Today, the world has become a global village by the advancement of communication system and technology. Every country is dependent on others for trade and commerce, education, politics etc. As a result, we have to constantly communicate with other countries and speakers of other languages. Third world countries including Bangladesh are to depend on foreign aid because they are not self-sufficient. As a result, are to communicate with foreigners need to speak in English as common language. A third factor is the factor of religion. The sacred language for the Muslims is Arabic, Sanskrit for Hindus, Pali for the Buddhists and Latin for the Christians. All these factors remind us the necessity for learning other language(s) in addition to our mother tongue Second (Primary Education Development Program (PEDP II), 2011).

Second language

A second language is any language other than the first, or native, language learned; it is typically used because of geographical or social reasons. Nowadays, English is considered the world's most widespread second language; it is used in areas as diverse as the internet, television and radio, and international aviation.

Foreign language

A foreign language is a language not spoken by the indigenous people of a certain place:

Official language

An official language is something that is given a unique status in the countries, states, and other territories. It is typically the language used in a nation's legislative bodies.

Declaration in Constitution about Language

Regarding use of language, the constitution of Bangladesh clearly states: "The state language of the Republic is Bangla." In the constitution nothing is mentioned about the status of English. English is not mentioned as a second language or official language. So if we take the status of English in our constitution then we cannot claim that English is a Second language or Official Language in Bangladesh.

1.2 Use of English in Judiciary System

After Independence, the government took the initiative to implement the use of Bangla language in judiciary system in Bangladesh. As a result, now the lower courts carry out their activities in Bangla but English is yet very influential in High Court and Supreme Court. A

lawyer practicing in Supreme Court, must have a good command over English language. Many of the judges still give their verdicts in English language. It seems that the trend of using English will remain for the foreseeable future.

1.3 English in Education sector

Formal and institutionalized education system started in Bangladesh during the British rule. At that time Bangladesh was part of British India. There was a debate about the medium of education. Raja Rammohan Roy argued that the medium should be English rather than Sanskrit or Persian. During the British period, the medium of education was largely in English. In Bangladesh the use of Bangla in college level started in the 1960s. Now students can answer in the examinations in Bangla or English.

At present in our country, three kinds of education systems are in practice that include as follows:**1. Bangla medium:** Bangla medium schools can be divided into two sections-government schools, and kindergarten schools. In the kindergarten schools more emphasis is given on English language than government schools. In Bangla medium, English is compulsory up to twelve class in public education system.**2. English medium:** The English medium schools do not follow Bangladeshi education system and are under the supervision of British Council. The medium of instruction in these schools is English and many of the students of English medium are even very weak in Bangla language.

> 3. **Madrasa Education: In Madrasa education,** there are two kinds of systems - Dakhil and Kawmi. The Kawmi Madrassas are not recognized by the government and do not receive any assistance from the government. In these Madrassas emphasis is given on learning Arabic, Persian, and Urdu while Bangla and English are not taught to the students. In Dakhil Madrassas, emphasis is mainly given on Arabic and Bangla with little emphasis to English.

From the above, we clearly see the difference in education systems in Bangladesh which is solely based on the difference of the medium of education. In the government supported education system, Bangla is the approved medium in all levels. In terms of expenses, English medium education is more expensive than any other system and medium. The private universities in Bangladesh also emphasize on English language applying curriculum and instructions to the classes which is also costly than public universities in Bangladesh.. So, it is clear that in education system in Bangladesh, English has been prevailing an equal stake in Bangla medium, and to some extent, in English medium, got more importance than Bengali.

In this context of education system both Bangla and English Medium, an English teacher plays an important role in teaching English particularly in primary level. A teacher at primary school level needs to be more skilled and innovative to teach the kids. He or she has to understand the children first and make the lessons interesting for them. The teacher must be able to apply and follow the instruction of the curriculum appropriately and achieve all the objectives stated in the manual. Unfortunately, our teachers at primary school level have very little understanding of the existing manual or textbook they use in the class, some major problems associated to this are:

- The majority of primary school teachers have an insufficient command of English to be able to teach it effectively.

- Teachers with insufficient subject knowledge have very little confidence

- Teachers are not assisted with needful materials to the class and sometimes they are unacquainted with the materials prescribed in the manuals. Scarcity of differentiation between the pupils and the allocation of teachers.

- Lack of clear framework, models for pronunciation, scheme of work and teaching ideas.

- Inadequate support.

The ability to communicate is more important than mastering linguistics structures. The students and their guardians are completely exam oriented. So, the students are used to memorizing a set of rules and expressions which make them able to do well in the exam, but not make them capable to communicate spontaneously in English. The learning situation or the classroom essentially plays a momentous role in the learning of the foreign language beyond the classroom door (Brown, 2001).

That is, it is the classroom where the foreign language learner receives the input from the teachers, practices the target language skills with the teacher and the fellow learners and shows his/her performance in the language before his or her teacher and classmates (Maniruzzaman, 2005).Traditionally, language teaching and language learning are concerned with the three 'M's; that is men/ teachers, methods and materials (Gautam, 1998). In the context of Bangladesh, despite English being the compulsory subject from primary to degree level, majority of the students cannot develop skills in English effectively due to different reasons. From time to time syllabuses, textbooks and other teaching materials are changed, but the overall output remains the same. What must be especially analysed that the existing approach (Grammar-translation method, Audio-Lingual, Direct) to English language teaching in Bangladesh is faulty and inadequate (Islam, 2005).

Grammar-translation method had been in practice for a long time in the English Language Teaching context but since 1998 in the secondary and higher secondary levels this method has been replaced by CLT- Communicative Language Teaching (Billah, 2010).

- **The Grammar-Translation method and**

- **The Audio-Lingual approach was the methodologies that were in vague before CLT (ibid.).**

The Grammar-Translation Method and the Audio-Lingual Approach those were in vague before CLT involved repetition and memorization of forms (ibid.). Mere memorizing of grammar rules and studying literary texts are considered somewhat irrelevant (ibid.). Nowadays ability to use the language to meet a practical end has become the major goal of learning English (ibid.).

The Grammar Translation Method is the oldest method of teaching English in our country. A number of methods and techniques have been evolved for the teaching of English and also other foreign languages in the recent past. Yet this method is still in use in many part of Bangladesh. It maintains the mother tongue of the learner as the reference particularly in the process of learning the second/foreign languages. In our research, we have observed that the main principles of this method are based on the following:

(i) Translation interprets the words and phrases of the foreign languages in the best possible manner.

(ii) The phraseology and the idiom of the target language can best be assimilated in the process of interpretation.

(iii) The structures of the foreign languages are best learnt when compared and contrast with those of mother tongue.

In this method, while teaching the text book the teacher translates every word, phrase from English into the mother tongue of learners. Further, students are required to translate sentences from their mother tongue into English.

1.4 Advantages

The phraseology of the target language is quickly explained. Translation is the easiest way of explaining meanings or words and phrases from one language into another. Teacher's labor is saved. Since the textbooks are taught through the medium of the mother tongue, the teacher may ask comprehension questions on the text taught in the mother tongue

1.5 Disadvantages

It is an unnatural method. The natural order of learning a language is listening, speaking, reading and writing. That is the way how the child learns his mother tongue in natural surroundings. But in the Grammar Translation Method the teaching of the second language starts with the teaching of reading. Thus, the learning process is reversed. This poses problems. Speech is neglected. The Grammar Translation Method lays emphasis on reading and writing. It neglects speech. Thus, the students who are taught English through this method fail to express themselves adequately in spoken English.

Exact translation is not possible. Translation is, indeed, a difficult task and exact translation from one language to another is not always possible.
It does not give pattern practice. A person can learn a language only when he internalizes its patterns to the extent that they form his habit. But the Grammar Translation Method does not provide any such practice to the learner of a language.

Secondly, we have seen that the direct method of teaching was developed as a response to the Grammar-Translation method. It sought to immerse the learner in the same way as when a first language is learnt. The weakness in the Direct Method is its assumption that a second language can be learnt in exactly the same way as a first, when in fact the conditions under which a second language is learnt are very different.

In the classroom, as for Example, Direct Method are still evident in many ELT classrooms, such as the emphasis on listening and speaking, the use of the target language for all class instructions, and the use of visuals to illustrate meaning.

Thirdly, the audio-lingual method (ALM) is closely tied to behaviorism, and thus made drilling, repetition, and habit-formation central elements of instruction.

In the classroom, students listened repeatedly to recordings of conversations (ref.: question no 8). Critics of ALM asserted that this over-emphasis on repetition and accuracy ultimately did not help students achieve communicative competence in the target language.

Finally, the "communicative approach to the teaching of foreign languages" — also known as Communicative Language Teaching (CLT) or the "communicative approach" — emphasizes learning a language through genuine communication. Grammar, pronunciation, and vocabulary are, of course, necessary parts of effective communication. With the communicative method two primary approaches may be taken. Some teachers prefer to teach a rule, and then follow it with practice. Most, though, feel grammar will be naturally discovered through meaningful communicative interaction. The communicative approach is a flexible method rather than a rigorously defined set of teaching practices.

The learning situation or the classroom essentially plays a momentous role in the learning of the foreign language beyond the classroom door (Brown, 2001).

In this context, the implementation of CLT, the development of teachers skills and learning techniques through training and orientations, role of policy makers in bringing change in policies to adopt appropriate methodology for English teaching, establishing suitable infrastructures for appropriate number of students in the English Class etc are the considerable factors those are identified obstacles in proper education and teaching in English in Bangladesh. In the second and main chapter of this research, we will review the literature; find out major problems and recommend suggestions to resolve those problems.

1.6   PROBLEM STATEMENT

The teaching of English in Bangladesh is a basic problem for common people as well as on the part of the teachers and learners.

As English is not the mother tongue of the people of Bangladesh, people are found not comfortable and feel shy to speak.

Teaching English is also a huge problem for the most of the teachers of primary schools as their own standard is not up to the marks, as we already have highlighted in our previous discussions.

Most of the primary schools lack in adequate number of English language teachers; even some do not have any. Many of the existing teachers do not have enough knowledge about the Communicative approach *(ref.: research findings)*, as the output of the approach depends largely on the teachers, they are required to know the best use of the approach as well as the textbooks.

Due to the lack of efficient use of the book, its goals and objectives remain unachievable.

Most of the English teachers of primary schools still follow the traditional (grammar translation) method. They teach English through translation in their local language. And -

Even some of them never use a complete English sentence in the classroom (*ref.: Survey outcomes*)

They do not follow the activities which the text prescribed for the class. They often ignore the pair or group works, oral activities, and so on.

The classes are completely teacher centered where the students are found silent recipients until the teacher asked for their response.

There is a big difference between the educational institutions of urban areas and those of the rural areas of the country. Even in some rural schools, there is no fixed teacher for teaching English.

The existing teachers do not have proper knowledge to use the text books in the classes. And when the text book is not used properly, it just remains an ambitious stuff, nothing else. (*ref.: during the research, we have attended classes to get the real life situation).*

Large class size is a common phenomenon in the primary education system. Most of the primary classes consist of 60 to 70 students. In an English language class, the number of students (60-70) may be regarded as a large class and create some problems in teaching and managing the class. It is now believed that for effective language learning, a class should not consist of more than 30 to 35 students. In a large class of language, the teachers cannot give proper attention to each student equally. As the level of the students is

primary, so, in a large class, the atmosphere of the class becomes too noisy to make the class interactive. The duration of English class of most of the schools is from 30 to 35 minutes which is not enough to manage the class properly. (*ref.: research findings).*

Guardians, students as well as teachers are very much exam- oriented, so, the teachers often try to ignore the activities of the communicative part as those are not required in the eventual examination.

1.7 PURPOSE STATEMENT

The objectives of the studies are:

➢ To identify the necessity of learning English

➢ The effective use of English as official language

➢ Major obstacles to learn English as a second language

➢ Find out the problem areas and recommend suggestions to improve.

➢ Rationalize the role of Government

➢ Important role of primary English teachers

➢ Suggested best methods to improve the quality of teaching.

➢ Criticism regarding the role of administration and the society.

➢ Quantitative analysis and research findings

In our research, we will show that the traditional methods (GTM, Direct, audio lingual) are failing to fulfill the needs of the teaching and learning process of the language; and it also recommends us a new effective method which is CLT. The research will also help the policy maker, planners and designers in their effort make new policy, plan and design effective methodology. The study tries focusing the policy makers about the limitation of the present situation of education as it lacks trained teachers, absence of ideal class size, modern facilities and so on. The policy makers have to arrange training program for teachers as most of them (teachers) do not follow or know the suggested techniques of the text book "English for today" where communicative approach is underlying with each activities of the texts. For the improvement of education, this paper also unfolds the areas of research regarding English education in Bangladesh.

1.8   DELIMITATIONS

As the study will be conducted by individual interest for Masters Levely, only three districts will be selected and total 25 nos. teachers and 30 nos. of student's responses will be analysed in the study.

Besides, we also have a survey on students' opinion on the subject matters. In this connection, we have sampling (random sampling method): where we have tried to find out the present status of the standard of education, future planning and students view to improve the area.

1.9   LIMITATIONS

As an advanced level study and having few references, we had to study a lot to collect relevant information. Lack of proper knowledge of our average people is an obstacle to find the actual fact. Some other problems we have faced to work in this field are, like:

- ✓ Lack of guidelines was found to prepare the research paper.

- ✓ Inadequate Books, journals, articles and other materials.

- ✓ Lack of authentic information and inadequate source of data

- ✓ Negligence of authority to improve the area.

LITERATURE REVIEW

2.1   Operational Definition

UPPER PRIMARY LEVEL: In this research, the upper primary level refers to the level of class four to class eight.

2.1.A. GRAMMAR TRANSLATION METHOD (GTM)

In this method, a syllabus is followed for the sequencing of grammar point throughout texts and there is an attempt to teach grammar in an organized and systematic way but no drills and language activities are used in the language classroom.

2.1 B. DIRECT METHOD:

In this method, lessons begin with a dialogue using a modern conversational style in the target language; there is no use of translation and mother tongue in this term

2.1.C. AUDIO- LINGUAL METHOD:

The audio-lingual method is the mode of language instruction based on the behaviorist ideology which professes certain traits of living things, and in this case, human could be trained through a system of reinforcement

2.1.D. COMMUNICATIVE LANGUAGE TEACHING (CLT)

The Communicative language teaching is an approach to the teaching of second language and foreign languages that emphasizes communication or interaction as both the means and ultimate goal of learning a language.

2.2   IMPORTANCE OF PRIMARY LEVEL EDUCATION:

Right education for the beginners can empower human beings to liberate individual mind from the curse of ignorance and darkness; it represents the cornerstone in the development process of any society and the key indicator of the people's progress and prosperity (Haq, 2004:12).

To compete with the world around, children are prepared from the very early years of childhood. In the early four to five years, children are brought up in the home, where they seek general mannerism about how to live in a family and how to interact with others (Haq, 2008*)*.

But in the later life one has to live and compete with the whole world and to excel in the upcoming life (*ibid.).*

Usually primary education ends up at the age of ten years where the students pass their 5th grade examination. This time period initiates and made all pupils understand about how to work in community as a class and how to deal and obey authorities in general in society *(*Zamman, 2007*).* Other than this discipline is the most important aspect that is learned in these preliminary years before stepping into the stream of professional education *(ibid.).*

2.3   PRIMARY EDUCATION IN BANGLADESH:

Bangladesh is one of the developing countries of the Third World with and estimated population of 123.2 million crowded into an area of 1,47,570 sq. km (Munnsi,2007). The literacy rate is 48.4% for the population aged 7 plus and of 62% for the population aged 15 plus (*ibid*.). There are about 78,363 primary schools in Bangladesh and among them 37,671 are Government primary schools (*ibid*.). The primary and secondary levels of education are controlled by the six General Education Boards, each covering a region. The boards' headquarters are located in Barisal, Comilla Chittagong, Dhaka, Jessore, Rajshahi and Sylhet *(ibid.)*

The access of primary education is maintained mainly by the government. More than 75% schools are controlled by the government and around 83% of the total children enrolled in the primary level educational institution go to these schools (Baseline Survey, 2005:3). Similarly, more than 70% primary teachers are working in the government controlled schools *(ibid.)*Besides government run primary schools, nine other category of primary schools are administered, monitored and maintained by different authorities (Rabbi, 2007). Disparity and lack of coordination among these institutions constrains the attainment of universal primary education *(ibid.)*. Variations in teacher student ratio, the number of qualified and trained teachers between the categories, also pose a big challenge towards achieving the goals of universal primary education *(ibid.)*.

In the primary level of education, there is no set official ratio of teacher and student numbers in the school classrooms. Different institutions have their own figures according to their own capacity; it differs from school to school and even one classroom to the other within a school. In 1990, a decision was taken by government to introduce English as a compulsory subject from class 1 and it was implemented in 1992 with the new syllabus and new books (Khan, 2001). Yet

another change by the commission for the foundation of education policy in 1997 would suggest that English be taught from class 3 *(ibid.).* English textbooks is written by Bangladeshi teachers in order to make the text less cultural-bound and put focus on the language (Khan, 2001).

2.4   IMPORTANCE OF ENGLISH LANGUAGE IN BANGLADESH:

Nowadays English is the most widely learnt and taught language all over the world. Bangladesh is not out of this trend. English is becoming more and more popular here. As a result, the teaching of English has become more important which is evident in the fact of the establishment of more English medium schools, introducing English as a medium of instruction at all private universities, and making English as compulsory subject at all the levels of our education (Ahmed, 2005).

2.5   ROLES OF ENGLISH TEACHERS:

An English teacher plays an important role in teaching English at all levels. When he/she teaches English obviously he/she has to follow some methods. In 1970s educators and linguistics observed that though the goal most of the methods of language are to enable learners to communicate in it but the question is that whether the methods are meeting the expectations or not (khan, 2006). The result was that though the students can communicate in the target language in classroom but they are unable to communicate in target language outside of classroom *(ibid.).* It also been observed that the ability to communicate is more important than mastering linguistics structures. Students required perform some function-promising, inviting, and declining, invitations within a social context to communicate *(ibid.).* But the students and their guardians are completely exam oriented, so, they memorize a set of rules and expressions which make them able to do well in the exam, but not make them capable to communicate spontaneously in English.

2.6   TECHNIQUES OF TEACHING ENGLISH LANGUAGE:

The learning situation or the classroom essentially plays a momentous role in the learning of the foreign language beyond the classroom door (Brown, 2001). That is, it is the classroom where the foreign language learner receives the input from the teachers, practices the target language skills with the teacher and the fellow learners and shows his/her performance in the

language before his her teacher and classmates (Maniruzzaman, 2005).Traditionally, language teaching and language learning are concerned with the three 'M's; that is men/ teachers, methods and materials (Gautam, 1998). In the context of Bangladesh, English has been taught here as a compulsory subject from primary to degree level but still majority of the students cannot use English effectively. From time to time syllabuses, textbooks and other teaching materials have been changed, but the overall output has remained the same. It is true that there are a number of reasons behind this disappointing picture of English education in Bangladesh. It cannot be denied that want of modern teaching aids, and efficient teachers, lack infrastructural facilities, unusual student teacher ratio, large class, insufficient class time, among others are, to a great extent, responsible for this miserable condition. One of the major causes may be teachers' and students' lack of awareness of the modern techniques and strategies of teaching and learning English. What must be especially mentioned that the existing approach (Grammar-translation method, Audio-Lingual, Direct) to English language teaching in Bangladesh as faulty and inadequate (Islam, 2005).

2.7. DEVELOPMENTS IN LANGUAGE TEACHING METHODS

2.7.A. GRAMMAR-TRANSLATION METHOD:

Grammar-translation method had been practiced for a long time in the English Language Teaching context but since 1998 in the secondary and higher secondary levels grammar-translation method has been replaced by (CLT) Communicative Language Teaching (Billah, 2010). The Grammar-Translation method and the Audio-Lingual approach were the methodologies that were in vogue before CLT *(ibid.)*. These methods involved repetition and memorization of forms *(ibid.)*. Mere memorizing of grammar rules and studying literary texts are considered somewhat irrelevant *(ibid.)*. Nowadays ability to use the language to meet practical ends has become the major goal of learning English *(ibid.)*.

Though Bangladesh started with the grammar translation method for teaching English, it is actually a knowledge based or product oriented method. Students of Bangladesh are taught rules and exceptions of rules of English grammar, not the use of it in the real life of communication. It is basically teacher dominated production and drill based method. A student is encouraged to learn English through translation which does not take aural-oral perspectives of the language into considerations. Though they learn some grammatical rules, they cannot use them to express their own meanings. The conduct of the lessons had been fully teacher-oriented where the teacher used to be the authoritative main speaker of the class and the students were supposed to be the passive and silent recipients of the language input until the teacher demanded their response or they asked questions individually in the cases of failure in

comprehension or the teacher instructed them to go to the process of collective drillings (Sarwar, 2008).

2.7.B. AUDIO-LINGUAL METHOD:

In the mid of 1950s a new method emerged in the United States, which became very popular and came to be known as Audio-Lingual or Army method or **Aural-Oral Method (Dutta, 2005).** This method is said to result in rapid acquisition of speaking and listening skills *(ibid.)*. The audio-lingual method drills students in the use of grammatical sentence patterns *(ibid.)*. When this method was developed it was thought that the way to acquire the sentence patterns of the second language was through conditioning or helping learners to respond correctly to stimuli through shaping and reinforcement *(ibid.)*.

The Audio-Lingual Method, or the Army Method, is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which professes that certain traits of living things, and in this case humans could be trained through a system of reinforcement—correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.

The Audio-Lingual method arose as a direct result of the need for foreign language proficiency in listening and speaking skills during and after World War II (Dutta, 2005). It is closely tied to behaviorism, and thus made drilling, repetition, and habit-formation central elements of instruction *(ibid.)*. Proponents of ALM felt that this emphasis on repetition needed a corollary emphasis on accuracy, claiming that continual repetition of errors would lead to the fixed acquisition of incorrect structures and non-standard pronunciation *(ibid.)*. In the classroom, lessons were often organized by grammatical structure and presented through short dialogs *(ibid.)*. Often, learners listened repeatedly to recordings of conversations (for example, in the language lab) and focused on accurately mimicking the pronunciation and grammatical structures in these dialogs *(ibid.)*.

Critics of ALM asserted that the over-emphasis on repetition and accuracy ultimately did not help learners achieve communicative competence in the target language. Language forms are not practiced for social purposes and in situational settings, as a result, what students learn in the classroom, may not be transferred to the use in real communication outside the classroom (Ellis, 1994). And language behavior is not merely habit formation, rather it is created every time as new instances of language use *(ibid.)*. Drill and practice used in these classes are mechanical and out of context, and have little communicative values *(ibid.)*.

2.7.C. DIRECT METHOD:

Around the beginning of the 20th century, Gouin's concept of basing second language learning on the first language acquisition, that is lots of oral interaction, spontaneous use of the language, no translation between first language and second language, and little or no analysis of grammatical rules, gained credibility in the direct method (Basu, 2005). It was basically successful in the private language school where clients are motivated to pay high prices for small classes, individual attention and intensive study *(ibid.)*. In this method lessons begin with a dialogue using a modern conversational style in the target language *(ibid.)*. The mother tongue is never used and there is no translation; grammar is taught inductively, rules are generalized from the practice and experiences with the target language *(ibid.)*.

 The Direct method is undoubtedly a highly effective method in terms of teaching language learners who are very competent in using the target language communicatively. It requires small class sizes, motivated learners and very talented teachers which are not always possible in the context of govt. primary education of Bangladesh. There is a fundamental flaw to the direct method that it cannot ensure students' achievement of a sufficient level of proficiency in second language structure and reading. The method contains nothing in its essential theory and principles that deals with the learners themselves.

 In other words we can say that to be successful in learning English means ability to get the meaning across while communicating and that is where CLT is necessary.

2.7.D. COMMUNICATIVE LANGUAGE TEACHING (CLT):

The teaching-learning scenario of English in Bangladesh assumed a new beginning. 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 (Khan, 2006).
Communicative Language Teaching is one of the new methods which had been introduced in Bangladesh in 1990s *(ibid.)*. The aim of this method is to develop learners' four basic skills (Reading, Writing, Listening and Speaking) in English *(ibid.)*.

Communicative Language Teaching (CLT) is an approach of second and foreign language that emphasize communication or interaction as both the means and the ultimate goal of learning a language. In CLT, only the essential grammatical elements are taught through the context-based inductive tasks and activities emphasizing not on the meticulous accuracy but on the overall linguistic negotiation of meaning (Sarwar, 2008).

One of the characteristic features of communicative language teaching is that it plays systematic attention to functional as well as structural aspects of language (Wood, 1981).Communicative approach is focusing on authentic language use and classroom exchanges where student engage in real communication with one another. CLT sets the goal of creating communicative competence in the learners, teaching students how to use the language is considered to be as important as learning the language itself.

According to Richards and Rodgers (2001), there are four characteristics of the communicative view of language:

- Language is a system of expression of meaning.

- The primary function of language is to allow interaction and communication

- The structure of language reflects its fundamental and communicative uses.

- The primary units of language are functional and national categories, rather than structural ones.
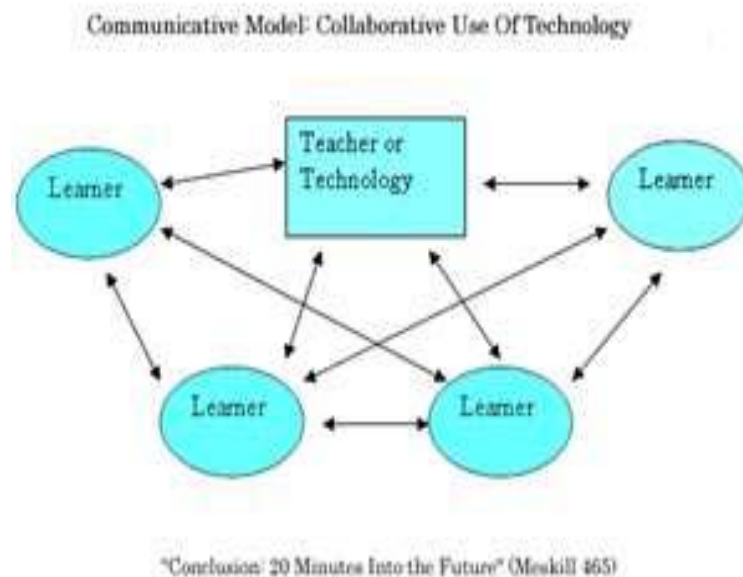
Graph: 02: communicative model: use of technology

2.8.   ROLE IN "COMMUNICATIVE LANGUAGE TEACHING"

The role of grammar in communicative language teaching" suggests an uneasy relationship between two elements: namely, grammar on the one hand, and communication on the other.

2.8.A.   Teachers' roles in CLT:

- The teachers' role is to facilitate the communication process between all participants in the classroom and between these participants and the various activities and text. The teacher sets up a situation that students are likely to encounter in the real life. The real life simulations change from day today. Teachers motivate students to learn real language which comes from their desire to communicate in meaningful ways about meaningful topics.

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

- Larsen and freeman (1986) identify three roles of a teacher: Facilitator, Classroom manager and Co- communicator.

After the lecture, let him [the teacher] remain in the classroom or near the classroom for at least a quarter of an hour so that the students may approach him to ask questions, so that he may sometimes ask an account of the lectures, and so that the lectures may be repeated.

2.8.B.   Learners' roles in CLT:

The emphasis in CLT on the processes of communication, rather than mastery of language forms, leads to different roles for learners from those found in more traditional second language classroom. Breen and Candlin (1980:110) describe the learner's role within CLT in the following terms:

- The role of the learner as negotiator- between the self, the learning process, and the objective of the learning emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertaken.

- The implication for is that he should contribute as much as he gains, and thereby learn in an interdependent way.

There is thus acknowledgement, in some accounts of CLT that learners bring preconceptions of what teaching and learning should be like. These constitute a "set" for learning which when unrealized can lead to learner confusion and resentment (Henner-Stanchina and Riley, 1978)

2.9. English for Today and CLT:

The English for Today books from class 1 onwards- are formed on the basic principle of learning a language by actually practicing it. The practice which is carried out through the four language skills of speaking, listening, reading, and writing , usually in an interactive mode, underlines the communicative approach to language learning. The emphasis on the communicative approach does not disregard the role of grammar. Instead of treating grammar as s set of rules to be memorized in isolation, the book has integrated grammar items into lesson activities allowing grammar to assume a more meaningful role in the learning of English. Thus the students develop their language skills by practicing language activities and not merely by knowing the rules of the language.

The text books (English for Today) describe every lesson very clearly- which skills would be practiced, what functions would be taken, which grammatical rules would be revised, and finally which vocabulary would be introduced. It has also emphasized the four skills of English language. Every lesson has some objectives placed at the beginning which show what the students will learn at the end of studying the lesson. The books aim at the students on a solid ground at least in the matters of fundamental rules of English grammar. Thus, the students who have read these books become familiar with four skills of English language.

2.10 Research Questions

This research paper's aim is to find out the answers of the following questions, those are embedded within the corpus/quantitative analysis]:

 Question 1:

What are the methods used by the primary English teachers to teach English?

Question 2:

What is the importance of CLT to the primary school to the primary school?

Question 3:

How do the primary school teachers implement "Communicative Language Teaching" method?

Chapter -3

METHODOLOGY

3.1   Research Design

The study has tried to examine the possibilities of Communicative language teaching (CLT) approach in the primary school. The survey has also tried to examine the present methodology of teaching English language in the primary school in both rural and urban areas and compared it with CLT approach. The nature of the study is descriptive, comparative and cumulative analysis.

Since I have selected descriptive research procedure, so it requires a clear specification of who, what, when, where, why and which are known as 6 Ws of the research. Those 6 Ws are as below:

A. Who: who should be considered?

    a) Primary level English/other teachers

    b) Primary level students

B. What: what information should be obtained?

    a) What is the preferred method of English teaching

    b) What is the importance and acceptance of CLT method?

C. Where: where the respondent should be be conducted?

    a) In the academy and or

    b) Student hostel

D. When: when should the information be obtained?

    a) In school class break time

    b) In hostel – afternoon, evening.

E. Why: why are we obtaining information?

    a) To identify the preferred method

    b) To identify the understanding level of CLT method

F. Way: in what way we obtained information?

   a) "personal interview"   B) Written Responses   C) Class Observation

According to the research and on the basis of our methodology (descriptive research) it has two broad ways

   a) Survey method

   b) Personal Interview and class observations
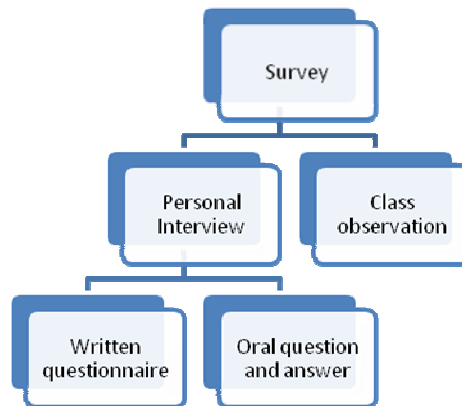
Graph 03: Survey method

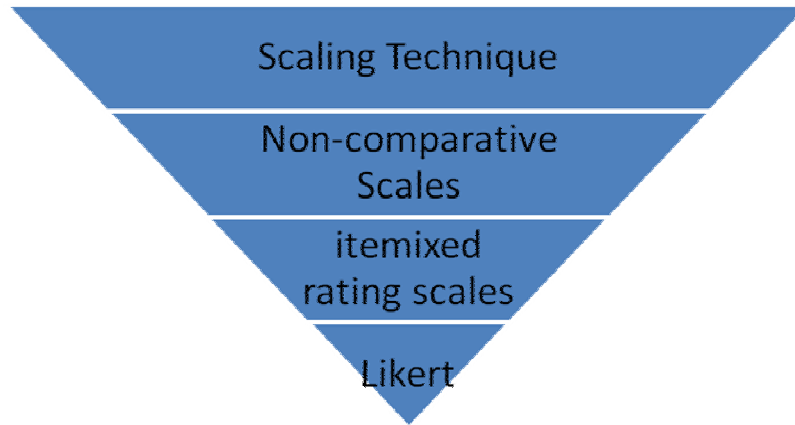To identify the preferred teaching method and understanding of CLT, two techniques are used as well as many other relevant questions which are as follows:

Graph 04: Scaling technique

*3.*2 THEORETICAL FRAMEWORK

A theoretical framework is a collection of interrelated concepts that guides my research for determining what things I want to measure –which already been described in my earlier discussion.

Among all the approaches, Communication language teaching (CLT) Richards and Rodgers (2001), is a suitable theory to describe the context of the study, interpreting to analyze and finally to explain them in the field of language practice and structures.

3.3 SETTINGS:

For the study, I have alternatively used the setting part as the questionnaires have been used by the respondents at their convenient place or places. Otherwise setting would have played any influential role in data collection procedures. Here all data have been collected in four weeks in total 07 nos. of schools.

3.4 SAMPLING

In statistics and survey methodology, sampling is concerned with the selection of a subset of individuals from within a population to estimate characteristics of the whole population.

3.4.a   Determining the target population:

For teacher survey:

Elements   :   Primary teacher (from class five to class eight)

Sampling units   :   Bengali medium schools

Extent   :   Metropolitan Dhaka and 03 districts

Time   :   04 weeks (01, Oct. 11 to 30, Oct. 11)

For students survey

Elements   :   Primary students

Sampling units   :   Bengali medium schools and hostels

Extent   :   Metropolitan Dhaka and 03 districts

Time   :   04 weeks (01, Oct. 11 to 30, Oct. 11)

3.4.b   DETERMINING THE SAMPLE FRAME:

For both teacher and student survey:

➢ Corporate directory

➢ Bangladesh education board statistics

➢ Data collection through written questionnaire and oral interview

➢ Class observation

3.4.C   DETERMINING THE SAMPLE SIZE:

For this research, sampling followed two pronged stages: firstly, 10 primary English teachers have been selected from around Dhaka city and secondly, another 15 primary English teachers from the rural area of 03 districts have taken part in the survey. In total 25 numbers of primary English teachers' views have been chosen for analysis.

The sample consists of both urban and rural schools; 15 upper primary level students from Dhaka city and another 15 from the rural areas in 03 districts have been selected for data analysis. In total 30 numbers of students have been surveyed.

3.4.D   SELECT A SAMPLING TECHNIQUE:

1	2	3
Probability Sampling Technique	Stratified	Random

Graph 05: Sampling technique

Two sets of similar questionnaire have been formed (appendix) for both of teachers and students. The teachers from each group have been chosen by using personal contacts as the school authorities were very protective regarding their reputations. Without disclosing their (teachers) names, the respondents were taken. The sampling technique was stratified as all the teachers were not accessible as respondents were not completed as some of them were not properly knowledgeable regarding the survey issue.

 All the answers of the questionnaire have been collected by the researcher personally from the selected teachers and students. 10 primary English teachers from both rural and urban have been interviewed informally. To have descriptive views of the teachers, some questions from the questionnaire have been asked orally.

Data collection procedure has been done manually and no digital equipment was used as in most of the cases participants were opposed to digital recording of interviews and classroom observations.

3.5 INSTRUMENT

3.5.a Questionnaire Design Process

To design questionnaire I have followed a series of steps shown in the figure and short guidelines also were given that we used:

specify the information needed

specify the type of interviewing method

Determine the content of individual question

Design the question

Decide the question structure

Determining the question wording

arranging the question in proper order

identify the form and layout

Re-produce the questionnaire

Eliminate bugs and pre-testing
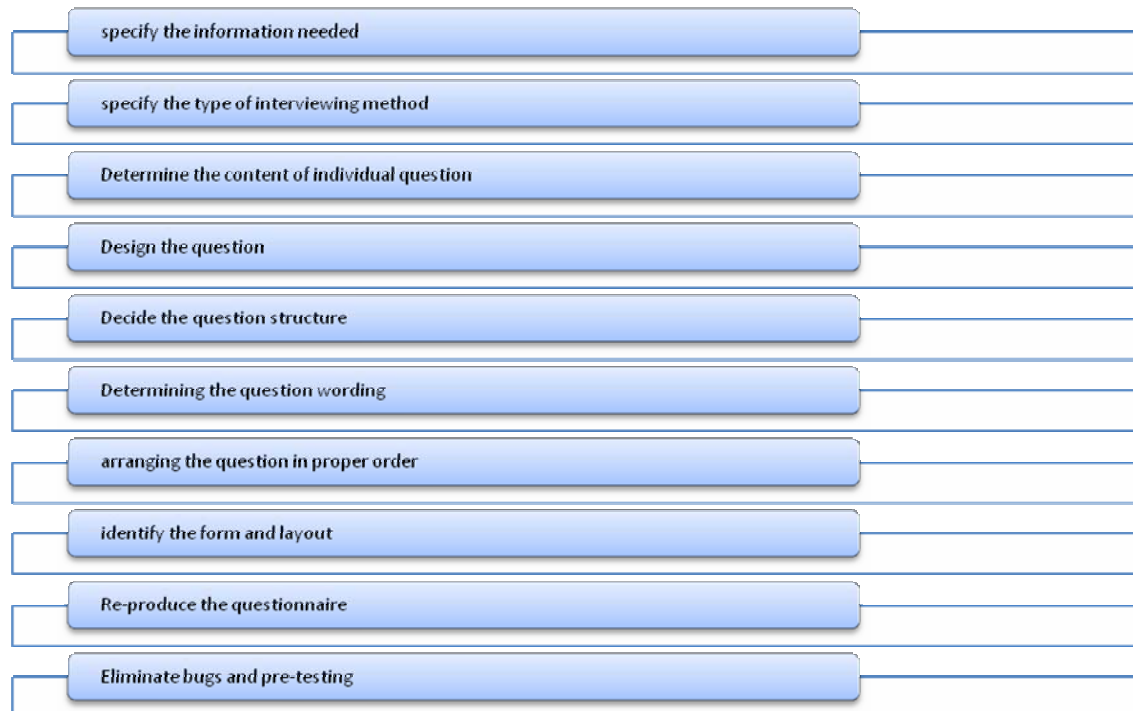
Graph 06: questionnaire design process

Two types of questionnaires have been prepared; one is for teachers and the other for student. Questionnaires were not included any sensitive query. Both structured and unstructured questions with open and close ended form have been used in the questionnaires.

We have explained the 6Ws earlier. Here, we have avoided ambiguous words, leading questions, implicit alternative assumptions etc.

- opening questions are interesting, simple, and non-threatening

- qualifying questions are served first

- basic information have been obtained

- questions have been formed in logical and specific form.

The question have been numbered and pre-coded.

To maintain and make a professional questionnaire, I have taken care of some very important issues. At first, I prepared a checklist for creating an effective questionnaire, and then I had discussed with some senior students and teachers. And then I have checked, rechecked and restructured it. Then I had developed a dummy questionnaire and had done a pilot study on it. Then I had prepared the final questionnaires.

In questionnaire - 1 (Questionnaire: English Language Teachers, ref.: appendix), there are 17 questions in part – 1, and 05 questions in part – 2, are formed to answer the two central research question. The questionnaire is comprised of both open ended and close ended question. The primary English teachers might not face problem to give answers of the questions, therefore, we've designed multiple choice question pattern.

3.6   DATA COLLECTION PROCEDURES

Name of academy and persons surveyed according to area information:

Sl	Name of School	Address/Area	No of teacher	No. of student
1	Bangla Bazar Govt. Girls	Dhaka	4	7
2	Baropakhia primary school	Delduar, Tangail	3	4
3	Delduar govt. School	Delduar, Tangail	4	4
4	Mohakhali Adorsho Primary School	Dhaka	3	4
5	Shonghoti Govt. School	Barishal	4	4
6	Kauriya Govt. School	Barishal	4	3
7	Rokonpur Primary school	Dhaka	3	4
Total			**25**	**30**

Table 1: Data collection procedure

3.7 DATA ANALYSIS PROCEDURES

The steps that are involved in data preparation process are:
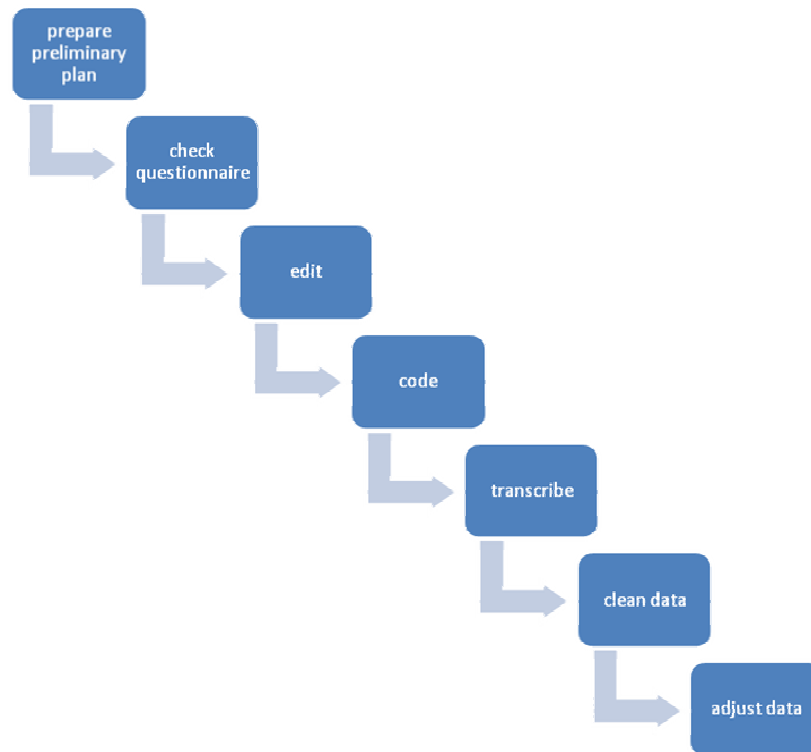
Graph 07: Data preparation process

Collected data has been analyzed with the reference of "Richards and Rodgers (2001) of Communication language teaching (CLT)" which was a suitable theory for the thesis. In doing so, the linguistic features of the answered questionnaire have been analyzed in the field of language practice and structures. In this connection, a comparative study has been done among the questionnaires of the 25 English language teachers of the primary govt. school and non govt. school; and also the informal interviews of 10 English teachers of the primary level also have been considered. All the data have been analyzed, so that the central research questions are answered from this analysis.

Chapter-4

RESEARCH FINDINGS

PART - 1

Survey ⟩ Personal Interview ⟩ Written questionnaire

The following information, tables, data etc. are given on the basis of interview taken with the teachers and students: the summaries of teachers and students opinion towards importance of CLT method are given below: Total respondent – 55.

After taking the interview I have summarized the findings in the following manner:

1.   Which method of English learning do you prefer in teaching?

a) Grammar Translation   b) Direct method   c) Audio Lingual   d) communicative language teaching
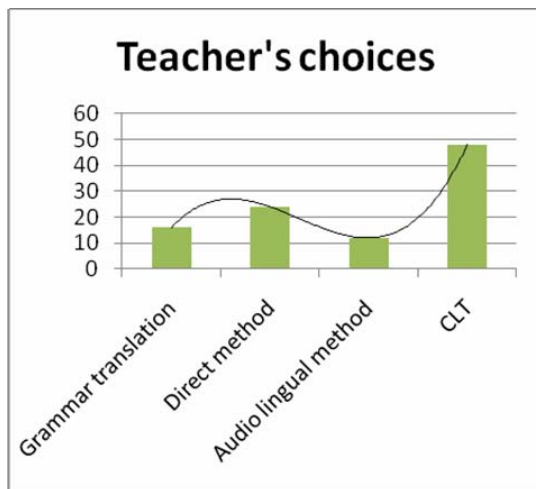
4.1.a. Preferred teaching method:
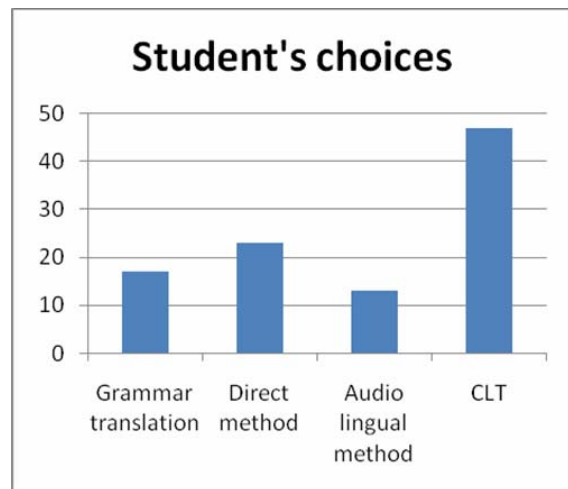
Following calculation has been done from the data:

Sl. No	Method	Survey outcomes @ Teacher	%	Survey outcomes @ Student	%
1	Grammar translation	4	16	5	17
2	Direct method	6	24	7	23
3	Audio lingual	3	12	4	13
4	CLT	12	48	14	47
	Total respondents	**25**	**100**	**30**	**100**

Table 2: preferred teaching method

 Graphical presentation of teacher and student choices the Cumulative English Teaching

Graph 8: most preferred method @ teacher   Graph 9: most preferred method @ Student

Findings: **48% of teacher out of 25 and 47% of student out of 30 vote for "CLT" as most preferred English language teaching method.**
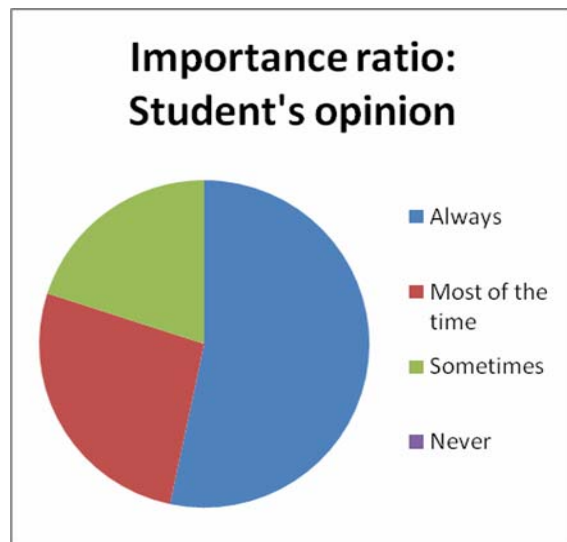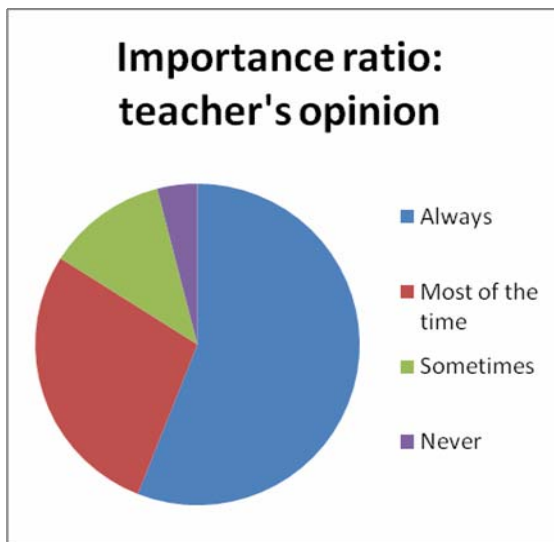
4.1.B   IMPORTANCE OF CLT

2.   Importance of "Communicative Language Teaching" (CLT) method?

         a) Always   b) Most of the time   c) Sometimes   d) Never

Sl. No	Method	Survey outcomes @ Teacher	%	Survey outcomes @ Student	%
1	Always	14	56%	16	53%
2	Most of the time	7	28%	8	27%
3	Sometimes	3	12%	6	20%
4	Never	1	4%	0	0%
	Total respondents	**25**	**100**	**30**	**100**

Table 3: Importance of CLT

Graphical presentation of survey findings of importance of "Cumulative Language Teaching"

Graph 10: importance of CLT by teacher   Graph 11: importance of CLT by Student

Findings: 56% of the total respondents of 25 teacher and 53% of total 30 nos. of students provided their vote to "a" that is the importance of CLT is "always".

4.2 OTHER FINDINGS: SURVEY OUTCOMES:

I have mentioned earlier that this research has been based on descriptive approach and I have tried to find the actual fact happening in the academy in different part of the country of Bangladesh.

Now I have shown the fact found in few areas of survey –

In review of the question answer 04, (ref.: question 4 in the questionnaire sheet), I have found that more than 60% of the total (55) respondents answered "b" that is "most of the time".

In other questions 5 to 8 (ref.: question no 5, 6, 7, 8 in the questionnaire), I have found that 60% to 65% gave their vote in "b" that is "most of the time." So, the findings are – the education system is still not come out from the traditional English learning method that means our education system still follows the first two methods (a. Grammar Translation Method, b. Direct method)

The questions have been designed a way that identify the true fact, as we see in question part B & C, I strongly tried to find the preference and most effective method, where it has shown the different picture. From my survey it is found that about 50% of respondents preferred CLT as most effective technique of teaching.

Moreover, in my analysis (ref.: graphs 10 & 11) the result is aabout 55% respondents have voted "a" that is the importance of CLT is in category "always".

RESEARCH FINDINGS

PART – 2

4.3   ORAL QUESTION & ANSWER:

In the first step, I have presented the findings of my research survey from personal interview of written questions.

Now I have tried to analyse the verbal interview results of teachers and students.

Basically, in this part I have interviewed a team of 10 students and 10 teachers. The question pattern was more or less same as designed for written answer, but the integral area and the focal part was to find the expression of the teachers and student towards our research topic.

Teachers are not really cooperative and feel shy to come into show the real picture of the classroom. The school authority is very much protective regarding the reputation of their school. They don't want to expose their ignorance. The teachers agreed that they do not follow the curriculum. They often ignore the students' participatory part. Two very important skills of language learning- listening and speaking are often ignored. And the exam pattered is completely based on memorization. The teachers are not much trained regarding the modern methodologies of teaching language.

RESEARCH FINDINGS

PART – 3

4.4   CLASS OBSERVATIONS:

Here are the major approaches of teacher (Class) observation with the corresponding techniques and instruments.

4.4. a. Observing experiences:

1. Classroom Management
2. Teacher Expectations.

The nature of the teacher observation is:

1. Guided

2. Systematic

3. Focused.

And, the conceptualization of the teacher education has lead to:

1. Terminological development for understanding and discussing the teaching process;

2. Awareness rising of the principles and decision making for effective teaching;

3. Distinguishing between effective and ineffective classrooms;

4. Identification of own teaching techniques and practices of the student teachers.

4.4.b. The major approaches of teacher observation are:

1. Qualitative

2. Quantitative.

The qualitative approach of teacher observation involves rich descriptive data of the observation which handled in a focused way. The quantitative observation also includes checklist or an observation form.

4.4.c. Survey Results

In the recent past Bangladesh has achieved considerable improvement in enrolment, attendance, and school completion rate but little success has been wrought in improving the quality of education. There are many primary school systems in Bangladesh that provide primary education to the children of 5 to 10 years of age using different curriculum and administrative structures. The variety of offered primary education, aimed at eradicating illiteracy, is appreciable if the quality of education remains above an acceptable level. But some recent studies indicate that the quality of primary education is not up to the mark for some school systems and variations among the systems are glaringly obvious. This low level of performance may be due to a number of internal and external factors including classroom culture and the administration process of the relevant school system. As learning takes place in

a classroom and as the teachers are the hubs of all the classroom activities, these case studies intended to delve into the matter to improve understanding of the factors responsible for differences in performance in different school systems. It is obviously easier to conjure up and blame the different curriculums of the various school systems as the main culprit for the differences in performance. However, the real causes of substandard performance and possible explanations of the differences can only be identified through classroom observation.

4.4.d. Instrument

This study followed a non-participant classroom observation strategy to collect data. The teachers were asked to continue their normal class schedule and continue teaching undisturbed. Although there were no preconceived criteria for selecting good or not so good schools, the study team which comprised the researcher and her husband concentrated on some issues that influence the teaching- learning process. A checklist was prepared to aid the observation and notes were taken in the classroom. Before the final observation a pilot test using the checklist was done to fine-tune the instrument as well as the issues investigated. I have spent two months in the field observing the classroom situations at different primary school systems. The information was analyzed and presented under the five broad headings:

- ✓ **Classroom condition**
- ✓ **Classroom teaching**
- ✓ **Ongoing evaluation**
- ✓ **Classroom management and**
- ✓ **Performance of the learners.**

4.5   Findings and Recommendations:

4.5.a   Classroom condition
Physical facilities of the government primary schools were not satisfactory in terms of sitting arrangements, lighting, and ventilation. However, considering the total enrollment of the children in class five it would not be easy to accommodate the learners if all attended regularly. The non-government-registered primary schools maintained inadequate physical facilities compared to the government primary schools.

4.5.b   Instructional materials

The learners of government and non-government registered primary schools did not get their books on time. Moreover, they don't really have all updated version of books and other instrument to teach their students well.

4.5.c.   Teacher's training

In good government schools, the teachers were comparatively more qualified and trained than those of 'not so good' schools. In the case of good government school all the four teachers had C-IN- ED training from the primary teachers training institutes while only one of three teachers of 'not so good' government primary schools received this training whereas two of eight teachers of non-government registered primary school had C-IN-ED training.

Moreover, the teachers also not proactive to upgrade them by training on the latest and mostly used methods of teaching.

4.5.d.   Classroom teaching

The relationship between teacher and student was quite frank in government schools and stiff in non-government registered schools. Only few teachers in any system asked the learners about their personal matters before entering into the lesson. Reading in the classroom by both the teachers and the learners followed by a load of questioning and answering was the only style of lesson presentation.

4.5.e.   Classroom management

Classroom management was very poor in every primary school system. Individual attention towards slow learners was not observed rather the teachers paid full attention to the good learners and were quite oblivious of the slower learners.

4.5.f   Ongoing evaluation

Ongoing evaluation for remedial teaching was very poor in all systems investigated. Due to the lack of an ongoing evaluation system, teachers were unable to recognize which children were lagging behind and who should be taken care of.

4.5.g Teaching aids

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.

4.5.h Teaching staff

The teacher is the hub of any learning process. It is unanimously accepted that teacher's experience, education, attitude, and subject knowledge influence the whole teaching-learning process. A lot of quantitative studies have been initiated to corroborate relationships between learning achievement and teacher's training,

4.5.i 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 case 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 and which the possible impacts of the classroom climates are on the student's learning.

The traditional sitting arrangement is not fit for CLT, so from our research and class observation we are strongly referring to change the sitting which is more applicable and easy to have interactions between teachers and students.

4.5.j Establishing rapport with the students

The relationship between the teacher and students is very important in the classroom teaching, learning process. Although classroom practices generally count on the overall school environment and school culture, still it depends greatly on the concerned teacher. It is very important to establish rapport with the learners before entering into the lesson or academic discussion.

So, form our observation, we have seen that the number of student in any particular class should not exit 20/25. In the English medium schools particularly Dhaka based could be able to maintain this number but overall, it is not possible. In that case, to reduce these problems different measures can be taken Government are as follows: should take:

- ✓ **The number of schools and number of English teachers should be increased**
- ✓ **Only for the English classes, the duration of the class should be increased and large classes should be divided into more sections with 20 t0 25 students.**
- ✓ **Proper training in house and out house should be arranged.**
- ✓ **Schools' physical structure should be upgraded with refurnished chair and tables.**
- ✓ **Sufficient course materials should be provided and teachers can develop materials sharing with other teachers that can be used in the class.**

- ✓ **The class room should be student centered so that they can use group or pair works, motivate students to speak in English, even they can ignore some of while students make mistakes**

- ✓ **Teachers should take note of the weak students and provide extra mentoring**

OBSTACLES ENCOUNTERED

Sometimes from the ignorance of understanding, a few respondents did not answer the entire question properly, in this case; I did not get the accurate figure. I have taken some strategies to minimize this gap. These are:

- ✓ I have targeted well educated persons

- ✓ I have tried to select persons those are extrovert

- ✓ I only have taken the interview among those are willing to cooperate

Moreover,

I have a pre-discussion session to make them understand the objectives of my research as many of the teachers and students were not familiar with the modern methodologies.

The students are too young to understand the research topic, sometimes the teachers has guided them to answer the questions. Sometimes, I have guided also them to answer the dummy questionnaire.

I have used two sets of questionnaires so that there is no any ambiguous answer. I have rejected false and incomplete answers. Some of the answers are not relevant to the questions, so, I have briefed them again and guided them to answers.

OVERCOMING OBSTACLES IN SURVEY STAGE:

The entire data survey process has been handle by a single hand to make it hundred percent genuine and authentic. I had a journey to capture the actual picture of some rural area of primary schools to get the real situations.

In some areas, I also discussed with the local authority to learn more about the education system there, including guardian to identify their mindset towards teachers and their children.

CONCLUSION

The history of using English Language in our country started during the British colonial role in India. With the growing demand of learning and communicating in English, the Bangladeshi students are facing some challenges for different reasons. Unlike India, English is not used in Bangladesh as an interpersonal and inter-institutional communication and there is seemingly no possibility of English becoming the lingua franca in Bangladesh. Since the socio-economic conditions are different, the need of English is important for the international perspective than national need. In Bangladesh, the role of grammar in teaching-learning English at undergraduate level is to be redefined so that, the learners can get the befitting knowledge in the new era of e-world of national and international job market and at the same time, the prestige and standard of English education at the stated level would be renovated and up-dated. Therefore, we need to be very copious and pay our attention in every education sector particularly in upper primary level

In the context of the rapidly changing global scenario the importance of learning English as the main and only tool to communicate with the world can no longer be ignored. In the view of this, the research findings also have come up with in the same platform:

It goes without saying that the "communicative language teaching" method is the most preferred technique. Most of the respondents realized this technique as one of the most effective tool, which was justified on the basis of comparative analysis of the opinion of both teacher and students.

"Communicative language teaching" method is very important because this can easily be established and attract the mind of students. In the study, students were found more participative and encouraged to join in discussion session with their teachers.

Another important factor is, now -a -days the students are more extrovert, they always prefer group discussion, solve problem in groups, raise tiny association and team work to interact jointly. They believe in "united, act and solve". So the communicative Language Teaching is the most preferred method to overcome the weakness and fear of the students in developing their skill on English.

References:

Anderson, J. (1993). *Is communicative approach practical for teaching English in China? Pros and cons. System, 21(4), 471-480.

Bartels, N. (2005). *Applied linguistics and language teacher education: What we know.* In N. Bartels (Ed.), *Applied linguistics and language teacher educati*on (pp. 405-424). Boston: Kluwer Academic Publishers.

Batten, M., Marland, P. & Khamis, M. (1993). *Knowing how to teach well: Teachers reflect on their classroom practice* (Research Monograph No. 44). Melbourne: Multilingual Matters Ltd.

Brown, S. & McIntyre, D. (1988). *The professional craft knowledge of teachers*. Scottish Educational Review, (Special Issue), 39-45.

Busher, H., Clarke, S. & Taggart, L. (1988). *Beginning teachers' learning*. In J. Calderhead (Ed.), *Teachers' professional learning* (pp. 84-96). Lewes: Falmer Press.

Celce-Murcia, M., Dornyei, Z., & Thurrell, S. (1997). Direct approaches in L2 instruction: *a turning point in communicative language teaching?* TESOL Quarterly, 31(1), 141-152.

Chowdhury, M. R. (2003). *International TESOL training and EFL contexts: The cultural disillusionment factor*. Australian Journal of Education, 47(3), 283-302.

Cooper, P. & McIntyre, D. (1996*). Effective teaching and learning. Teachers' and students' perspectives*. Buckingham: Open University Press.

Dicter, W. (1994). New *approaches to language teaching: An overview*. (ED 375668). Centre for Language and Communication Studies. Trinity College: Dublin.

Duquette, G. (Ed.). (1995). *Second language practice. Classroom strategies for developing communicative competence*. England: Multilingual Matters Ltd.

Elbaz, F. (1983). *Teacher thinking: A study of practical knowledge*. New York: Nicholls.

Ellis, G. (1994). *The appropriateness of the communicative approach in Vietnam: An interview study in intercultural communication*. London: ELT Journal 36(2), 73-81.

Ellis, R. (1982). *Informal and formal approaches to communicative language teaching*. ELT Journal, 36(2), 78-81.

Grenfell, M., & Harris, V. (1999). *Modern languages and learning strategies: in theory and practice*. London: Routledge.

Hadley, A. (2001). *Teaching language in context*, 3rd ed. Boston: Heinle & Heinle.

Halstead, J. (1996). *Values and values education in schools*. In J. Halstead & M. Taylor (Eds.), Values in education and education in values (pp. 3-14). London: Falmer Press.

Joyce, B., Weil, M., & with Showers, B. (1994). *Models of teaching* (4th ed.). Boston: Allyn and Bacon.

Larsen, D. (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford: Oxford University Press.

Lee, J. & VanPatten, B. (2003*). Making communicative language happen* (2nd ed.). Boston: McGraw Hill.

Littlewood, W. (1981). *Communicative language teaching. Cambridge*: Cambridge University Press.

Mangubhai, F., Marland, P., Dashwood, A., & Son, J.-B. (2004). *Teaching a foreign language: One teacher's practical theory*. Teaching and Teacher Education, 20(3), 291-311.

Markee, N. (1993). *The diffusion of innovation in language teaching. In Annual Review of Applied Linguistics* (Vol. 13, pp. 229-242). New York: Cambridge University Press.

Mitchell, R. (1988). *Communicative language teaching in practice*. London: CILTR.

Mitchell, R. (1994). *The communicative approach to language teaching: An introduction.* In A. Swarbrick (Ed.), Teaching modern languages (pp. 33-47). London/New York: Routledge.

Mitchell, R., & Lee, J. H.-W. (2003). *Sameness and difference in classroom learning cultures: Interpretations of communicative pedagogy in the UK and Korea*. Language Teaching Research, 7(1), 35-63.

Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.

Nunan, D. (1991). *Language teaching methodology*. New York: Prentice Hall.

Richards, J. C., & Rodgers, T. S. (1986). *Approaches and methods in language teaching.* Cambridge: Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge: Cambridge University Press.

Richardson, V. (1997). *Constructivist teacher education. Building a world of new understanding*. Washington: Falmer Press.

Rollman, M. (1994). *The communicative language teaching 'revolution' tested: A comparison of two classroom studies*: 1976 and 1993. Foreign Language Annals, 27(2), 221-239.

Sato, K. (2002). *Practical understandings of CLT and teacher development.* In S. Savignon (Ed.), *Interpreting communicative language teaching: Contexts and concerns in teacher education* (pp. 41-81). New Haven: Yale University.

Savignon, S. J. (2002a). *Communicative language teaching: linguistic theory and classroom practice.* In S. J. Savignon (Ed.), Interpreting communicative language teaching (pp. 1-27). New Haven & London: Yale University Press.

Savignon, S. J. (2002b*). Interpreting communicative language teaching. Contexts and concerns in teacher education.* In S. J. Savignon (Ed.), *Interpreting communicative language teaching* (pp. 41-81). New Haven & London: Yale University Press.

Scarcella, R., Anderson, E., & Krashen, S. D. (Eds.). (1990). *Developing communicative competence in a second language*. New York: Newbury House Publishers.

Schubert, W. (1992). *Personal theorizing about personal theorizing*. In E. Ross, J. Cornett & G. McCutcheon (Eds.), *Teacher personal theorizing: Connecting curriculum practice*, *theory and research* (pp. 257-272). New York: SUNY.

Swarbrick, A. (Ed.). (1994). *Teaching modern languages*. New York: Routledge.

Wright, T. (1990). *Understanding classroom role relationships.* In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 82-97). Cambridge: Cambridge University Press.