

**“Effectiveness of Communicative Language Teaching
at Primary Level in Bangladesh”**

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“Effectiveness of Communicative Language Teaching at Primary Level in Bangladesh”

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Abstract

Due to the importance and necessity to communicate in English many EFL/ESL countries including Bangladesh adopted Communicative Language Teaching (CLT) approach for teaching English. After many years of its launch learners' unsuccessful proficiency level raises the question on its effective implementation. This study attempts to provide a real picture of CLT implementation. It also investigates the factors which challenge the implementation of this teaching approach.

In this qualitative research data was collected through teacher interview, student's group interview and classroom observation.

The findings indicate CLT is not implemented here as it is in the theory. It shows that classrooms are still teacher centered, learners are not engaged enough, and fluency is still out of concern and classroom activities are not communicative.

The implementation has been challenged by several factors included: power of exam, students' English phobia, lack of facilities to support CLT, classroom environment.

The study also provides a range of practical recommendations for the authorities and teachers of primary educational institutions, ministry, educators and policy-makers to further improve implementation of CLT and to help ensure the success in implementing this approach in Bangladesh.

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Statement of Authorship

The work contained in this dissertation has not been previously submitted to meet requirements for an award at this or any other higher education institution. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made.

Signature: _____ Date: _____

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CHAPTER 1

Introduction

This study aims to investigate to what extent CLT is implemented in Primary level's classrooms and what are the difficulties or challenges teachers face in implementing it in context of Bangladesh. The first three sections of this chapter outline the background, context of the research and its problem statement. The next sections describe the purpose and significance of the research.

1.1 Background

Communicative Language Teaching (CLT) is the most influential language teaching methodology in the present world. It was originated in 1960s while Audio lingualism in United States and Situational Language Teaching in Britain are questioned by the European educators. They noted the need to focus in language teaching on communicative proficiency rather than mastering linguistic structures (Richard & Rogers, 2001, p.153). Wilkins (1972) showed a learner needs to understand and express rather than describe the core of language through traditional concepts of grammar and vocabulary. At the same time Dell Hymes (1972) first coined the term 'communicative competence' which referred 'aspects of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts' (as cited in Brown, 2007, p.246). Such observations contributed to a shift in the field in late 1970s and early 1980s from a linguistic structure-centered approach to a Communicative approach or simply Communicative Language Teaching (Widdows, 1990). Due to the needs of international communication in the early 1990s the CLT approach was adopted

in many countries like Bangladesh where English is learnt and spoken as a foreign language.

With a hope to enable students to use English in their practical life, Ministry of Education (MOE) introduced Communicative Language Teaching (CLT) in Primary, Secondary and Tertiary level of Bangladesh in 1997 replacing traditional Grammar Translation (GT) method. MOE authorized National Curriculum and Textbook Board (NCTB) for preparing English teaching and learning curriculum, syllabus, materials based on CLT approach.

1.2 Context of the study

In Bangladesh CLT is a ‘buzzword’ now which roams in and around English classrooms, with English teachers, ELT professionals, both government and NGO teacher training sectors, in English departments of both public and private universities according to Dr. Aria Rahman. The reason behind it is that the worldwide popularity of CLT as successful language teaching method. Our primary curriculum suggests CLT approach so that students should get enough opportunities for practicing four basic skills of language- listening, speaking, reading and writing.

The objectives of English curriculum in primary schools are-

- Understand simple commands/instructions/request in English and carry them out.
- Speak and understand simple English according to their age level.
- Read and comprehend text books according to their level.
- Write alphabets, words, numbers, simple sentences, passages, paragraphs, informal letter according to their level.

However, most of the students of primary level are unable to attain the above mentioned competencies. Because the curriculum is not implemented properly in the real classrooms.

1.3 Problem statement

After passing many years in Bangladesh how much change CLT has brought to the learners to use English in real life that remains a big question. The situation points to effective implementation of CLT in classrooms.

Though it is believed that educational institutions are trying to follow the CLT method to teach the students communication in English, the reality may be different. Most of the private institutions seem to work for earning profit. The authorities of both private and government institutions do not know how CLT is implemented in their institutions, whether there is any need to bring change in the implementation. They do not concern how learners learn English and how far they are successful in real communication.

So I want to investigate how CLT is implemented in the classrooms and what are the obstacles behind the implementation. I have worked with Primary level because it is the root level for teaching and learning English in Bangladesh. But still it is under negligence.

1.4 Purpose of the study

The objective of the study is to investigate how far CLT is implemented by looking at its principles, teacher-student roles and activities practiced in the classroom. Moreover this study figures out the difficulties in implementing it at Primary level's classroom.

1.5 Research Questions

To explore my answers, I have designed the following research questions:

1. To what extent CLT is implemented in classrooms of primary level?
2. What are the challenges that teachers face in implementing CLT in classrooms of primary level?

1.6 Significance of the study

The Ministry of Education (MOE) and National Curriculum and Textbook Board (NCTB) introduced CLT expecting that students would achieve mastery of English. But after completing 12 years learning of formal English most of students are not able to use English outside the educational boundary. Under this circumstance the realities of classroom practices are needed to be exposed. This study exposes the real scenario of primary level's classrooms whether CLT is implemented there or not.

The result of the study will place a significant emphasize on teachers and students. They will able to understand that the purpose of teaching and learning English is not only passing the examinations but also using it in real life. Teachers will concern about their teaching methodologies and practices in class. Students will be motivated for learning English effectively.

It is also expected to draw the attention of Ministry of Primary and Mass Education (MOPME) to formulate policy, evaluate and execute plans and National Academy for Primary Education (NAPE) to provide proper training to primary English teachers and conducting valuable research in case of implementing CLT and overcoming the obstacles in primary level's classrooms. Guardians will also be conscious to look after their

children and will be careful about how their children learn English language from the institutions.

1.7 Definition of term

Communicative Language Teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as ‘communicative approach to the teaching of foreign languages’ or simply ‘communicative approach’. (Wikipedia, 2016)

CLT is a set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not structure. In this approach students are given tasks to accomplish using language instead of studying the language. (glossary/communicative approach)

The Communicative approach aims at developing procedures for the teaching of the four skills that acknowledge the interdependence of language and communication. It aims to make students communicatively competent. (Richards & Rodgers, 1986)

1.8 Thesis Outline

The thesis consists of the following chapters:

Chapter One provides a brief outlines about the research, including the background of the topic, the specific research problem, and associated research questions and objectives of the study and lastly, the significance of the research.

Chapter Two critically reviews a wide range of literature around the topic of communicative English teaching such as the definition, the characteristics and the principles of communicative language teaching, and the issues around the CLT in Bangladesh.

Chapter Three discusses and justifies an overview of the methodology that has underpinned this study. It details the subsequent research design and data collection methods and how they ensure the validity, and reliability of the findings. It then provides details of key issues around how the data were collected and analyzed. It also discusses the ethical issues in this study and points out the limitations of this study.

Chapter Four presents the data results and findings of this study from in-depth interviews with ten teachers who teach English in primary level in Bangla medium schools in Bangladesh, from group interviews with students and from class observations. The data results and findings are organized according to the themes identified.

Chapter Five analyzes the findings from the previous chapter and compares these key findings with the documented expectation from the literature review in relation to the research questions that guided this thesis.

Chapter Six provides conclusion of the whole study with several recommendations which are made with the hope that communicative English teaching will be improved in institutions in future.

CHAPTER 2

Literature Review

Communicative Language Teaching is successful in western context but it is failed to get desired outcomes in EFL/ESL context like ours. Though new syllabus and textbook were designed to implement CLT, some key concepts like its principles, teacher-student role, and classroom activities are still out of concern. In this chapter I am going to discuss those key elements of my study.

2.1 Characteristics of CLT:

At the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base. Larsen-Freeman (2000), Brown (2001), Richards (2006) describe more or less similar key principles of CLT. These are as follows-

- Classroom goals are focused on communicative competence. The target language is a vehicle for communication not only the object of study.
- Language techniques are designed to engage learners to use the language for meaningful purposes.
- Fluency may have to take on more importance than accuracy in order to keep the learners engaged in language use. Accuracy can be judged not in abstract but in context.
- Students have to use language productively and receptively as these are needed in authentic communication.

- Students should be given opportunities to be coached on strategies for how to improve their comprehension, their learning style and process.
- The teacher acts as a facilitator in setting up communicative activities and as an advisor or guide during the activities. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

2.2 Communicative competence:

Communicative competence helps a learner acquire the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentence with the way of its use. Communicative competence includes:

- Knowledge of grammar and vocabulary of the language.
- Knowledge of how a conversation has to start and stop with different people in different situation.
- Knowing how to use and respond to different types of *Speech Acts* such as requests, apologies, thanks and invitations.
- Knowing how to use language perfectly. (Richards, Platt, Weber, 1985,p.49)

2.3 Communicative activities:

There are two kinds of communicative activities. They are: pre-communicative activities and communicative activities. Through pre-communicative activities, the teacher isolates specific elements of knowledge or skills which compose communicative ability, and provides the learners with opportunities to practice them separately. The learners exercise some parts of skills rather than practicing the total skills. The learners learn different

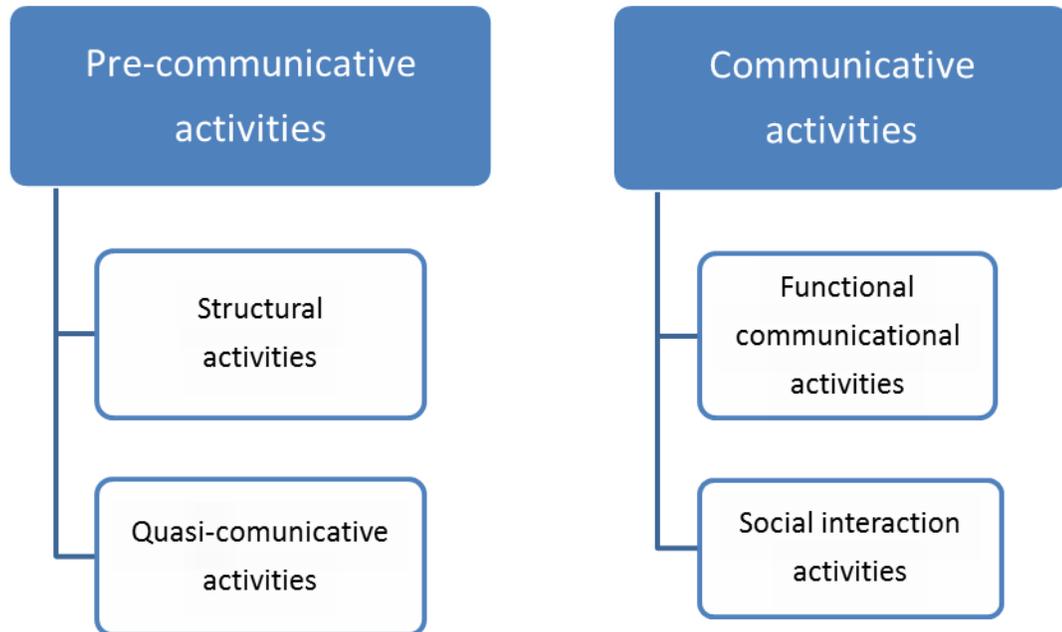
structures of target language through pre-communicative activities. For example, the learners must produce the correct form of simple past. Then the learners learn to relate structure to communicative function. These activities give importance to not only the structures but also the meanings. After that the learners learn to relate language to specific meanings. Question-and-answer activity based on the classroom situation is a part of situational language teaching.

In communicative activities, the learners have to activate and integrate their pre-communicative knowledge and skills in order to use them for the communication of meaning. Then they practice the total skills of communication. In functional communicative activities, the learners are placed in a situation where they must perform a task by communication as best they can; with whatever resources they have available. The criterion for success is practical: how effectively the task is performed. In social interaction activities, on the other hand, the learners are also encouraged to take account of the social context in which communication takes place. They are required to go beyond what is necessary for simply 'getting the meaning across', in order to develop greater social acceptability in the language they use. At first a learner gathers grammatical accuracy and later he produces speech which is socially appropriate to specify situations and relationship.

(Ferdous, 2009)

This methodological framework can be represented diagrammatically as follows:

Communicative Activities



(Richards and Rodgers 2001,p.171)

2.4 Language Classroom Based on CLT:

According to Brown (2001) students are the members of a team and should be able to see one another, to talk to one another (in English) and should not make to feel like they just walked into a military formation. An ideal arrangement of a classroom promotes interaction, involves arranging the desks in a semicircle. This type of arrangement is most feasible in getting students involved in acquire communication competence in English Language students need to participant in different activities.

Richards (2006) highlights some “activities for students in learning language focusing on fluency:

- They reflect natural use of language.
- They focus on achieving communication.
- They require meaningful use of language.
- They require the of communication strategies.
- They produce language that may not be predictable
- They seek to link language use to context.” (Ozsevik, 2010, p.41)

2.5 Teachers’ Role

In CLT classroom teacher has to play dimensional role. She/he has to know when it is high time to play which role. Breen and Candlin (1980, p.99) describe teacher’s roles as follows-

- Facilitator- who facilitate the communication process in the classroom.
- Independent participant- He/she has to participate within the learning- teaching group.
- Resource- He/she organizes the resources of the activities or can acting the role of resource being helpful and by giving information to students.
- Researcher- He/she is a learner or researcher with much to contribute in terms of appropriate knowledge and activities, actual and observed experience of the nature of learning and organizational capacities.

Other roles of teacher are-

- Monitor- During the activities teacher needs to monitor students' performance and to give feedback if necessary.
- Counselor- As a counselor teacher "is expected to exemplify an effective communicator seeking maximize the meshing of speaker intention, hearer interpretation through the use of paraphrase, confirmation and feedback." (Richards & Rogers, 1986; 2001)

2.6 Students' Role

The emphasis in CLT leads the students to different roles in classroom. These can be mentioned in following terms-

- Negotiators for meaning: The learner as negotiator between the self, the learning process and the objective of 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. (Breen and Candlin, 1980, p.110)
- Communicators: They need to communicate with each other and share their opinions in the class.
- Discoverers: They have to discover how to improve their learning. (Nunan, 1991)
- Contributors of knowledge and information: the implication for is that learner should contribute as much as he gains and thereby learn in an independent way. (Breen and Candlin, 1980, p.110)

2.7 Challenges faced in implementing CLT

2.7.1 CLT training:

Among the various difficulties, the teachers' teaching inability is the one most related to classroom teaching effectively. So the most important thing is that educational administrators should do the teachers training (Liao, 2000). Many teachers in EFL settings should have in-service training particularly in CLT which might improve the teachers' methodologies of teaching (Liao, 2000; Karim, 2004). However, there is a lack of CLT training for EFL teachers which might be one of the barriers in adopting CLT in the EFL classroom teaching and learning. As some research projects found that lack of training in CLT was identified as a major difficulty in adopting CLT (Liao, 2000; Karim, 2004). In relation to this, Gamal and Debra (2001) supported that most teachers in their study identified lack of CLT training as a barrier to successful implementation of CLT which is posing a problem in practicing communicative language teaching in EFL settings. In Bangladesh, teachers lack professional development in order to improve their English proficiency and teaching skills. This causes teachers in the department to lack confidence to motivate their students to participate in CLT based activities.

2.7.2 Class size:

The EFL classrooms are often not well-equipped or convenient with a lack of resources to support CLT activities and the classroom may also be inconvenient due to the large number of students and immovable desks and chairs which hinders the maximum students' participation and successful implementation of communicative activities like role-play, group-work and games. Class size can make the implementation of CLT difficult in an EFL setting . In addition, many language teachers hold a negative view on

teaching English in large classes, it is very “hard to organise class activities”, “out of control” or “impossible to communicate” (Qiang & Ning, 2011, p. 2). Similarly, these concerns are also shared by many researchers. It is difficult to control what happens when the number of a group passed a certain number. The ideal size of a language class maximum is 30 because only under such a scale, can a teacher offer enough chances for the students to communicate with each other. Hayes (1997) classifies the problems associated with teaching in large classes into five categories as follows: discomfort caused by the physical constraints, control problems (discipline aspects), lack of individual attentions, difficulty on evaluation, and problems of charging learning effectiveness. These problems can be physical, psychological and technical (Ying,2010)

In relation to this issue, Harmer (2000) also finds out in his study that large classes create difficulties for both teachers and students. It is difficult for teachers to have contact with the students sitting at the back and for students to get individual attention.

2.7.3 Financial implication:

In adopting CLT into the classroom, it requires variable facilities to create teaching materials and teaching aids in order to motivate students to concentrate on communicative activities. On the other hand, the EFL classrooms lack facilities and equipment to support CLT activities. Rao (2002) supported this argument by stating that most educational institutions do not have enough financial resources to provide the audio-visual equipment, photocopiers and other facilities and resources that are required to support the dynamic teaching necessitated by communicative language teaching approach. In addition, Incecy and Incecy (2009) stated that most of EFL schools have a

lack of funds to build an English usage environment in schools in order to motivate students and to improve their communicative competence.

2.7.4 Time requirements:

Traditional teaching methods do not need more time to prepare teaching materials and create the classroom activities and search for extra information to support the teaching and learning process. Roberto (2004) argues that a traditional teaching method or teacher centered approach is one where an activity in the class is centered on the teacher and teachers serve as the centre of knowledge, directing the information. In other words, in the teacher centered approach, teachers are regarded as knowledge-givers while learners act as receivers (Brown, 2001). On the other hand, a communicative teaching approach or learner-centered approach gives students a greater sense of “ownership” of their learning and enhances their motivation to learn English and it also emphasizes an interaction of students and teachers and reflects a more social relationship between the teacher and learner in order to improve students’ communicative competence (Brown, 2001; Ying, 2010). Therefore, it might challenge most of the EFL teachers to switch from their traditional teaching approach to a modern method.

2.7.5 Grammar-based examination instruction:

This type of examination and a lack of effective and efficient assessment instruments of communicative competence, traditional grammar-based examinations, are considered as a major difficulty for the implementation of CLT in the EFL settings. Incecay and Incecay (2009) argue that even though the students are aware of the importance of communicative activities, because having a grammar-based exam to pass the class, most of the students

in this study lose their interest in these activities. Similarly to this, some researchers noted that EFL students preferred learning sentence structure rather than communicative activities because the contents of the examination of all the language subject tests are grammar-based (Li, 1998; Menking, 2001; Rao, 2002; Karim, 2004; Liao, 2004; Dong, 2007). Because of this examination format, teachers are under pressure to help their student pass the examination as well as students tend to be more focused on grammar teaching and learning because students want to pass the exams and get good grades. Therefore, grammar-based examination format is identified as the biggest obstacle to students' interest in communicative activities (Vongxay, 2013).

2.8 Studies conducted in Bangladesh:

Ullah (2013) points out that CLT should cover all the four skills but in Bangladesh listening and speaking skills are neglected. English classes mostly emphasize on reading and writing skills targeting testing procedure where those two skills are tested. Because of exam oriented study of English true communicative competence is not developing.

Chowdhury (2012) finds that there is huge mismatch between teachers' perception on CLTT and real classroom practices. Teacher's classroom practices are not influenced by their knowledge of CLT.

Rahman (et al., 2006) finds there is no difference in trained and non trained teachers class. The trained teachers felt various difficulties to apply their training such as limited vocabulary of teachers and students, lack of real-life materials, lack of teaching aids, students' irregularity in attendance and inability to understand English, their shyness, lack of English learning environment and improper setting arrangement.

Sharmeen (2008) shows that English is a compulsory subject in schools and colleges in Bangladesh but due to lack of motivation majority of the learners get incompetence. In classroom students have got many problems like large size, insufficient opportunity of using target language, unavailability of language lab, lack of proficient teachers. Though most of the Bangladeshi learners learn English for instrumental purposes rather than integrative purposes, there is not enough motivation to learn English effectively.

CHAPTER 3

Research Design

This chapter describes the design and the procedures of collecting information of this research. The first section of this chapter discusses about the method applied in this study, and the research design; the second section describes the participants taken in the study; the third section lists all the instruments used in the study and justifies their use in the study. Then the procedure, analysis and ethics are described.

3.1 Methodology

I have applied qualitative research method in my study. I think qualitative research is more effective than quantitative research to find out the proper answers of my research questions. I used three research instruments to conduct this study. The used instruments are teacher interview, group interview with learners and observation of L2 classes. Interviews of the teachers and group interview with the students are the way to be connected with them directly and generate ideas for this study. As well as class observations are necessary to justify the findings of interviews.

3.2 Participants

The participants of the study are the English teachers and students of English class. The interviews were taken individually from 10 English teachers who are currently teaching in Bengali medium schools in Dhaka for detail and in depth data. Seven group interviews were conducted containing 10 questions connected to the topic of the study. Each group interview was done with 6 students. Total 42 students of class V from English language

class were taking part in the group interview sessions. This study is mainly on the Bengali medium students that's why they are the targeted people for this study.

3.3 Instruments

The main objectives of the dissertation are to find out how far CLT is effective and what the challenges are to implement it at primary level. To reach my goal I used three instruments: 1) teacher interview 2) group interview with students 3) class observation

For teacher interview I followed pre-prepared interview contained total 12 questions related to the study. Group interview questionnaire contains 10 questions. Then five English classes were observed to note down the overall activities especially to find out the effectiveness of CLT. To gather all the data in details during observations, an observation checklist with five criteria had been used.

3.4 Procedure and Timeline

At first I met Headmasters of seven schools for permission of collecting data. Four of them did not give permission. After getting permission from three schools I talked to English teachers of those schools. Some of them were interested and some not. I took individual face to face interview from the interested teachers. Since time was issue 10 minutes were spent on each teacher. I noted down the answers. At the end of the interview, each interviewee was asked whether they had anything to add to the interview that was not addressed by any of the questions or their responses. This was to avoid a situation where the interview failed to cover some important areas.

7 group interviews were conducted in 5 different days with different groups of students combining both male and female students of class V. All of their responses were noted down. It took 15 minutes to complete each group interview.

Then total 5 classes were observed and it took 5 days to observe all the 5 classes by completing the observation checklist consisting of 5 criteria. These are the procedures which were followed to collect data.

I started data collecting procedure at the middle of February and finished it at the middle of March.

3.5 Analysis

In this study, the results are analyzed in the qualitative frame of data collection. Findings from all the instruments that I used are analyzed. Applying three instruments helped to analyze from three different directions. Since qualitative method is used to conduct this study, the emphasized are given to the participants' responses instead of the number of participants.

For interviews and group interview analysis I have followed content analysis. At first I read and reread the transcribed data then categorize those based on research question.

3.6 Ethics

I took permission of the participants before collecting data and made sure that their name and institutions' name would not be disclosed. Summary of interview would be provided if anyone asked for and every participant had right to leave or withdraw themselves from the study any time they wanted.

3.7 Limitation

All research has limitations associated with the process involved and this applies to this study as well. There are a number of limitations that have been identified and considered as constraints in the study. Firstly, the challenge was to take permissions from the Headmasters. Headmasters of two schools directly denied and other two schools told that they would let me know later but they did not inform. Secondly, sample size for teacher interview was limited because of difficulties to make appointments with teachers. Finally for the time constrain I collected data only from the schools of Dhaka city.

CHAPTER 4

Results

This chapter describes the results from the teacher interview questions, group interviews with the students and the classroom observations. The results found from the teacher interviews are put down together in the first section of this chapter. The results found from group interviews with the students are mentioned together in the next section. Finally the results found in classroom observations are mentioned together in the last part of this chapter. Results of ten teacher interviews, seven group interviews and five classroom observations are presented here. In this section, not much analysis is done. The analysis are mentioned in chapter five, according to the questions of teacher interviews, group interviews and observation criteria, the results have been presented here.

4.1 Result deducted from teacher interview:

Here all the results found from Teachers' interview are presented. This chapter is divided into two parts as I have two research questions. First part is about CLT implementation and second part is challenges that teachers face to implement CLT. Each title of this chapter is related to the interview questions. The results found from different teachers are presented below.

4.1.1 Results related to CLT implementation:

4.1.1.1 Knowledge about CLT:

Among ten teachers eight have mentioned that they have idea about CLT but do not have any training on it. Only two aged teacher have training.

4.1.1.2 Language used in English class:

All the teachers have replied they use both Bangla and English in their English classes.

Students are not able to understand if they use only English. One stated,

'I always speak about 80% in English because if I speak 100% the students cannot catch the point. To make the student understand I need to speak at least 20% Bangla.'

Another replied,

'I speak both Bangla and English in the classroom depending on the demand of the class and students.'

4.1.1.3 Ways of teaching speaking:

Teachers teach speaking orally through practicing dialogues on particular topics. But most of the times they give writing task for developing speaking skills such as students have to write dialogue or story instead of telling. One said,

'They practice speaking both orally and their writing skill. For acquiring a good command of language I put emphasize on grammatical terms and free hand writing.'

Another added,

'They speak to each other about various topics and dialogues'

4.1.1.4 Ways of teaching listening:

Teachers have noted that their students do not have any listening session. They practice listening skill hearing the class lecture. Teachers encourage them to watch English news, English movies, football or cricket match with English commentary to practice and develop their listening skill.

One said,

'I think my students do not practice listening for lack of available listening instruments.'

Another said,

'I suggest my students to watch English news to improve their listening skill.'

Another mentioned,

'They practice listening skill both from the text and from my lecture which is based from listening skill. Sometimes I tell them interesting stories in English based on moral thoughts. It will not only develop their moral training but also the power of consciousness in English.'

4.1.1.5 Feedback:

Teachers give feedback when it is necessary. One teacher said,

'If need I give feedback. Sometimes their scripts remain laps and gaps then I help them.'

4.1.1.6 Materials:

Besides textbook most of the teachers use various reference books as teaching learning materials. Few use multimedia projector. Only one teacher has mentioned he uses cue-cards. One of the teachers answer is given below

'I always try to utilize some reference books from where I can find out the answer of the common mistakes. Textbooks are not enough for acquiring a profound knowledge. For gaining the perfect consciousness about grammar the combination of textbook and reference books is needed. Books are always a profound source of knowledge and the combination will help the learners to overcome all the obstacles.'

Another said,

'Besides the textbook sometimes I handle multimedia visual projector by which the students participates in various games. If the students can give the correct answer he will get point. As English is taught through games, the students learn it subconsciously. Last of all in my view the utmost teaching material is to ensure English speaking environment.'

4.1.1.7 Fluency and accuracy:

Teachers have mentioned that they think fluency and accuracy both are important. They emphasize in both area. But according to them accuracy comes first in terms of importance. One teacher replied,

'Accuracy is important at the primitive stage. Fluency will come subconsciously when they will be able to overcome the fear about this non native language. By acquiring the grammatical rules properly and by putting emphasize on guided writing they will find out an easy way which help them several ways.'

Another responded,

'In my view both are important. But at first I emphasize on accuracy. Without it they cannot catch the importance of English. As English is an international language I also give emphasize on fluency. Without fluently speaking they will not be able to converse with foreigner in future. That's why I keep emphasizing on both of the fact.'

4.1.1.8 Communicative activities:

Most of the time teachers give question- answer; fill in the blanks and grammatical structure based activities.

One replied,

'I give question-answer; fill in the blanks from passage of English 1st paper and grammar base correct form for English 2nd paper.'

4.1.2 Results related to challenges that teacher face to implement CLT

4.1.2.1 Anxiety and hesitation in speaking English:

Teachers have noted that students feel very anxious in English class. They hesitate to present something or express their ideas. Because of restricted vocabulary and pronunciation problem they like to keep silent. One of the teachers answered,

'Whenever I ask them to speak in English in my class they remain silent even they do not ask me a single word on that day. May be they are conscious about their mistakes and afraid of being funny or criticized.'

Another said,

'Students are very much afraid of English. They suffer from inertia and also lack of vocabulary.'

4.1.2.2 Lack of time and expertise in material development:

The teachers feel that due to time constraint they are unable to develop materials for communicative classes. Some of the teachers mentioned they do not have any training or instruction to develop materials.

4.1.2.3 Continuous class:

All teachers mentioned they have to take classes in 5 or 6 consecutive periods with a little break of 15 to 30 minutes. This type of class taking creates tiredness and disinterest in them. One said,

‘ To be honest I actually lose my energy and interest after 3 consecutive classes.’

4.1.2.4 Traditional classroom setting:

All teachers agreed that classrooms are organized in traditional way. Four or five students are sitting in each bench. Each classroom has three parts of about 10-15 rows of benches so they cannot arrange group or pair work easily. One of the teachers mentioned,

‘ if I try to arrange group or pair work it makes students annoyed because there is no space to sit or stand in comfortable way for working in group or pair.’

Another teacher said,

‘I cannot arrange group or pair work as it makes my classroom noisy and hampers neighboring classes.’

4.1.2.5 Lack of equipment:

Teachers noted that there is no technology and facilities to support the adaption of CLT in classroom. Most of the teachers stated they neither have a tape recorder to practice listening nor modern teaching aids like projectors, microphones, CD/VCD facilities. Two teachers from one school reported their school has a multimedia projector but they cannot use it in class usually. If they want to use it they have to take permission from the authority.

4.1.2.6 Testing system:

Teachers claim that our examination procedure does not include any listening and speaking test. So these skills are under negligence though CLT includes four skills. One replied,

'We are always in pressure to finish the syllabus before exam by the school management committee. So we cannot give focus which is not included in the exam and syllabus. Students also are not so much interested in listening and speaking skills.'

4.2 Result from group interviews with students:

The results are mentioned under the titles linked to the questions of group interviews. In each group interview 7 students including both male and female have participated actively. The results found from group interviews are presented below.

4.2.1 Motivation for learning English:

Students are motivated to learn English for good grades, to pass exam and to get a better opportunity in future life. One of the students said,

'If I know English I will be successful. English is very important subject.'

Another student replied,

'I like to develop my writing skill because based on writing I get marks in the exams.'

All the students are interested to develop their reading and writing skills for earning good grades. They think these are the basic skill for learning the language.

4.2.2 Interest in using English:

Most of the participants are interested in using English in the classroom and outside the classroom. They think they can develop their English by practicing it. Whenever they get chance they speak English as per their ability. In English classes they try to response in English most of the time. They added they like English classes. One stated,

'I like to speak English with my friends. From childhood I have a dream to learn scientific experiment and English.'

Another one said,

'I speak English with my friends to practice it. If I go to another country the people of that country may not be able to understand Bangla. But if I speak English they will understand as it is an international language. So I think English is important in our life and I want to improve it.'

Another mentioned,

'I like to practice English. I cannot speak well as I am still learning but I try to speak or use English vocabulary which I know.'

On the other hand there are few students who find English very difficult and do not feel comfortable to use and learn it. Among them one replied,

'I donot speak in English because I donot understand it well and make mistakes. It seems difficult to me.'

Another said,

'I feel comfortable in speaking bangla because it is our mother tongue. We are habituated in using it. I love to speak in bangla. I do not speak English. I read it like other subjects.'

4.2.3 Class participation:

Most of the participants noted that they want interactive classes. They do not like the classes where teacher just teaches. They want teacher involve them in different kind of tasks. They like when teacher ask to do grammatical exercises, to write question answer. They are eager to work in group or pair. Many of the respondents said,

'Pair work or group work can make our activity easier. But teacher gives us individual work always.'

4.3 Result from Class Observations:

There are five criteria set in the observation checklist to collect data from the classes. Under each criterion, there are few subsections to detail and accumulate important data for the study. The result found from classroom observation is stated below.

4.3.1 Physical aspects of the classrooms:

This section describes the physical aspects of the classrooms, number of students, seating arrangements, physical dimensions of the classes and other equipments in the classrooms. Among the five classrooms, all the classrooms were consisted with around 50 to 60 students. The seating arrangements of the classes were fixed and it was very difficult for

the teachers to observe each student. In the front of the classroom there is a whiteboard and a table for the teacher.

4.3.2 Interaction patterns:

Teachers were interactive while conducting the classes, found from the classroom observations. They asked questions and corrected students' errors in a regular basis. Teachers took around 70%-80% time to talk and students did not get enough scope for discussions, found from the classroom observations. Teachers' classes were more like a lecture based classrooms. At the same time because of large number of students sometimes teachers' voices could not reached to the last row. Almost in every class, teachers asked some direct questions to the students as a result students did not get any time to think and deliver, at the same time they seemed worried during the question answer sessions. Students hardly got any chances to ask question to the teacher.

4.3.3 Use of L1/L2 in English language class:

Most of the time teachers used L1 while giving lectures and instructions. Only one teacher used L2 most of the time of his class and others used L2 for speaking simple words such as 'stand up, sit down'. For explaining something to the students they used L1. After reading a text they translated it directly into L1. Students were using L1 as well. Students often asked questions to their teacher by using L1. Most of the teachers have answered those by using L1.

4.3.4 Teaching techniques and procedures:

Teachers were found to deliver lectures almost in every class. They did not involve the students into group or pair activities. Teachers used their maximum times by explaining

the grammatical rules. One of the teachers showed the students some grammatical rules and asked them to do exercise individually. Students found very active and they submitted their answer scripts quite earlier. Moreover, some teachers let the students to read a passage aloud and instruct others to follow the reader. Later on, teacher asked some open questions based on the reading and students could answer those.

4.3.5 Classroom management:

All the classrooms were very large and around 40 to 50 students were there. Male and female students were sitting in different rows and they were sitting in some fixed benches. Teachers were very loud while explaining something and students' participations were active and lively. Teachers assigned the students into individual works more. In some classes it is found that, teachers often failed to observe each student especially students who are sitting behind.

CHAPTER 5

Analysis

In this chapter, the results collected through the instruments are analyzed to answer the research questions. The results found from the three sources including interview with 10 teachers, group interview with 42 students and observation of 5 classes are combined together to reach a more reliable answers to the research questions. Qualitative method is followed to collect all the important data. This chapter is linked with the literature review chapter. The analysis is made to answer the two research questions mentioned in the beginning of the study

5.1 CLT implementation

5.1.1 Teacher centered class:

It is found that English classroom of primary level in Bangladesh is completely teacher centered. I have observed that teachers talk time is 70-80%. They give lecture and students hear silently with few participation. Students always wait for teacher's instruction, words of approval, correction, advice. They do not have any chance to discuss with except teachers.

5.1.2 Language skills: Authentic communication requires use of language through four skills (reading, writing, listening, speaking). But our teaching process is shaped according to exam which does not include listening and speaking skills. Teachers have mentioned that there is no separate practice session in classroom for listening and speaking.

Teachers encourage students to develop listening skill by their own effort hearing the news, watching movies and games.

This finding is supported by Rahman (et al.,2006). That study also suggests both trained and non-trained teachers ignore the fact of enhancing four skills.

5.1.3 Fluency and accuracy: It is found that fluency is still out of concern while accuracy is judging students competency. Teachers think that accuracy needs to come first in terms of importance. In the classroom there is no activity for developing fluency of writing or speaking. But according to Richards (2006) fluency may have to take on more importance than accuracy in order to keep the learners engaged in language use.

5.1.4 Learners' engagement in class: Learners are not so much engaged in the class. From teacher interview and group interview of students it is found that they have no chance to group or pair work or discussion. Teachers assign them individual work. In the observation it is seen that classes are mainly lecture based where learners have little scope to participate.

5.1.5 Activities practiced in class: It is found that teachers give emphasize on pre-communicative activities such as question answer, forms and structure based activities. But the communicative activities like role play, debate are not introduced in primary level of Bangladesh.

5.2 Challenges that teachers face to implement CLT

5.2.1 Classroom environment: It is observed that classrooms of primary level are very large with around 50 to 60 students. It is very difficult for teachers to give individual

attention to students especially who are sitting at the back. Sometimes teachers' voices do not reach at the last row. From teacher interview it is found that classrooms are equipped with easily immovable benches so they cannot arrange group or pair work. If they try it annoys students and makes the class noisy. This factor is considered as one of the barriers that hinder CLT implementation in the classrooms of primary levels in Bangladesh.

This result is supported by Sharmeen (2008). She identifies that large class is a problem also for students. Beside Rahman (et al.,2006) shows setting arrangement is a great problem for implementing CLT in class.

5.2.2 Power of exam: Most of the teachers in this research have noted that examination of our country does not include any listening and speaking skills. So they focus on reading and writing based on content of syllabi. Students also expose that they are motivated to develop their reading and writing skills for earning good grades in exam. Therefore it is not surprising that the examination format is a barrier for CLT adaption.

This finding has been echoed by the study that is conducted by Ullah (2013). Ullah has investigated that teachers focus on reading and writing skills targeting testing procedure. Because of exam oriented study true communicative competence is not developed.

5.2.3 Lack of facilities to support CLT: It is found that the schools lack appropriate facilities in the adoption of CLT. From teacher interview it is found that in most of the schools there is no technological teaching aid like projector, microphone, CD/VCD, tape recorder. Only board and marker/chalk is provided by authority.

This finding is similar to Rahman (et al.,2006) and Sharmeen (2008). They also find there is lack of teaching aids.

5.2.4 Students' English phobia: Teachers in this study have reported that students have fear of English. Because of limited vocabulary, pronunciation problem, over consciousness of being criticized for making mistakes they hesitate to present or express their ideas in English. Their English phobia is one of the major challenges for teachers to conduct CLT based class.

In addition, there is a research on teachers' perceptions, attitudes and expectations about CLT in Bangladesh that has showed the majority of the teachers identified students' low English proficiency as a difficulty in practicing CLT.

5.2.5 Lack of interest and expertise in material development:

It is found that teachers have to take 5-6 consecutive classes with a little break which creates tiredness and disinterested in them. So they ignore the fact of developing materials for communicative classes. Besides they do not have any training or instruction to develop materials.

CHAPTER 6

Conclusion

The study reveals that CLT is not effective at primary level in Bangladesh because it is not implemented properly. Teacher's authority is absolute in the classroom and students are not so much engaged. Our teachers still prefer Bangla over English as a medium of instruction. Listening and speaking are neglected by all. Teacher's CLT implementation in classroom is affected by various factors such as power of exam, students' English phobia, lack of facilities to support CLT, classroom environment.

6.1 Recommendations:

Based on the findings some recommendations have been made below.

6.1.1 English teachers need training in CLT and material development:

There has been a dying need for a well-structured training program for the English teachers of Primary level. Although some of the teachers I interviewed have training to teach English as one of the compulsory subjects, a few of them are trained in CLT. Some of them do not have clear idea about CLT approach and how to apply it in classroom to develop learners' communicative competence. The students can pass in the exam with the help of a teacher who has no idea about CLT but they will not be competent in four skills in English. Teachers need proper materials from the school authority to guide students properly. They should also make materials for communicative task. Proper training can

teach them how to use CLT in their classrooms and how to create or use materials in class. For training they can be motivated to overcome the difficulties.

6.1.2 Evaluation of teaching process:

Teaching approaches and techniques should be regularly evaluated to see the achievement of students and the improvement in teaching.

6.1.3 Following textbook instruction:

The current textbook includes some instructions related to communicative task. Teachers need to follow these instructions and tasks to make students more creative and communicative. If the activities are confined within gap-filling, matching, ticking and teach them grammatical structure, the learners will not be able to acquire communicative competence. The teachers should arrange much activity which will be helpful for the learners to develop their listening and speaking skills. Whatever the lessons are related to the exam or not but teachers need to follow the textbook.

6.1.4 Arrangement of the materials regarding communication:

School authority need to provide all the equipment related to increase the four skills among the students like- audio-video and visual materials, tape-recorder etc. so that teachers can use those materials in class and students also be motivated and feel interested in English language classes.

6.1.5 Changing the classroom environment:

Large class is the core of all the problems. As there are too many students teachers could not give emphasis on listening and speaking skills. Instead of having one or two sections

of 50 to 100 students, it is better to make four or five sections of one class consisting of a maximum of 20 to 40 students. The students of last benches cannot listen to the teacher's lecture. Schools should provide movable chairs also so that group and pair work can be possible to arrange.

6.1.6 Arrangement of student-centered classroom:

For a long time, English classrooms at primary level are dominated by the teachers in Bangladesh. They always stand in front of the blackboard, talk all the time and students listen to them. This kind of classroom setting is in favor of using Grammar-Translation Method. There is no interaction between teachers and students in these classes. Most of the classes I visited have these problems. In order to acquire communicative competence in English language; the students need to participate in different activities. The students can play role or present a topic after discussion with other students given by teachers. Teachers need to assign students in different types of group or pair work or group discussion and tell them to discuss in English.

6.1.7 Including interesting and practical topic:

Interesting and practical topics should be included in the syllabus which can motivate them to increase their skills.

6.1.8 Reducing students' hesitation:

Teachers need to encourage their students to speak in English without any hesitation. They have to make students realized that learning through making mistakes is natural.

6.1.9 Changing the exam format:

The examination influences institution's authority, teachers as well as students. So examination format should be changed to CLT related one.

The findings are more or less similar to other studies which were conducted in this field. But more research is needed in this field because with change of time our teaching pedagogy can be changed also.

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Appendices

Appendix A

Interview questions for teachers

1. Your students learn English as a matter of study or for communication, what do you think?
2. Do your students talk to you always in English? If not then what can be the reason behind it?
3. In which language you conduct your class and why?
4. How do your students practice speaking?
5. How do your students practice listening?
6. Do your students participate in group or pair work? Why?
7. What activities you give your students to do in class?/ How do you engage students in class?
8. Do you give feedback after checking students' script?
9. Between fluency and accuracy in which area you give emphasize on and why?
10. Do you have training or idea about communicative language teaching (CLT)?
11. What difficulties you face in teaching to apply CLT?
12. Do you use any other teaching material beside textbook? If not then why? If yes then what do you use?

Appendix B

Interview questions for students

1. Do you speak English with friends or classmates outside the class? Give reason for your answer. (তুমি কি ?সের বাইরে ব? বা ?সেরব?দের সাথে ইংরেজি বল? তোমার উ?রের কারন লিখ?)
2. When do you use English? (তুমি কখন ইংরেজি ব?বহার কর)
3. Among reading, writing, listening, speaking which area do you wish to develop more? why? (কোন দ?তা তুমি বাড়াতে চাও? পড়া, লেখা, শোনা, বলা ? কেন?)
4. Which language do you mostly use in English class? (কোন ভাষা তুমি ইংরেজি ?সে বেশি ব?বহার কর?)
5. How do you feel about English class? (ইংরেজি ?স তোমার কেমন লাগে?)
6. What kind of English class do you like? (such as teacher just teaching or student also participate) (কোন ধরনের ?স তুমি পছ? কর? যেমন শি?ক শুধু পড়াবে বা ছা?রা ?সে পরায় অংশ নিবে?)
7. What activities does your teacher give to do in class? (তোমার শি?ক ?সে কি কি কাজ করতে দেয়?)
8. Do you like group work or pair work? why? (তুমি কি দলীয় বা ২ জনে কাজ পছ? কর? কেন?)

Appendix C

Class-room observation Record Sheet

Name of the Institution:
Date:
Total number of students: (Male /Female)
Teacher's name:
Class time:
Materials:
Study topic:
Level of the students:
Observer's name:

Observation record sheet

Physical aspects of the class:

Number of students:
Seating arrangements:
Physical dimensions of class
Other equipments in class:

Interaction Patterns:

Teacher talking time:
Turn-taking procedures:
Question types used:

Use of teaching materials:

Textbook:
Teacher-prepared materials:
Other supplementary

materials:

Use of L1 / L2

Purposes of using L1:
Reasons of using L1:
L1 used by the Teacher:
L1 used by the Students:

Treatment of errors:

Direct way:
Indirect way:
Critical supportive:
Constructive way:

Teaching methods, techniques and procedures:

Chain drills:
Grammar exercises:
Demonstration:
Discussion:
Dramatization:

Class-room management:

Teacher's Instruction:
Group works:
Pair works:
Individual works:
Lecture based teaching:

Lesson Structure:

Steps of the lesson:
Transition from one step to other:
Timing spent on each step:
Materials:
Other activities:

Overall comments from the observation: