

Implementation of CLT approach in an EAP course in private universities of Bangladesh

By

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Declaration

It is announced that

- The thesis represents my own unique work while finishing my Bachelor's certificate at BRAC University.
- There is nothing in the thesis that has been previously released or written by a third - party provider.
- The thesis does not include any material that has been approved or accepted for any other university or other institution's degree program.
- All of the primary sources of assistance have been acknowledged.

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Approval

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ABSTRACT

The aim of the research was to investigate how private universities deal with CLT in an EAP course. The participants in the study were students and teachers from different universities who have done and taught EAP courses respectively. Based on the interview, the purpose of this qualitative research was to explore the use of CLT technique in an EAP course at a private university in Bangladesh. The results indicate that both teachers and students believe that students will benefit more if CLT is integrated in teaching English language at the secondary and higher secondary levels. Moreover, they believe that CLT enables them to learn a language in a practical classroom setting. On the other hand, the researcher found that CLT helps students gain speaking skills efficiently but focuses less on writing skills.

Dedication

This thesis is dedicated to my parents; this journey would not have been possible without their inspiration, assistance, and motivation.

Acknowledgement

First of all, I want to thank Almighty Allah for giving me the opportunity and strength to conduct this research effectively. Second, I want to thank my parents for their unfailing assistance whenever I needed it. Next, I want to express my gratitude to my friends who helped me in conducting this study. My gratitude goes to my teachers, whose advice during my undergraduate years was extremely beneficial to me.

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Chapter one: Introduction

1.1.Introduction

Due to its worldwide acceptance in every aspect of today's world, the fields of business, science, and technology, to name a few, communicating in English has become a common necessity. The term "EAP" refers to English for Academic Purposes. English for Academic Purposes refers to individuals' language and behaviors to study or work in an English-medium higher education institution. As a result, the goal of an EAP course is to assist these individuals in learning some of the language and cultural processes, mostly institutional and disciplinary that are involved in studying or working in English. (Gillet, 2011). There are various ways to learn English, and one of them is through Communicative Language Teaching. According to Liu (2015), the history of foreign language instruction may be traced back to thousands of years. People who speak various languages can communicate with each other. Grammar translation has been utilized in addition to several other techniques, such as direct method, audio-lingual, cognitive method, and many more, alone in the last few decades (T. Pica, 2000). Furthermore, Communicative Language Teaching has picked the interest of educators and researchers in related disciplines from all around the world (Littlewoods, 2014). This research is defined as following ways: first by concentrating on students' experience learning English in an EAP course using the CLT approach and second by looking at different learning advantages and difficulties of using the CLT approach for teaching and learning English.

1.2. Objective of the Study

The researcher sought to discover how private universities employed and used CLT to teach four language skills (listening, reading, speaking, and writing) in an EAP course. The usefulness of the CLT method for an EAP course in private institutions in Bangladesh will be investigated in this study. In addition, the researcher focused on the viewpoints of instructors and students on the adoption of the CLT approach for teaching and language learning skills such as reading, listening, reading, and writing.

1.3. Significance of the study

For a variety of reasons, the researchers selected this topic to investigate. Teachers and students are the study's major target groups. The readers will be able to know how the CLT method is used in an EAP course to teach four language skills in private Universities of Bangladesh. The researcher's goal is to get feedback from both students and instructors. Due to this study, teachers will be able to learn about students' views and attitudes regarding CLT. As a result, they will be aware of the problems that students may face in language classes. Besides, teachers will get an opportunity to change and enhance their teaching methods according to students' needs. Secondary stakeholders, such as secondary and upper secondary school administrators, will be aware of the importance of introducing the CLT approach at those levels. University authority will recognize their flaws and will have the opportunity to work to correct them.

Chapter Two: Literature Review

This study investigates the utilization of the Communicative Language Teaching method in an EAP course at private universities in Bangladesh from the viewpoints of instructors and learners. This chapter begins with a quick introduction of CLT, the features of CLT, the role of instructors and students in CLT, the benefits and drawbacks of CLT.

2.1. What is Communicative Language Teaching?

CLT includes both the practices and objectives of classroom learning and instruction that evaluate learners' social interaction skills and aims to increase language acquisition research to account for its progress (Savignon, 1991).

Hendrickson (1991) mentions, students at all levels of communicative language education require a significant amount of practice of the target language in linguistically and culturally appropriate context. Language should be taught in real situations outside of the classroom as closely as appropriate to how native speakers use it outside of the classroom. As a result, one of the responsibilities and challenges for teachers is to establish learning environments that allow students to incorporate the target language in various realistic situations. To illustrate, students might listen to the radio, watch movies and series, read the newspaper and periodicals. Moreover, they can send personal letters and engage with native speakers visiting from other countries (Hendrickson, 1991)

2.2. The Features of CLT

According to David Nunan (1991), CLT is typically characterized as a collection of methods for acquiring communicative competence in a creative and improvisatory manner. CLT explains why it is not a method in the conventional sense but rather an approach. According to David Nunan (1991), CLT has five essential characteristics: Learners are required to concentrate not only on the content of the course but also on the process of learning management. Students are expected to emphasize the utilization of authentic texts in the learning environment and the interactive method of learning in the target language. The importance of introducing learners' own experiences as a significant contributing component in the classroom is emphasized. Everything in a CLT classroom is done with a communicative focus, bridging the gap between classroom learning and the wider domains of life beyond the classroom. Role-play, problem-solving exercises, and language games are all included in the plans to improve CLT's overall efficacy (Hosen, 2015).

According to Mustapha & Yahaya (2013), all aspects of communicative competence should be addressed in the classroom: Grammatical, discursive, pragmatic, psycholinguistic, and tactical considerations. Language methods should encourage students to utilize language for practical, realistic, and meaningful purposes. Communication strategies are based on complementary concepts of fluency and accuracy. Language should be utilized for both productive and receptive purposes. The activities are learner-centered. The teacher's function in the classroom is generally the same as a facilitator.

The goal is to help students develop communicative competence and allowing them to use language correctly and appropriately. Meaning is essential in Communicative Language Teaching Approach. It is because instead of accuracy, the proper use of words is stressed.

Accuracy comes later in the process. (Desai, 2015). Language should be taught by integrating all language abilities rather than focusing on just one. It suggests that the communication method should include more than just speaking skills; reading and writing abilities should be improved as well. The primary purpose of this method is to enable students to interact in the target language (Desai, 2015). The instructor can track the students' mistakes and encourage them to rectify them when the tasks are completed. The instructor should create settings that encourage students to communicate. The instructor should show students how to utilize language in a social setting. Teachers should engage students in activities such as role-play to help them learn the language in a social context. Language teaching methods should be created so that students are inspired to utilize the focused language. The language's functional features should be prioritized. Dramas, role plays, and games should be utilized to encourage genuine communication (Desai, 2015).

2.3. Advantages of CLT

According to Thamarana (2015), CLT encourages students to enhance their capacity to communicate in English independently by emphasizing fluency in the target language. Also, it offers students tasks that allow them to enhance their thoughts about what they will say and how they will say. Learners gain the confidence to engage and communicate with others, and they enjoy it. (Brown et al., 2001).

According to Dos Santos (2020), the CLT method often enhances students' overall teaching and learning interests. Unlike the Grammar-Translation Method, students are the sole listeners of the lectures (Howatt & Widdowson, 2004). Also, allowing students to engage in a certain real-life situation might help them develop interests outside the classroom. Furthermore, the activities, case analysis, and problem-solving materials are more closely linked to everyday

activities. Therefore, instead of being an audience, students became protagonists. Furthermore, associated practices allow learners to transfer classroom activities into the workplace once the courses are completed. (Jiménez, Garca, & Pearson, 1996; Liao & Yang, 2012).

CLT provides students the opportunity to use the language in a professional or casual setting. It also allows learners to utilize the language in several contexts. Learners in this form of instruction get the freedom to talk, express, or believe whatever they choose. In communication practice, they flexibly deliver their messages (Wahyuningsih, 2011). The psycholinguistic method teaches learners how to use the language fluently. It helps to master the language only based on cognitive ability. Positively, learners have a broad range of opportunities to improve their language and communication skills due to their free practice of the technique (Wahyuningsih, 2011). The communicative language teaching approach stresses the language's practical application ability and seeks to develop students' communicative competence to correctly utilize the target language in various contexts (Qin, 2019).

Prawiro (2017) mentions that the teacher's role has changed into facilitator in the CLT approach. Teachers are greatly benefited from this situation, as the course materials and methods for instructing students are contained in the instructor's material. As a result, the instructor merely follows the book's instructions, assists students in understanding the content, and offers an opportunity. Students must speak with one another and check for any problems in the learning processes.

2.4. Disadvantages of CLT

According to Mondol (2012), the students became extremely bored with English due to the prior instructor's explanation of grammar and syntax. They have acquired tremendous

confidence, new experiences, and a more substantial interest in English after having more opportunities to interact with others in the new teacher's class. They think they haven't comprehended a sufficient amount of linguistic concepts, and that their lack of intake has influenced their output. As a result, their communications are useless despite their enthusiastic speeches, like water without a source or a tree without roots. (Mondal, 2012).

According to Altadena (2020), approaches based on CLT have also been found to have significant drawbacks. CLT has not been demonstrated to work successfully in countries where English is not the national language. Perhaps its most significant drawback. For example, according to Li (1997), CLT was designed to teach a second language instead of teaching a foreign language. Furthermore, Sun & Cheng (2002) demonstrated how CLT techniques were implemented in Chinese classrooms. In China, the strategy was viewed as significantly less effective, and it had failed to attract regional instructors and students from countries that do not speak English (Penner, 1995). Other considerations, such as class size, should also be taken into account. Courses of at least fifty students are common in China, yet English classes are frequently just 45 minutes long. As a result, each student may talk in class for less than a minute on average. This situation would make an effective CLT strategy impossible to apply in this situation (Jin, 2007).

According to Chithra (2018), grammar and pronunciation errors receive less attention in the CLT approach. The focus of CLT is not on correcting errors. The focus is primarily on obtaining and interpreting information, regardless of whether or not the language used is proper. As they involve the repetition of communicative models and the development of consistent language abilities, the techniques are not appropriate for novices or short-term courses. Control

and feedback should be delivered quickly and efficiently. Students may not see the significance of group work, games, and activities in learning English (A. R. Pramodhawardhani, 2011).

CLT has been criticized for the difficulty it poses to instructors so that all students are engaged in the learning process. The instructor should develop exciting and creative resources. Furthermore, she or he must choose the best moment to offer feedback, which is quite tricky, especially in a large class (Asl, 2015).

2.5. Role of teacher in CLT

In CLT teachers are just facilitators who help students to learn more effectively. It is the job of instructors to create settings that allow students to communicate with one another. They keep an eye on the students' progress. When using the CLT approach in the classroom, teachers do not interrupt the learning process to correct students' mistakes. (DESAI, 2015). They make a note of the mistakes and rectify them later. Teachers provide these sorts of activities to help students communicate more quickly. Teachers take an active role in the communication process as well. There are several more tasks that instructors are expected to do, such as analyst, counselor, and group process manager (DESAI, 2015).

Aside from the two primary responsibilities, instructors have additional roles mentioned as secondary roles in CLT. The objective of these positions is similar to that of the instructor's facilitator role. They are both organizers and providers of information. Teachers as resource organizers must organize the activities and materials required for classroom activities. Then, like the sources, they must respond to all of their students' queries. They are the ideal individuals to refer to whenever their students have trouble during communication tasks in the classroom (Sholihah, 2012).

According to Tarannum (2012), the teacher evaluates students' work by providing comments and corrections. They grade them in a variety of methods. Students always want their teacher to give them feedback on whether or not they are speaking English correctly. Students must understand how and why they are being evaluated. Teachers should inform them what they are looking for and define success to compare themselves to it. For instance, teachers may remark that they will pay extra attention to punctuation in this writing piece. Besides, teachers are more concerned with students' fluency than their correctness in this communication activity. Students will then clearly understand what they need to focus on (Harmer, 2001).

A communicative language classroom focuses on the students. When teaching a subject, for instance, the instructor assists the students in comprehending the subject and the objectives of the task. For example, sharing ideas with the class, employing graphics, or personal observations may be used (Srinivasulu, 2020). Learners complete a pre-task, such as topic-based odd-word-out games. The teacher stresses keywords and phrases, and students are encouraged to engage in activities appropriately. The lecturer encourages students to work in groups or pairs in a collaborative setting. In addition, it provides valuable feedback at the conclusion. During conversations, searching, consolidating, and reporting, the teacher, encourages students to utilize target language. The teacher evaluates the students' performance and provides appropriate guidance (Srinivasulu, 2020).

In CLT, the instructor serves as both a facilitator and a guide. The instructor should empathize with the student's language progress while offering appropriate corrective comments based on their assessment (Liskinasih, 2016). In this research, the Speaking instructor indicated that his preference for formative assessment was founded on his views on students' language growth. The instructor saw his students' linguistic growth as adequate. Therefore he opted to

postpone and reduce his corrective comments to a minimum to minimize language anxiety and embarrassment (Liskinasih, 2016).

2.6. Role of student in CLT

"Above all, students are communicators. Even when their understanding of the subject is limited, they actively negotiate meaning to make themselves understood. The understanding of the target is insufficient. They learn to speak through interacting with others." Larsen-Freeman (1986) says during the act of communication, "learners are not expected to speak in their native language with a high level of accuracy. Instead, individuals develop whatever forms and techniques they can address their communication issues, resulting in sentences that are perfectly adequate for their job but are frequently extremely deviant from a native standpoint "(Cook, 1991).

"Since the teacher's role is less dominant than in a teacher-centered approach, students are seen as more accountable managers of their learning" (Larsen-Freeman 1986). This means that if students want to be more self-sufficient, they must cultivate the necessary "learning attitudes" and "learning techniques" (Richards, 1990). To put it another way, students should be helped not just to comprehend why they should study, but also how they should learn. In China, for example, this entails connecting students' studies with the fulfillment of the four modernizations and helping them understand the present and future needs that English can address. It helps them realize that English is a golden key to the world's information vault. On the other hand, teachers should help students build scientific and practical study skills to gradually learn to work and succeed on their own (Xiao Qing, 2000).

2.7. Research Questions: The goal of this research is to determine the answer to the following questions:

1. How do teachers of private universities employ and use CLT in EAP courses?
2. How effective is the CLT approach for an EAP course in the context of private universities in Bangladesh?
3. What are the perspectives of teachers and students regarding the utilization of the CLT approach in EAP courses for teaching and learning language skills?

Chapter Three: Research Methodology

3.1. Overview

This research looks at how private universities in Bangladesh handle CLT in an EAP course and how successful the CLT method is for an EAP course in private universities. This research also looks at the viewpoints of teachers and students on the subject.

3.2. Research Design

In order to understand a study question, qualitative research involves a humanistic or idealistic perspective. Using a qualitative method, researchers investigate people's beliefs, experiences, attitudes, behaviors, and interactions. It is produced non-numerical data. The use of qualitative research in intervention studies is a research approach that is increasingly becoming popular in a variety of disciplines (Kalra et al., 2013). The researcher has adopted qualitative research method for conducting the study as by conducting this study, the researcher is required to investigate how private universities approach CLT in an EAP course and the effectiveness of the CLT technique for an EAP course at private institutions in Bangladesh. In addition, the researcher hoped to find what teachers and students think about the CLT approach in a language classroom.

3.3. Sampling, Participants, and Instrumentation for the study

The researcher used virtual media platforms such as zoom, Google Meet, and phone conversations to conduct her research. Participants attended over the phone call or the internet from their homes. The researcher sent them mail, set up meetings, and completed the interview at a prescheduled time.

Students and teachers from private universities in Bangladesh are the study's key stakeholders. All the participants are adults. The phrase "CLT method" and the EAP course are both well-known to them. The researchers picked ten university students who had completed the EAP course and five teachers who had taken EAP classes. The main instrument of the study was the formal interview with University students and university teachers. The researcher emailed language teachers, asking them to take part in her research. This research drew a total of 15 people.

No	Participant(Students) (Pseudonym)	Academic Background	Gender	Age
1	Rose	Undergraduate from "A" University	Female	23
2	Sumiya	Undergraduate from "B" University	Female	22
3	Meem	Undergraduate from "C" University	Female	24
4	Shafia	Undergraduate from "D" University	Female	24

5	Redowan	Undergraduate from “B” University	Male	23
6	Fardin	Undergraduate from “A” University	Male	22
7	Rafsan	Undergraduate from “C” University	Male	24
8	Mou	Undergraduate from “B” University	Female	21
9	Takia	Undergraduate from “D” University	Female	22
10	Saba	Undergraduate from “A” University	Female	23

Table 1: List of the participants (Students)

No	Participant (Teachers) (Pseudonym)	Gender
1	Sushmita Paul	Female

2	Jahirul Haque	Male
3	Abdullah Al Noman	Male
4	Rokeya Bari	Female
5	Nazrul Islam	Male

Table 2: List of the participants (Teachers)

3.4. Data collection procedure

It has already been stated, this is a qualitative research. Qualitative research is a type of investigation that concentrates on people's own experiences. It assists us in comprehending what is essential to others. (Lawson et al., 2021). To conduct the study, four universities named A, B, C, and D were selected. The researcher focused on the rank of the universities. While selecting universities, the researcher selected the two most reputed private universities and two medium reputed universities. There were 22 questions for the students and 20 questions for the teachers. All the interview questions were open-ended. The researcher emailed the datasheet. The assent framework was handed to the understudies. In the aftermath of being accepted on all terms and circumstances, the interview was conducted. Furthermore, the researcher obtained their consent before contacting them. In the consent form, the researcher stated the reason for data collection to the participants.

3.5. Process of Data Analysis

The researcher used the five procedures recommended by Taylor-Powell and Renner (2003) in their paper "Analyzing Qualitative Data" to analyze the data. Firstly, getting to know

the data. Secondly, narrowing the scope of the investigation. Thirdly, categorize the information. The fourth step is recognizing the patterns and relationships inside and across categories. Therefore, the final step is connecting everything through interpretation. Also, she notified the participants where she would use the collected information from them. Nobody was forced to disclose any information they did not want to reveal. It was explained to the interviewees that it was a voluntary effort. The researcher kept the respondent's personal information confidential and discreetly reported it in the article to avoid potentially sensitive terms. The researcher has secured the confidentiality of the participant's identity. The researcher did not debate any contentious opinions expressed by disadvantaged respondents in public. As a result, she reviewed the material several times to ensure that she fully comprehended it. After gathering all of the data, the researcher organized it into categories. The researcher in this case initially selected the theme before categorizing the data. The researcher next searched for patterns and correlations inside and across categories before summarizing the information. Finally, the researcher analyzed and combined all of the data.

The most difficult challenge for the researcher was the inability to conduct a face-to-face interview because of the pandemic. Due to the pandemic, people avoided social contact. Since everyone is taking online classes, conducting interviews with students proved to be challenging for the researcher. COVID impacted a large number of volunteers, causing the study to be postponed. It was not easy to coordinate the instructors' schedules because they were swamped during this online semester. Because of their hectic schedules, several instructors were unable to appear for an interview.

Chapter Four: Summary of Findings

This chapter is separated into two sections. The first portion discusses the student's viewpoint, while the second half discusses the teacher's viewpoint on CLT. The researcher conducted interviews with students and teachers from Bangladesh's Private University.

4.1. Student's Response

4.1.1. *Students knowledge about CLT and their classroom practices*

This interview drew a total of ten students. They are all private university students. They have all taken EAP classes and have expressed their perspectives, opinions, and experiences using the CLT approach in an EAP course. First and foremost, the researchers inquired about their general impressions of the CLT technique. According to two interviewees, CLT is a communicative language teaching paradigm in which students can speak in the target language with their classmates in an English-language classroom by participating in various tasks. Some of them said that CLT is the Communicative Language Teaching Approach where all four language skills, such as reading, writing, speaking, and listening, are being taught. Some of them said that in CLT classrooms, a lot of communicative tasks take place. The teacher allows students to do group work and peer work, and the teachers do not always give lectures. Students also participate in the lectures. It is a very student-centric classroom environment.

Secondly, the students were asked which techniques their instructors use to teach English in their language learning class. Seven students stated that their instructors mostly use the CLT method in their classes, in which the teachers give materials and assign students to a variety of tasks to do in groups, independently, or in pairs. Although they came from English-medium backgrounds, eight students admitted that they were unaware of CLT classrooms before

enrolling at the institution. They also mentioned that their EAP course was quite interactive when they first started. It was an entire experience from the start. Some of the jobs required them to work in pairs and communicate with one another. Their speaking abilities were honed as a result of this. The teacher acted as a facilitator in every class.

4.1.2. Students experience in CLT classroom

Finally, the interviewer asked the students, In the CLT method, which topic of the writing component they found fascinating and which part appears difficult. It was a process-oriented approach, according to eight students. They were required to produce a short-term paper after the semester, but first, they needed to learn how to write a summary, thesis statement, and other parts of the paper. They enjoyed the process.

Furthermore, the interviewer inquired which topic of the speaking portion they found fascinating and which part they found challenging. Most of the students spoke Bangla as their first language and struggled to speak in front of others. They were apprehensive about speaking in front of others. It was also difficult for them to arrange their ideas. They also mentioned that speaking in front of a group of people makes them uneasy. They also mentioned that in EAP classes, they had distinct professors for speaking and listening. Their speaking teacher assigned them many impromptu presentations, which at first seemed difficult, but it helped them a lot. In addition to that, students said that they were not taught listening skills in class. There was only one listening class, which was not enough. They suggested that instead of having one listening class, they have two or three listening classes, which would be more helpful for them. The teacher played audio and gave them a worksheet to fill out. That was the only listening task.

As a result, the interviewer inquired if the students appreciated group and pair work in their language classes. Six students stated that they enjoy group work when it takes place in the classroom, but they dislike it when it takes place outside of the classroom. They think that conducting a group project and term paper is difficult. Three students taking an EAP course online dislike group work and prefer solo tasks over group tasks. One student also stated that there is always someone in the group who is lazy and does not do their job correctly, impacting the entire group. In group work, he frequently struggles to put up a strategy.

4.1.3. Students class participation pattern

The interviewer next questioned the students if their professors enabled them to participate in class when it was convenient for them. Seven students claimed that their instructor encouraged them to engage in class, while others claimed that the teacher would choose people and ask them to participate. Four students also said that the teacher would occasionally choose someone and ask them to deliver an impromptu presentation while the other students provided criticism. As some students were hesitant to participate, the instructor made it mandatory for everyone.

Furthermore, the interviewer asked the students that if they participated voluntarily in their language. Five students said they participate voluntarily in the class, and some said they do not feel comfortable participating in the class. Five students added that they participate in the class if they feel comfortable with the teacher. If the teacher is in a good mood and friendly, they participate more in the class, but if the teacher is in a bad mood and strict, they do not feel comfortable participating in the class.

4.1.4. Shifting to CLT from GTM method

The interviewer also inquired about how difficult it is for them to adjust to the new CLT learning environment after being taught the GTM technique in secondary or upper secondary school. Almost all of the students stated that it was difficult for them to adjust to the new CLT learning environment after being taught the GTM technique in secondary or higher secondary school. There were no speaking, listening, or reading examinations in their secondary and higher secondary schooling. Even in the writing test, they did not offer any structure. They would memorize grammatical rules, paragraphs, and essays in preparation for the exam.

The interviewer also inquired if it would be simpler for them to cope with the CLT technique at the university level if they had been taught it at a younger age. The majority of the students felt that if they were taught this approach from the beginning of their language studies, it would be simpler to become proficient in English. Only two students disagreed with this statement, claiming that they had never had such issues because they had an English-medium background.

4.1.5. Experiences of students from Bangla medium background

Then, the interviewer also asked which background the students were from. There were ten participants, eight were from Bangla medium backgrounds, and two were from English medium backgrounds.

Furthermore, the interviewer inquired if they believed Bangla-medium students faced more significant challenges than English-medium students. Almost every student acknowledged that students who study in Bangla had more significant problems than students who study in English. The grammar-translation approach is always used in the Bangla medium curriculum. In the

classroom, there is very little interaction. Students and instructors do not converse in English; instead, they converse in Bangla. As a result, they find it challenging to communicate in English. For all of these reasons, students with a Bangla medium education have a more challenging time learning the CLT technique in university.

4.1.6. CLT and online classes

The interviewer also inquired how their teacher was teaching language skills using the CLT method during the pandemic. Six students shared their experiences in an online class. They said that the teacher was not regular in replying to emails and queries. Nevertheless, the classes were regular and interactive. The teacher also made them play various games like role plays, in which they learned about writing styles. However, it was not as helpful as an offline classroom.

The interviewer asked the students if they found it convenient to properly learn all the language skills in the online process. Students shared their thoughts that it is impossible to learn all the linguistic abilities such as writing, speaking, reading, and listening in these online classes. The CLT classroom should be interactive, but students often do not participate properly during these online sessions and do not open their cameras and microphone. Pair work and group work do not happen properly.

4.1.7. Pros and cons of CLT

Consequently, according to them, the interviewer asked about the pros and cons of the CLT method. Eight students said that in CLT, they acquire language skills, which are effective in the long run. There are many pros as it is a student-centered approach. The teacher will accommodate according to their needs. They stated that students are incapable of learning proper structure and grammar.

4.1.8. Suggestion by students

Then the interviewer asked to recommend any changes in the existing language teaching process. Most students stated that it should be more student-centric, and CLT should be introduced into the secondary and higher secondary education system.

4.2. Teachers Response

4.2.1. Teachers opinion about CLT and classroom practices

This interview drew a total of five teachers. They teach in private universities and take the EAP course. They have expressed their perspectives, opinions, and experiences using the CLT approach in an EAP course. First and foremost, the researchers inquired about their general impressions of the CLT technique. According to them, the CLT approach is about communicating in the target language through communication. They want their students to use the language properly. For this reason, most English-language institutions use this approach. They also mention that CLT is the prime concern in their teaching method.

Secondly, the teachers were asked which technique of language teaching they follow in their class. Three teachers said that there is no particular teaching method that they use. It depends on the content. Two teachers said that they have separate speaking and listening classes. In speaking class, they mostly use the CLT approach. They assign their students to do group work and pair work. They make their class interactive and student-centric. On the other hand, writing class is more instruction-based. They want their students to be able to write formally and in a structured way to write any genre following that process.

Thirdly, the teacher was asked which curriculum they follow to teach English in their class and whether it supports the CLT approach. They said they have their curriculum, which supports the CLT approach. Most speaking classes follow the CLT approach, and their activities are designed based on the CLT method.

4.2.2. Teachers experience in CLT classroom

Instructors were also questioned if they had difficulty motivating students, as teachers play an essential role in CLT. Some teachers claim that they have no trouble since their students are intelligent and ready to learn. They work hard to master all the abilities once they realize they must utilize the language in everyday conversation. Some teachers claim that some students are afraid of speaking in front of a group and that encouraging those students is difficult.

Therefore, the teacher was asked in the case of writing, reading, speaking, and listening. Which language teaching among the four is the most effortless and which the most challenging using CLT is. According to two teachers, writing is easier to teach as they can follow the structures. They can give their students various writing samples and assign them to write a first, second, and final draft of their term paper. They can also improve their writing by giving them feedback. It is more visible to them. three teachers said that the speaking part was easier to teach. Nevertheless, for most of the teachers, teaching the listening part was tougher. According to them, listening is constantly being ignored and given less priority in our country. Teaching listening is more problematic.

4.2.3: Shifting to CLT from GTM method

Furthermore, in the context of Bangladesh, the teachers were asked whether secondary and higher secondary education follows the GTM method or the lecture-based method if they

find it challenging to make the students accustomed to CLT for language teaching. Most of the teacher said that some students might face some difficulties, but it is not that big of a deal. Students can easily overcome this difficulty. If they practice more and take their teachers' help, they can overcome this obstacle. Some teachers say that it is not a problem or challenge for them as they are well trained to handle these situations.

After that, the teachers were asked if they thought the CLT approach should be appropriately integrated into secondary and higher secondary levels. All the teachers agreed that the CLT approach should be adequately integrated into secondary and higher secondary levels. Majority of the teachers think that it should be introduced at the primary level. Studying English as a subject, not as a language, should be changed. If students get used to having CLT in their school life, it will be more helpful for them, giving it more importance. They will have that practice in their class, which will make them more fluent and confident. Teachers think that their job will be easier if they start it in their school life.

4.2.4. CLT and online classes

Then the teachers were asked during this pandemic how they utilized the CLT method properly to teach all four language skills to their students. two teachers said that not everything is possible to conduct online, which they used to teach in classes. They assign their student's many group work and pair work, presentations in Zoom meetings, or Google Meets. Though they cannot do everything they used to do in the offline classroom, they do as much as possible. They also take individual or group video presentations. In the live session, they discuss their problems and make the class interactive. Three teachers claim that they cannot give their all in online classes, but they do their best.

Moreover, the teacher was asked how they assess language skills following the CLT method. The teacher mentions that in offline classes, students come and give presentations in front of an audience. They can assess their body language, speech delivery, etc., but it is not easy in online classes. They have to present virtually in front of the other participants in an online session and turn on their camera. That is how they try to replace the standard way of presentation.

Chapter 05: Discussion

This chapter is separated into four sections. It discusses the teaching and learning process in the CLT approach in an EAP course, Teachers' and students' beliefs, opportunities, and disadvantages, the importance of implementing the CLT approach in the secondary and higher secondary level. Students and teachers from Bangladesh's Private University were interviewed by the researcher.

5.1 Teaching in an EAP course following CLT approach

The researcher found that the instructor want their students to speak English appropriately. As a result, most English-language institutions follow the Communicative Language Teaching approach in their EAP courses. The researcher found that CLT is the most important aspect of their teaching technique. The teachers use no specific teaching approach. It is contingent on the content. Some teachers offer distinct classes for speaking and listening. They primarily employ the CLT technique in speaking class. They provide their pupil's group and pair projects. They make their class engaging and focused on the students. The writing class, on the other hand, is more instruction-based. They want their students to be able to write formally and in an organized manner to write in any genre. The students also supported the statement by their teachers. The researcher noticed that some students agreed that their professors mostly use the CLT method in their classes, in which the teachers give materials and assign students to a variety of tasks to do in groups, independently, or in pairs.

The study also discovered that most teachers believe that teaching writing is easier since they can follow the structures. They can provide numerous writing samples to their students and produce a first, second, and final draft of their term paper. They may also help others improve their

writing by providing comments. They can see it better now. Some teachers said that teaching the speaking portion was simpler. Nonetheless, the majority of the teachers found that teaching the listening section to be more difficult. According to them, in our nation, listening is continually disregarded and given less emphasis. Listening is more difficult to teach. Almost 90 percent of students supported their teacher in this case; during the interview, many students said they found the writing part easier and found speaking and listening more difficult. The researcher also observed that students find the speaking part difficult because of a lack of confidence, and they find the listening part difficult because it is less practiced. According to the majority of the students, it was a process-oriented strategy. They had to submit a short-term paper at the end of the semester, but they needed to learn how to write a summary, thesis statement, and other elements of the work beforehand. For them, it was much fun.

Nonetheless, the researcher discovered that each university has its unique curriculum for teaching EAP courses and that all of them embrace the Communicative Language Teaching method.

The researcher also found that some teachers believe that their students are knowledgeable and eager to learn. Thus they have no problems. Once students understand they must use the language in regular speech, they strive hard to learn all skills. Certain teachers believe that some students are frightened of speaking in front of a group, making it harder to motivate them. Most of the students did not support this, and the students stated that they found CLT difficult at the beginning, but they could understand it better with the proper guidance.

5.2. Importance of integrating CLT in an earlier level

According to all of the instructors, the researcher observed that the CLT method should be effectively incorporated into secondary and higher secondary levels. Some instructors believe it should be taught in primary schools. It is time to go from studying English as a topic to studying English as a language. If students become accustomed to CLT in their school lives, they will find it more beneficial and value it. They will get that practice in class, which will help them become more fluent and self-assured. Teachers believe that if they begin their careers while still in school, it will be more straightforward. In the late 1990s, Communicative Language Teaching (CLT) was implemented in Bangladesh without enough infrastructure. Teachers were not given any training to help them transition from a conventional to a communicative way of teaching. As a result, they were unable to break free from their prior conventional perspective and stayed unaltered. The classroom has become monotonous, boring, and exhausting for the students (Tarannum, 2012).

The researcher also found out that most of the students agreed with their teacher that, CLT method should be introduced into secondary and higher secondary levels. After being taught the GTM approach in secondary or higher secondary school, almost all of the students said it was difficult for them to transition to the new CLT learning environment. In their intermediate and higher secondary schools, there were no speaking, listening, or reading exams. They did not provide any framework even in the writing test. In order to prepare for the exam, they would learn grammatical rules, paragraphs, and essays. According to the pupils, introducing CLT at a younger age will benefit them. Only 2% of the students disagreed with this statement, and because they came from English-medium backgrounds, they found it easy to adapt to the CLT method.

5.3. CLT in an online class

The researcher observed that Teachers stated that not everything they used to teach in class could be conducted online. They provide their students a lot of group and duo work and presentations through Zoom or Google Meets. They accomplish as much as they can while not doing everything they could in the offline classroom. They also record video presentations for individuals or groups. They share their issues and make the class engaging throughout the live session. Some professors complain that they cannot provide their full attention in online sessions, although they do their best. Students come to offline lessons and deliver presentations in front of an audience, according to the teacher. They can analyze their body language, voice delivery, and other aspects of their performance, but this is more difficult in online classrooms. They must switch on their camera and appear virtually in front of the other participants in an online session. That is how they attempt to replace the traditional method of presenting.

The researcher observed that students partially disagreed with this. They said that the teacher did not respond to emails and questions on a timely basis. Despite this, the sessions were frequent and engaging. They were also forced to participate in other activities, such as role-plays, in which they learned about different writing styles. However, it did not provide the same level of benefit as an offline classroom.

The researcher observed that the teachers and students both think that it is impossible to learn all linguistic abilities such as speaking, listening, reading, and writing, in the online class. The CLT classroom should be interactive, yet students frequently fail to participate fully and do not open their cameras or microphones during these online sessions. Work in pairs and groups does not take place correctly.

According to the teacher, the researcher observed that Students come to offline lessons and deliver presentations in front of an audience. They can analyze their body language, voice delivery, and other aspects of their performance, but this is more difficult in online classrooms. They must switch on their camera and appear virtually in front of the other participants in an online session. That is how they attempt to replace the traditional method of presenting.

5.4. Opportunities and disadvantages

The researcher observed that when they initially started their EAP course, they said it was highly interactive. From the beginning, it was a completely different experience. They had to work in pairs on some of the chores and speak with one another. As a consequence, their public speaking skills improved. In every class, the teacher served as a facilitator. One of the benefits of CLT is that the role of a teacher is reduced as a coordinator. Teachers will benefit greatly from this situation, as the course materials and methods for instructing students are contained in the book for the instructor. As a result, the instructor merely obeys the book's instructions, assists students in understanding the content, and offers an opportunity. Students must speak with one another and check for any problems in the learning process (Prawiro, 2017).

They also claimed that they have separate instructors for speaking and listening in EAP sessions. Their speaking teacher offered them many spontaneous presentations, which looked tough at first but benefited them greatly. They learn linguistic skills that will be useful in the long term. There are several advantages since it is a student-centered approach. The teacher will make accommodations based on their requirements. They said that students are unable to acquire appropriate structure and grammar. According to Chithra (2018), grammar and pronunciation errors receive less attention. The focus of CLT is not on mistake correction. The focus is primarily on obtaining and interpreting information, regardless of whether or not the language

used is proper. Because they involve the repetition of communicative models and the development of consistent language abilities, the techniques are not appropriate for novices or short-term courses.

Chapter Six: Conclusion

6.1. Conclusion

The year 2020 has been very challenging for everyone. Due to the COVID-19 pandemic, the researcher could not take the interview with the participants in person. Also, preventive measures of this disease caused universities to shut down as it was mandatory to maintain social distancing. Unfortunately, the researcher was only able to collect data via an online interview form. The researcher and the researcher encounter the finding and discussion..

The Communicative Language Teaching approach is an approach to teach targeted language through communication. Communicative Language Teaching (CLT) was implemented in Bangladesh without enough infrastructure. Teachers were not given any training to help them transition from a conventional to a communicative way of teaching (Tarannum, 2012). Private universities have already adopted this approach. They mostly use CLT in their EAP course. The student of private universities is getting benefitted by this. It helps them to communicate in the English language. Private University students are getting more proficient, and it is helping Private universities to perform well internationally. They are progressing in global academic rankings. It is also helping their students in the job sector. Students are also receiving more opportunities to get chances in international universities due to their better language proficiency levels. Hence, the researcher recommends that CLT should be practiced from the earlier level of education for better results.

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Appendix A

Questionnaire

Part 01: Questionnaire for teacher's interview:

1. What are your general thoughts about Communicative language teaching?
2. Which technique of language teaching do you follow in your class?
3. What are the basic task of CLT method do you use in your language teaching class?
4. Which curriculum do you follow to teach English in your class? Does it support CLT approach?
5. According to you, how much effective CLT is for teaching writing skills?
6. According to you, how much effective CLT is for teaching reading skills?
7. According to you, how much effective CLT is for teaching speaking skills?
8. According to you, how much effective CLT is for teaching listening skills?
9. As teacher plays an important role in CLT, do you face difficulty to motivate students?
10. Which language teaching among the four do you believe is the most effortless and which one is the hardest using CLT? For what reason do you think so?
11. In Bangladeshi context secondary and higher secondary education follows GTM method or lecture based method, Do you find it difficult to make them accustomed to CLT for language teaching?

12. Would you please share the attitude of your students towards the new approach (CLT) at their University level?
13. Do you think CLT approach should be integrated properly in secondary and higher secondary level?
14. What type of difficulties do your students face while they shift from GTM to CLT method in university level?
15. What are the pros and cons of CLT method in your opinion?
16. Would you please recommend some reconstruction on the application of CLT in language class?
17. Do you think students of Bangla medium background face more difficulties than English medium students? If yes, then state some reasons behind your believe?
18. During this pandemic, how do you utilize CLT method properly to teach all four language skills to your students?
19. As CLT supports student centric teaching, how do you ensure students active participation through online classes?
20. How do you asses' language skills following CLT method?

Part 01: Questionnaire for student's interview:

1. Are you familiar with the term CLT?

2. Which approaches do your teachers follow in your language learning class to teach English language?
3. What are the basic task of CLT method do your teacher use in your language teaching class?
4. In CLT approach, which topic of writing part do you find interesting? And which part seems difficult?
5. In CLT approach, which topic of speaking part do you find interesting? And which part seems difficult?
6. In CLT approach, which topic of listening part do you find interesting? And which part seems difficult?
7. Does your teacher allow you to participate in the class according to your convenience?
8. What are the activities does your teacher assign in your language learning class?
9. Do you appreciate working in groups and pairs in your language class?
10. What are the difficulties do you face in your language class?
11. Do you participate voluntary in your language class or your teacher forces you to participate?
12. Do you feel comfortable to participate actively in your language class?
13. Did you find it difficult to get accustomed with the new learning environment of CLT while you have been taught GTM method in your secondary or higher secondary education?

14. Do you think it would be easier for you to cope up with CLT method in University level, if you were being taught this method from the earlier level in language learning?
15. Which background are you from? Bangla medium or English medium?
16. Do you think students of Bangla medium background face more difficulties than English medium students? If yes, then state some reasons behind your believe?
17. During this pandemic, how does your teacher is teaching language skills through online following CLT method?
18. Do you find it convenient to learn all the language skills properly in this process?
19. How do you asses' language skills following CLT method?
20. Do you think this is the appropriate one to examine all the language skills?
21. According to you, what are the pros and cons of CLT method?
22. Would you please recommend any changes in the existing language teaching process?

