THE IMPLIMENTATION OF COMMUNICATIVE LANGUAGE TEACHING (CLT) IN RURAL BANGLADESH

By

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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I/We have acknowledged all main sources of help.

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Approval

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Abstract

English teaching at the secondary level in Bangladesh has gone through many changes over the last two decades. Of them the introduction of communicative language teaching (CLT) instead of grammar translation method (GTM) as the language teaching methodology was very significant. However, despite the introduction of CLT in the secondary curriculum rural schools are lagged behind in terms of adopting CLT. This study, qualitative in nature, explored reasons behind difficulties rural schools faced to adopt CLT in case of teaching English. This study also explored the reasons behind lack of motivation among teachers and students to adopt CLT. Finally, based on the result some recommendations are suggested for various stakeholders that may help to better implement CLT at the rural schools in Bangladesh.

Keywords: Implementation, Communicative, NCTB, Rural, motivation, Barriers.

Dedication

*I would like to dedicate this work to my Husband, **Habibur Rahaman** and to my doctor,*

Professor DR. Sangjukta Saha.

Acknowledgement

First of all, I would like to thank Allah for being so kind to me. Secondly, I would like to thank from the bottom of my heart to my Husband Habibur Rahaman who inspires me more than my actual capacity, and introducing me a wonderful way of leading life. Thirdly, I would be thankful towards my parents and sister who stayed with me when I needed the support. Fourthly, I would be very thankful till the rest of my life towards professor Dr Sangjukta Saha who made me realize that everything is possible where so much of hard work and dedication is only key element. I would be thankful to Mimi, Shila, Farah Semonti, Sadia Sharmin, Romana Sharmin and Rashed. Also, I would be greratful towards the faculties Noman sir, Al Amin Sir, Lubaba miss and to all the faculties in the department. Lastly, I would be thankful to Yara Habib and Siyara Habib for making me a mother of two beautiful children.

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List of Acronyms

CLT   Communicative Language Teaching

GTM   Grammar translation method

NCTB   National Curriculum and Textbook Board

Chapter 1

Introduction

The lacking in educational system can affect the entire nation in terms of learning. Failure in the implementation of the CLT method can be one of them. In Bangladesh, the implementation of CLT has not been successful enough. The urban area is more or less covering the method through the help of what it requires. On the other hand, the actual scenario of the rural sector implementation has become the burning question. This study is based on a particular rural area of Bangladesh where I investigated the implementation of CLT in rural schools. Although CLT has been adopted as a language teaching methodology in the secondary curriculum two decades ago, implementing the CLT method has been a great challenge for the people who belong to the less facilitated areas. Through the qualitative research process, this research explored the factors that stand against implementing CLT in the rural schools and what measures can be taken to better implement CLT in rural schools in Bangladesh.

1.1 Background of the study

The present condition of the CLT implementation in Bangladesh has been studied by several researchers to make a ground based on the method. Hamid and Baldauf (2008) explored the idea of CLT in rural area where grade 1 children learning English language till grade 12. They found out that, the philosophy the rural area students and teachers hold will lead them to communicate through the language, in other words, which will create communicative competence. In the comparison of CLT uses in rural and urban area, Roy (2018) stated that, in rural area, teachers hardly accept the concept of CLT, rather they are interested and practicing the GTM method. On the other hand, he claims the urban institution's teachers being interested in this method though they are not fully successful in the implementation due to various reasons. One of the reasons is the lack of training of the teachers. Alam (2016) states that the

availability of training for the rural teacher is rare. He figures out that CLT training in rural area is given to some specific teachers in a very few ranges. He also points out that by the power of the authority, those few teachers who are selected for the training are less skilled and skilled teachers are not selected for the training. In addition, the lack of follow up is one of the reasons that causes deficiency to the training.

1.2 Communicative Language teaching

The concept of communicative language teaching comes from the British in 1960, throughout the changes of the tradition of their language teaching. From the beginning of this conception, the focus was very clear that, the skill of transferring the understandable language is more essential than the accuracy of a language. This theory was gradually established for the betterment of language learning. By the name itself, communicative language teaching (CLT), suggests the privileges of the communication. CLT triggers students to achieve realistic communication through variety of activity. In this method the important feature is to focus towards the communicative skills rather than focusing on the accuracy of language learning. Communicative language teaching is a method which is accepted globally as a standard of covering all the learning part of a language. As it focuses more on the communication skill, it focuses on all language skills as speaking, reading, listening, writing well learned. 'Language learning can never happen absolutely unless four basic skills are equally emphasized' (Ahmed, 2012). It requires a lot of time to maintain the methods whereas others do not take this much specification. This method gives the first place to meaning for the communication where CLT is the media (Alam et al., 2015).

It is not required to have the same ways of communication how the native one does, rather, the improvement of a good communicative competence is expected (Richards and Rodgers, 2001). In other words, the fluency the native speaker has, makes the language more accurate

in one sense, however, it is not necessary that a language learner should capture to articulate like that as linguists suggests to focus on the skill of communication. In addition, participation of work refers to the full engagement of concentration to the language. Richards and Rodgers (2001) described CLT as an approach of language teaching where the target of it is to trigger the learner's communicative competence. So, to acquire the language through communication, CLT would be one of the methods that fulfils the four area of learning such as reading, writing, speaking, listening. Richards and Rodgers (2001) figure out the communicative view of a language as a system of picturing of meaning, allowing communication and interaction etc. So, CLT does not focus on the grammatical rules or the features of grammar and its accuracy, rather it straightly focuses on the communicative area.

1.3 Context of the study

In Bangladesh, there has taken an initiative in 1990 where CLT was introduced in order to cope up with the world policy of learning language through which there would be application of life. As CLT offers more on communicating skills rather than accuracy, it succeeded as a method. This method basically focuses on the communicating part with the four skills such as writing, reading, speaking and listening. In the implementation of CLT, the burning question is whether it is being implemented properly or not. In the urban area, there is still a level of using the method with the help of technology, proper training of the approach. On the other hand, in the rural area of Bangladesh, the implementation of this method is not happening properly. The reasons are very basic and obvious that there is very less opportunity in the rural area for exploring this idea.

Thus, it is very essential to explore the implementation of CLT in the rural areas of Bangladesh. Although various research in the areas of English teaching have been carried out in Bangladesh, there is a dearth of research in case of exploring the implementation of CLT in

rural areas of Bangladesh. This study is going to fill this void by exploring the barriers that stand against implementing CLT in rural Bangladesh.

1.4 Structure of the thesis

This thesis is organized into nine chapters. Chapter one is the introduction of this study where the general idea about the thesis is discussed. Chapter Two reviews the relevant literature. In chapter three, the methodology of this paper is described including research design, participants, data collection and analysis procedures, and the ethical issues that are being taken into account to carry out this study. In the chapter four, five six, seven and eight, the results and the discussion of this study are presented. Chapter nine, at the end, summarizes the findings and in the last segment of this chapter recommendations and suggestions for the farther studies are included.

Chapter 2

Literature review

In this chapter I have presented relevant literature in order to show how what has been researched so far and how my study will fit within the existing literature. I have also attempted to show why this study is important to carry out.

2.1 ELT and CLT in Bangladesh

Bangladesh is a lower middle-income country on the basis of its consistent GDP growth counting the last decade, according to world bank report 2016 (World Bank, 2016). In order to coping up with the business world in this condition, Bangladesh needing performances in global world markets, English has become compulsory in order to communicate and perform in the international platform (Rahaman & Pandian, 2018). English language education in a developing country like Bangladesh has always been challenging. English language is considered here in the country as a language of certain class where it's not even used for daily life interactions for the general people and in total Bangladesh in lagging behind in terms of English learning and use of it (Sultana, 2018).

The obstacles to learn English in a basic level is already tough enough for some people where learning this language for communication purpose faces a lot of troubles, though there has been a lot of affords for the betterment. The policy of Bangladeshi English language teaching (ELT) is under a rule of uncertainty where there is no straight picture of how to make ELT successful and achievable (Rahaman & Pandian, 2018). In the article, they explore that in our country, the English language learning policy remains very unplanned and inconsistent. They argue that this problem is enhanced by the three categories of educational system in Bangladesh which are the madrasa system where the religious education is given; secondly,

the main stream, secular education system and the third one is the English medium educational system which is associated by the University of Cambridge through the British Council. There is a vast differentiation among these three media of educational system in terms of the role of English (Ali & Walker, 2014). There are three roles differently. This is one of the reasons for which the people of English user in Bangladesh remain. The focus that these three-education system categories give to English language are not same at all, the level of unevenness is uncountable.

Throughout the survey, it is argued that most of the students studying in madrasa have poor knowledge in English where English medium students are totally opposite of it. Though English medium schools mainly focus on English, they are more engaged with the education system set by international curriculum boards (Milon et al., 2018). On the other hand, the secular education system has both expert and average in English language students. Ahmed (2016) talks about Bangla medium school and colleges that, in the field of both sectors, there is scarcity in terms of using communicative language teaching method in order to establish the communication skills. Some of reasons he identified are not having expert teachers, technological forwardness, up to date materials. He also adds that one of the main obstacles is due to the syllabus design as well as the design of the curriculum which literally do not support CLT.

Clearly, the problem begins here in the category of the system of education. In the secular medium of education system, the government includes the CLT method in natural curriculum in Bangladesh for more than twelve years where the students' performance for communication is too much depressing (Islam, 2019). In our country, it was in 1990, when the ministry of education (MOA) first declared the communicative language teaching (CLT) in the primary and secondary level of education sector for the sake of maintaining the qualitative improvement in the language learning area (Alam & Kabir, 2015). They stated that the

expectation of the government was not fulfilled by the implication of this method. They agree on a point that there is a gap between the CLT and its practical process of implication.

2.2 CLT and GTM in Bangladesh

In Bangladeshi context, Bangladeshi teachers are more comfortable with a traditional method in teaching English. The grammar translation method is adopted from the colonial period in this region where the communicative language teaching method (CLT) is a recent method here in this country where GTM is still influencing majorly in terms of the implementation of CLT (Rahman & Karim,2015). Rahman and Karim (2015) also found out that the CLT method is culturally not accepted as the method suggests to focus on communication and Bangladeshi people speak Bangla as their mother tongue, therefore, they are comfortable in GTM. GTM being a traditional method, teachers are comfortable for that, also it requires less hard work than CLT.

They also explore that to take CLT as the hardest method to the students which makes them uncomfortable to learn English, where memorizing is one of the greatest helps to them to learn English by the help of GTM. Freeman (2000) sees the GTM rules as a rigid structured way where a learner is to follow those rules completely as said and the teachers are supposed to teach in the exact same way of GTM features. Freeman claims that it is more likely to be a receiving- learning process towards the students. On the other hand, Richards and Rodgers, (2001) says that CLT assists by making the learners work with the language which triggers the practical use of the language. Abedin (2013), in his research 'The present mode of teaching in the ELT classes at the Higher Secondary level in Bangladesh' finds out that the teachers who has both the experience of using GTM and CLT methods in the class claims the students not prepared yet in adopting as well as applying the CLT method in classroom. He figures out throughout the survey that requiring Bengali language in classroom, there is need of both CLT

and GTM to make the learning more effective. 'The essential characteristics of the Bangladeshi view of language learning are memorization, repetition, habit formation, and the quantitative accumulation of knowledge' (Farhad, 2013).

2.3 Teacher's training and role for the application of CLT method

One of the important factors in implementing CLT is to train teachers to teach using the CLT in the classroom. Alam et al., (2015) claims that the most focusing reason for the nowadays CLT practice in our country is the unprofessional and below efficient teachers who are not trained well for the method. Rahman & Karim (2015) in this regard stated that 'There is no system available in Bangladesh to find out efficient teachers of CLT amongst all'. They highlighted the teacher's training for implementing CLT as one of the compulsory requirements for the actual CLT practice. In addition, one of the major principles in CLT is the role of a facilitator of a teacher (Brown, 2007). In order to make a learner-centered classroom to make students active in the class, teachers have the active role to play (Larsen-Freeman, 2000).

So, in terms of the role of teachers, they are supposed to make the new ideas of generating the class, designing class materials, and positive preparations before the class. Teachers are responsible to the class environment where he/she is supposed to enrich the student's confidence of communication through the environment of the class. He is considered a mentor in the classroom as he is bound to answer the questions indulged in activities. A basic role in the class would be finding mistakes of the students and correcting those. The teacher should keep in mind that, following the CLT format, the main focus would always be upgrading the skill of communication of the students. According to Richards and Rodgers (1986), there are two roles of a teacher in implementing CLT: those are to facilitate the communication among the students with each other, also engaging them with various activities and texts and secondly,

he has to act as an independent participant in the class. Richards and Rodgers (1986) also point out the third role of a teacher which is teacher as a counselor. Teacher could be considered as a process manager as well. He is supposed to be knowledgeable about learner's need and the response to that, giving motivations, advises, feedbacks. He must be able to synchronize the setting of the class with communicative tasks. A role of a teacher is "less dominant' a teacher centered method (Larsen-Freeman, 2000).

A teacher has the most important part to play in the class in contrast with CLT. In addition, the classroom activities are in CLT classes supposed to be conductive so that learners can develop their communicative competence. There are two types of activities in the classroom: pre- communicative activities and communicative activities (Littlewood, 1981). He gives the information about the CLT class where before the class the 'pre-communicative activities' are applicable and continuing that, it finishes with the communicative activities. In his perspective, there are variations of question answer practice in the pre communicative activity section where it enriches the skills, knowledge (Littlewood, 1981). In the class activities, the pair work as well as group work is very important for the implementation of CLT (Richards, 2006). It helps in the classroom to perform actively to generate a help to the learners to learn.

2.4 Research gap

In Bangladesh, there has been a lot of research in the past regarding CLT in Bangladesh. In most of the researches, researchers focus on CLT in total Bangladeshi context. There are a huge number of researches on this. challenges to implementing CLT has been studied where the real problems shown by the research (Alam, 2016). One of the studies about CLT implementation shows the comparison between the English medium and Bangla medium secondary level and the reasons for the lacking (Milon et al., 2018). In addition, one of the researches shows the comparisons among Asian countries and compared it with the Bangladeshi CLT

implementations (Islam & Bari, 2012). Moreover, in the implementation of CLT, one of the studies shows the teachers training importance and obstacles to it (Alam et al., 2015). Also, according to Rahman and Karim (2015), ways to improve the approach is the only way to the English communication which is supported by the study. One study shows that whether in actual, CLT is applicable in our country context (Mariam, 2013).

A very significant study about the gap between the theory of CLT and the practice by Alam (2015) reflects the reality. To add, Hamid and Baldauf (2008) in their research studied the rural area scenario which is not that much flourished research. Another research about the CLT method application condition of rural area is shown, also, not in exploratory way which talks about a very general problems of its implementations (Alam, 2016). So, it's been observed that there is no proper research based on the rural condition of this theory application. This research would broadly study the rural area CLT method application in secondary level. In Bangladesh, the implementation of CLT in urban area does not satisfy the requirements CLT approach where the rural area condition would be worst in comparison. This study will explore the present conditions, lacking, causes behind the unsuccessful rates and so on. As this study is an exploratory research, my purpose of this study would be mainly figuring out the root of the problems, and how to make this theory applicable at least to the urban area school level.

Chapter 3

Methodology

This chapter discusses the methodology of this research. This section describes the reason for which the study has been done. Then I have discussed the reasons for choosing qualitative method. Next, I presented the procedure of data collection and analysis. In this section I have also discussed the research instruments and participants. Finally, I discussed the ethical issues that were taken into account when the study was conducted.

3.1 The purpose of the study

The aim of this study is to explore the barriers in implementing CLT in rural areas in Bangladesh. The implementation of CLT is not as expected even in the urban area. In this study I intended to find out the present condition of CLT implementation of a particular rural area to find out the reality. By the research, I try to show whether it is necessary to bring some changes in terms of the government policy. Another purpose of this study is to make aware of the present condition to the authority. Basically, as the learning procedure is a concern for the learning of the new generation, the problems should be addressed for the improvement of those flaws. This study tries to find out the main obstacles for the implementation of CLT. Therefore, through the study in a specific field, this research attempts to document the ideas of students and teachers about their way of study, their conditions and their problems in case of teaching and learning English in rural areas of Bangladesh.

3.2 Research questions

This study is guided by the following research questions.

1. What are the barriers in implementing CLT in the rural schools in Bangladesh?

2. Is it really possible to implement CLT in rural schools in Bangladesh?

As the qualitative research demands the observation of the topic and interview given by the people related to the research subject so that the problems come out from the area of research, hence I decided to apply the qualitative method to complete the research process. This paper tries to highlight the present condition of CLT application in rural Bangladesh. Mainly, the barriers that is the reason for the failure of the implementation of CLT. Proceeding that, the data is collected from the rural school in Manikganj, Dhaka. In this area, four schools are chosen where two schools are government and other two are non-government school.

3.3 Participants of the study

The study particularly concentrated on the secondary schools in the rural area of Bangladesh. The institutions that have been selected for the study, are in the same upazilla. In the Ratanpur upazila of Manikganj, three schools are located in different location of the upazila. The first school named, Ratanpur high school, Manikganj, is the central school of the Ratanpur upazila. This is the only government school in the research project. The second school is a non-government school named Green Life high school, Manikganj, which is near to the government school. The third school is located in Uthuli at the same Upazila which is not near to the other two school. The name of the third school is Ali Yousuf High school which is also the non-government school. The student's participated in the research are from different ages and belong to different classes of the school. The age range of the students are between 12 to 17 years old. All the student participants have their experience of the English classes in their school. Also, I, interviewed some students who passed their SSC examination few years before to understand their condition of their period. The intention of my interviewing the former students of particular school is so that, there is no fear for them to give the true information as these won't affect their score. All the students who were selected for the interview were selected randomly. In addition, the teachers selected for the interview, are also from the same

institutions. The teachers are selected from different ages with their different teaching experience

There were seven teachers and twenty students selected for the interview. At the very beginning of the interview, I made them aware of the purpose of the interview. Finally, I assure them that all this information that they will provide will not bring any harm by exposing their identity.

3.4 Data collection procedure

There have been two sources from which the data of the research has been collected. Those are, interview and classroom observation through online zoom class session.

3.4.1 Interviews

One of the main instruments in this research is the elaborative interviews of the participants. McDonough and McDonough (1997) says, "Interviews may be used as the primary research tool, or alternatively in an ancillary role, perhaps as a checking mechanism to triangulate data gathered from other sources". In the research, I structured questions for the participants. The interviews are taken through the zoom meeting to some participants for the information collection. Also, I went physically for conducting interviews. In the interview section, the audio was recorded, though I intended to record all the interviews, not all the interviews could be recorded due to maintain the comfort of the participants. The time duration of the interview were at least 20 minutes and highest 40 minutes to some of the participants. There were separate questions asked to the students and the teachers. While asking those questions, I asked few more questions, if necessary, for better understanding, which were not in the interview questions. These helped to gather additional information. To make all the information safe, I noted the interviews given by the participants. I was unable to record the interview as the participants were not comfortable in doing so. In the question, I made sure so

that they answer very elaborately. Through the elaborate answer, I would collect information as much as it can.

Due to the Corona, I struggled a lot to collect data. The school were closed physically which made the data collection very difficult. Going to the home of some of the participants, also, over phone talking and through the online zoom meeting, the data were collected. These all took a long period of time to complete the interview with this complex process. Particularly, the interviews of the teachers were more difficult for me.

3.4.2 Classroom observation

There was difficulty in terms of collecting data through the classroom observation. First of all, due to the pandemic situation, all the physical classes were shut down by the order of the government. In this situation, there were online classes taken by some of the school. Regarding the permission of the classes, I struggled. However, through the observation, I collected data.

3.5 Data analysis

Data for this research were analyzed thematically. Once all the data were collected, I listened to the recorded data and went through my field notes. Then I assigned various codes and wrote them in a word file. From those codes I came up with some themes. The data analysis was a continuous process as I had to go back and forth to find evidences for various themes and also to check the themes, I came up with are the best possible themes.

3.6 Ethical Consideration

The researcher was very strict about the ethical ground of the study. First of all, I let all the participants know about the subject of the interview and the purpose of the interview. I made sure that all the data are securely stored. In addition, the interviewers were assured that

their identities and their given information would not be exposed outside the study. Also, I made sure that they are comfortable and willing to participate in the study. I respected their avoiding part of some of the area. In addition, there were no force to the participants to give interviews. The participants willingly helped me to proceed with the study. To ensure anonymity and confidentiality I used pseudonyms for the participants and for the institutions.

Chapter 4

I am going to present the result of this study in this chapter and in the next few chapters. Based on the interviews with the teachers, students and other participants and from other types of data I came up with various themes which I am going to present in the next few chapters.

Acceptance of the CLT method concept

4.1 Acceptance of the CLT method concept: Teacher's perspective

In this part of the research, I find out that the perception of the CLT and the implementation in the rural Bangladesh are comparatively related to each other's perspective. All the teachers who gave interview, have almost the equal amount of knowledge on the communicative language teaching where everyone agrees that it can help students developing their ability to learn language.

4.1.1 Weak background in English

The background of a teacher impacts a lot in case of teaching. Most of the teachers stated that when they were students, their teachers used to teach following the GTM and it impacted their teaching.

For most of the teacher implementing CLT is difficult due to their lack of fluency in English. Hasibur Rahaman, one of the English teachers of Ratanpur government high school shares his thoughts about the CLT concept as a non-native speaker. He says:

> It is very hard for us to grab the concept of CLT. In my case, I can say that from my school and college level study, I never got the opportunity to have class in English even in English subject. Both my school and college were situated in rural area. though in the university classes I get this opportunity to have class in English lecture, from that point of view, it is not enough for me use English language by my academic support.

English language being my passion, I gave time to this language and I could be able to accept this language as a non-native speaker.

Mr. Hussain states

As a non-native speaker, the concept of CLT is not understandable due to the background of our education system where we were highly encouraged to memorize the subject study. In the very first place, this method was not understandable as it was completely new for my teaching profession and as a non-native speaker, we have the fear to this subject.

The language itself is a big issue for people like the senior teachers who are afraid of the target language. I observed the teacher's classes such as the class taken by Mr. Hasibur Rahman and Mr. Tauhid Hussain. Because of the pandemic situation the classes were taken in online. In Mr. Hasibur Rahman's class, I observed that he is very much aware of his English teaching process as he has the experience as a student and he tries to focus on those points. In addition to that, in the observation of Mr. Tauhid Hussain, his English teaching delivery was not filled with enough information. Also, Mr. Tauhid's pronunciation is not up to the marks and as a result it was difficult to understand him.

4.1.2 Use of English language

One of the important issues that is highlighted in this study is the teachers' use of English. In this part of the research, I evidenced the teachers interviews with their statement of using the language in their class taking process with CLT method. When the teachers were asked whether they always use English in class, several teachers replied in different ways.

In the observation section, I observed the class of English of class nine taken by Mr. Tauhid Hussain. The class was taken online via zoom meeting, where 28 students were present. I followed that no students responded in the live session when they were asked any questions.

In that class, she also noticed that the class was taken in Bangla. I also found out that the way Mr. Tauhid Hossain was pronouncing in English, was difficult to understand. Not only the pronunciation, but there were grammatical mistakes in the sentences that he was trying to say. In addition to that, another class was observed by me taken by Hasibur Rahaman, assistant teacher in Ratanpur govt high school. In his class it was noticed that, the class was followed by the GTM method where he was translating to Bangla what he was saying in English. In his class, there were 19 students in the online class. Basically, what I observed that both teachers were more comfortable while speaking in Bangla because they feel comfortable in using the language where English does not give that zone as a non-native speaker while taking classes.

4.2 Acceptance of the CLT method concept: Student's perspective

4.2.1 vulnerable condition of English language

In this part I find out the condition of English as a non-native speaker. students give a lot of time to this subject compare to other subjects. Still, it does not work that much. Most of the rural students really get confused to catch the topic. The memorization process is very common towards them. Students condition of the grammar part to make the flowless sentences are very vulnerable for most of the students. A student in class ten named Mojammel Haque says, "In my paper, I find a huge number of grammatical mistakes. Also, I have another problem which is the spelling mistake".

According to all the participants, I find out that, all of their condition in English is not satisfactory even in their point of view. All the participants pointed out that, in this area, students have the lowest opportunity to improve in English from the preliminary level. They claim that from the beginning of their education, English is a subject which they are advised to memorize and translate to learn it. From this sense, the students themselves understand that they need lots of improvement in English. To implement CLT a teacher should make the

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students realize that English is a very perceivable language to communicate with others. Only the writing and reading capacity are not enough for the students to implement in their life as a common language. However, just focusing on the exam, the students are not making any progress and their vulnerable condition is still existing in this rural area students.

4.2.2 English Language Phobia

Almost all the students I interviewed for this research identified English language phobia as a barrier of the CLT implementation as a non-native speaker. Most of the students stated that the teachers are not helping them to cope up with their fear in this subject. The student also said that their phobia is permanent because of the less practice of the subject. They usually do not practice that much in terms of speaking. Ratul, a student of class nine of Ali Yousuf school, Manikganj, says, "In our class, there is no practice of the students. For that reason, our mental condition has become shy for good. We do not share our problem in English. Rather it is appreciated if we speak in Bangla". When I asked them why do they have language phobia, some of them replied in a very shocking way. They claim that , their shyness increased for the teacher's not responding properly. A student of class ten named Billal says, "I have a feeling while using English during communication that what I am saying is wrong". The students feel in the same way that triggers their phobia while taking steps to use English. I also find out through the investigation that this fear is permanent in their mind in this rural area students. While talking to the teacher, most of the teachers said that, in spite of their push towards the individual students, they do not communicate in English. They also claim they're not expressing their confusion even in Bangla.

4.2.3 Introvert Characteristics of students

Most of the students are introvert in rural area. Hasibur Rahaman claims, "Throughout my teaching career, I find that when I ask students to speak in English it creates nervousness in their mind and due to the nervousness, they can hardly speak in the class". In the classroom observation, I was able to find out that, students of this area are very shy. Being introvert, they were unable to share their thought what they exactly feel about what they thought. In those cases when I gave them hint with starting a certain topic whether they agree or not, at that time they start sharing the fact according to oneself. In this case almost 95% of the students were introvert as noticed by me. On the other hand, the rest of the people were self-interestedly insisting me during the question-answer session.

Chapter 5

Ability to cope up with CLT approach

I discuss the student's ability to accept the English language and the method. There are a lot of problems that make the situation difficult to adopt CLT. The problems are the poor socio-economic condition of the majority of the students, lack of motivation from their teachers which make them less confidence. So, the lack of confidence is one of the major reasons for the discourage of the method in their learning process.

5.1 Poor socio-economic condition

The students' poor-economic condition does not allow them to study in actual meaningful way. Most of the participants mention that they study English in order to pass the exam somehow. Their condition does not allow them to grab the language as expected or to become fluent in English. Raju, a student of class eight says,

I am always busy with the work. If I try to even study at my work place, it is almost impossible for me to concentrate as the customers come very frequently. With the poor condition, it does not allow me to even study where I'm already incapable of learning the hardest subject properly.

Raju's classmate named <u>Ifad</u> shares his condition as well. He says,

> Right after coming from the school, I assist my father to make ready the 'fuchka dokan' in van. I find that, compared to other students in my class, I lack behind the English terminologies. My condition also does not allow me to come up with the study where English is already a hard subject as my friend Raju explains it before.

There is similarity of the cases of the students where a lot of students explain their condition, which do not allow them to study the subject as required. I find most of the student's economic

condition to be vulnerable. A very brilliant student named Farzana who stood third in the class ten in her section stated:

> After coming from the school, my mother gives me a lot of household works. The works such as feeding the cows, cleaning the dust, also sometimes cleaning the mud floor with the muck is supposed to be done by me. In spite of my parents both desire to make me educated, these type of works sometimes demotivates me to study the general education. English learning requires concentration. The tasks that are given by the teacher is to be fulfilled because based on that, I get the opportunity to ask questions to the teachers. Through the question asking segment, I get the opportunity to communicate in English while they practice. If I lose the chance for a class, the confusion still remains. For the students, there needs the before-class preparations to actively catch the class, which needs to be made while remaining at home. It's very important to get the opportunity.

Through the discussion I found out that, most of the students' socio-economic condition basically creates the space for them to stay away from the language learning in a CLT based way. CLT demands a lot of time and dedication, which due to the structure of individual family, is unable to manage.

5.2 Lack of Motivation

Through the study I find out that one of the barriers of the implementation of CLT is lack of motivation. Most of the participants share their major issue is not getting motivation from the teachers and their parents. The actual focus of both the teacher and parent is on the grade, rather than learning the language properly. In this case, their own efforts fail to catch the learning process through the CLT method application. The students find the language harder and they strongly believe their condition is improvable by the motivation. In their learning

process, lack of motivation is one of the barriers. A student of class nine named Mahi says, "I do not have financial problems in my home. Still there is a hidden expectation from my parents to take responsibility of my father's shop where they expect me to seat there rather than spending time in English language".

CLT implementation is already a matter of total concentration into a language, where this support from the family does not help.

5.3 Lack of confidence

In this research, I find out two claims from the two sides, such as, the teachers claiming the students for the unsuccessfulness of CLT implementation, on the other hand, the students claiming the teachers for the unsuccessfulness of it. It is one of the major barriers in the communicative language teaching. Due to lack of confidence, they do not communicate well with their mates and teachers. The students are unable to catch the CLT based classes due to their lack of confidence. Due to the language itself, there is already a language phobia which automatically decreases the confidence of any students. If teachers would have practiced it properly, it could bring confidence in the student's mind. Due to the lack of motivation from the teachers, students have always the fear of English. In this regard, one of the senior teachers Mizanur Rahaman, says, "most of the time, students do not cooperate. The reason is not that they are suborn, rather the reason is their being less confident.". Not all the students are capable to do so. The meritorious students in the class who holds the ranking in the class are the participant of the class".

Chapter 6

The learning environment

6.1 The learning environment; from the student's perspective

Through the interview, I find the student's perspective about the classroom environment that leads to a very burning issue of the learning environment. Every student as well as the teachers think of the learning environment to be an important element for the CLT implementation. According to most of the students, the teacher's performance is much effective in the CLT implementation of the class. They think of the learning environment being the most effective thing in terms of learning. Also, students are concerned about the classroom participation as well as the feedback they get from the class. They claim these all are interconnected with the proper English learning.

6.1.1 Performance of the teachers

The performance of the teacher is an important issue for the communicative language teaching. Teacher plays a great role in developing learner's English skill. In this study it is observed that due to the poor teaching style of some teachers, students are unable to make good progress. The performance gap is one of the barriers of the communicative language teaching. Lata in this regard says, "we usually do not get the accent of the teacher, which leads to misunderstanding of the topic". Emma, says, "almost everyone finds our teacher's lecture delivery irrelevant". Relating to this topic, Lata says,

> Our teacher always teach as if he wants to get relief from his teaching. We often do not understand and there always remains the lack of communication. In the 2nd part of English, he comes to the class and without any communicating, he starts a topic and finishes it of his own. Most of us is completely blank to catch the class.

She believes that is the violation of the actual CLT implementation in the class as the communicating part is missing. The teacher's performance basically decreases the chances of the proper implementation of the CLT approach. Most of the students thinks the cause of the failure of CLT implementation due to the teacher's low performance.

6.1.2 Class participation opportunity

When students do not get the opportunity to perform in the class, it creates a problem in the communicative language teaching. Due to the extreme large classroom with a great number of students make the classroom less educative. In this context, the entire communicating part is missing due to the covering the whole class by one teacher. To cover up the class entirely, the students are divided into groups on which one member of the group can talk. By doing this the students miss the class performance opportunity. The communicative language teaching requires the student's performance, which is not being maintained. The reason of this inconvenience is the presence of the number of the students. Due to our teacher's gradual performance in the class, the time is spent on the lecture, where students do not get opportunity of asking questions. There is less class participation from the students. Also, the teacher most of the time selectively asks questions to the particular students. In addition, the teacher only allows those students who are selective according to him. As a student, there is every right of the student to participate in the class. In this part of the research, I asked the students whether they get chance for group work activity. After the question, the students asked almost in a similar manner that they get the chance to create group. However, unfortunately, the selective students always get the opportunity to become the team leader.

6.1.3 Feedbacks from the class

Feedbacks during the class time is really important. Students often get confused in the class, where giving feedbacks time to time can make them clear about their confusion. To

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implement CLT method, it is very important to organize the feedbacks by the teachers. Due to the lack of feedbacks from the teachers, students cannot perform the communicative language learning way.

Almost All students believe that feedbacks make students confidence. Mominul (class 9) also says that Each practice requires feedback so that the outcome of the implementation of CLT remains active. He also said, "sadly, there is no scope for the teacher to attend the student's confusions. In that sense, without participation, we get zero feedback". Also, there are some students who actively participate in class, yet they do not get feedbacks from the class because, out teachers have a very clear mindset that is not going to be graded. The teachers only highlight the grade-oriented exam feedbacks. All the students are expecting from the teachers to active feedbacks so that they can understand their lacking. They feel by giving feedback, they can achieve the confidence and get relief from the language phobia.

6.2. The learning environment; From the Teacher's perspective

From the interviews with teachers it is evident that learning environment plays a big role in implementing CLT. Each and every teacher believe that the learning environment is a mandatory element of the learning process throughout the CLT method. Anjana Aktar, teacher of Ratanpur govt high school Manikganj, says that CLT approach is an extremely environment-based method where it is almost impossible without the proper maintenance of the learning environment. Most of the teachers agreed with the concept of Anjana Akter.

6.2.1 Limitations of the instruments

The importance of the instruments in the classroom environment is vital in implementing CLT. The rural school classrooms do not have much teaching aid or other instruments that teacher can use in their teaching. But instruments are These are essential for the classroom to establish a proper communicative learning process. In most of the schools, the

proper helping instruments are missing. For example in a large class where there are 70-80 students a sound system is essential in order to ensure that students from the back can listen to the teacher properly. Similarly, there are other elements that are more or less being absent in the classroom. A teacher needs to refer to the topics related to the practical think such as, when he discusses the Statue of Liberty, he needs to show it to all the students in the class. However, it is not possible in their school to have this type of standard of teaching due to the lacking of the teaching instruments. There is only one projector in the entire school of the and the projector is usually in the computer lab.

"It is essential to have a mic so that student from the last bench so that student can hear my voice. You can imagine how difficult it is to communicate with the children in such a large classroom without the technical support"-one teacher commented. Interviewing the teachers, each and every teacher agree that not having accurate teaching aid is a big barrier for them to implement CLT. Hasibur rahaman explains the problems with uninterrupted power supply:

Due to uninterrupted electricity supply, the students face a lot of trouble such as the darkness in some classes as well as the hot temperature due to the absence of fans. Also, in the sunny days, the temperature remains so high that there is need for air conditioner in such a large class with a huge number of students. Sadly, in some classes, fans are even not available.

6.2.2 Size of the class

The size of a class to implement the communicative learning method is very important. In this learning process, only 15-20 students are allowed to be present in one class where the ratio would be 1:15. In the Bangladeshi rural area, the ratio is 1:80 which is not even comparable to the actual CLT method rule. Due to the huge class students, the students are not

getting enough attention to communicate in the class. Arman khan is pessimistic about the CLT implementation in such a large class. He is very disappointed with the large classroom size. He says:

> It's never possible to apply this approach in such a large class. in the class, the last bench students even cannot listen to the lecture. For handling the class, I need to shout at the noisy students which makes them afraid sometimes.

Hasibur rahaman, in this regard says:

> In a proper CLT based class, it requires a smaller number of students under one teacher. Here in our school, the ratio between the students and one teacher is mismatched. In a huge classroom, it is difficult to manage the class by a single teacher. In every class I need to control at least 80 students. So, there is less time to teach them following CLT. Most of the class-time I had to be busy with the crowd student's noise.

He also added that, to interact with the students is the key element of CLT approach. In such a large class, the interaction hardly happens among the students each other as well as with the teacher. He gives an information about the CLT standard. He says that, CLT suggests a class filled with less than 16 students which never happened in their school.

6.2.3 Limited class time

There are lot of activities for the teachers assigned for outside the class. These works make them busy instead of their thinking towards the betterment of their students in terms of learning the language through the communicative way. Hasibur Rahman, in this regard says:

> I get only 45 minutes for each English class. The number of the students in each class is more than 80. In that sense, my one student even does not get half of the minute of my class time if I give each and every student time. It is a matter of failure as a teacher.

But we are bound to this problem. CLT means communication. In this short period of time with the large number of the students, the condition never allows teachers to communicate with each other.

Chapter 7

Examination oriented teaching

7.1 Dependency on guide books, model tests

There is a clear tendency of the teachers and students to make the education run in a way so that the grade can be higher. For this tendency, students and teachers are focusing on the guide books and practice the model test to get marks in the exam. Rather than focusing on the proper learning of the language, marks are the most essential element of the education system. Also, the teachers are mostly unable to utilize the class time to make the class communicative enough for the learning purpose of the students. By the use of the guide book, both the teachers and students use the transferring method to learn.

In the classroom observation of Tauhid Hossain (Senior teacher), I noticed that the class was based on the model test solving of the 'Chowdhury and Hossain' book. The teacher was instructing to open the previous board exam questions which they were solving orally in the zoom session. Through the entire process, I got the idea that students are more or less dependent on the model tests as well as the guide books. The principle of CLT approach encourages the communication. However, the teaching process follows how to get better grade rather than improving communicating skills. During the class hour, the students were following the instruction to solve a particular grammar rule such as, the completing sentence is in number 7 of the model questions. Mr. Tauhid very organize solving the 7-no. question answer of each model questions. Teachers mostly replied the communicative part of a class is less focused. The exam is much more important than the communicative activities as it is demanded by the parents as well as the students.

7.2 Dependency on the home tutor and coaching

The students are very focused on the grading rather than the learning and this is the common cases for every cases. This coaching centered tendency has become a trend of the education system. In the coaching center or the private tutoring, the students tend to learn ability to achieve grade where the main purpose of the study remains missing. The communicative learning method is not followed in those sectors rather the grammar translation method is the guideline for these sectors. Interviewing the students, Students do not get any lesson from the class, rather, they are asked to do homework which cannot be done by the students themselves. In this regards, Biplob (senior teacher) says,

> I believe due to their tendency to have extra facility at home, they do not put attention. On the other hand, students get the translated form of learning from the special private tuition as well as the coaching center.

7.3 Tendency of focusing on grading

I was very shocked to see that in Mr. Tauhid Hossain class students were skipping the latest Dhaka board exam questions as this is not going to be the immediate board exam question. Also, the total class was concentrated based on the point of view of the examination. In this regard, the students never think of the actual learning of the target language. They think that, in the end the grade sheet would be the proof of everything that they learned. More than actual learning, it matters a lot. I ask the questions to the students whether they find the class to be covering the syllabus or to do activities that fulfills the communicating exercises. Students replied the class was covering the syllabus so that they can do well in the examination for a better grade.

7.4 Dependency on GTM

GTM is the traditional method of the teaching process which is suitable in our Bangladeshi context as well as in rural area. The context on the CLT is less followed in the rural Bangladesh, rather, the GTM is followed. In the classroom observation through the zoom session I noticed that, the classes were taken under the proper use of the GTM method. Though Tauhid Hossain tried to implement the CLT approach, the class followed the one way serving by giving the lecture on one way. In those classes group work, pair work, as well as the other CLT activities were missing. Mr. Hossain in this regard stated that, in the Bangladeshi curriculum, the exams are not designed for the speaking and listening test. Rather, it focuses on the writing test. According to him, this is how the proper learning for the writing skill be developed. He also added that the reason for the failure of this method is the structure of the practical learning which is basically impossible. I also find out that, Mr. Tauhid Hussain was only reading out the passages. As the GTM or the grammar translation method suggests translating, three of the teachers in the interview supported the grammar translation method. They suggest that in our Bangladeshi context, it is impossible to implement CLT in such a large class with no proper training of it. I also got the idea that the senior teachers are more likely to take GTM as an ideal method of the classroom. On the other hand, in spite of the young teacher's positive thinking about CLT, their structure of the education is hard for the CLT implementation as claimed by the younger teachers.

7.5 Teacher-centered classroom

The traditional tendency of the classroom is that the teacher is everything in class. The students are not allowed to talk more in class. If they ask question frequently, it could be considered as a rude behavior from the student. In the rural area, more or less this tradition still remains specially in the senior teacher's classes. Clearly, the teacher-centered classroom

disallows the communicative language teaching. In the classroom observation, I found the students were very shy and comparatively very obedient to the teachers. I also noticed that in the class the students are the listener where the teacher is the only speaker of the class. Also, the student's way of respecting their teachers was very formal. Finding this characteristic, I asked the students about the matter. Ayat, a student of class ten, says:

There is a tradition that, to show respect, we are indirectly not allowed to ask too much questions to the respected teachers. It is consider as disrespectful to the teachers. The senior teachers are too much strict about it. If they do not directly react to this question asking matter, they remember the students and later, that students are always on the eye of that teacher. CLT approach demands the proper communication where there is the communication part missing even among the teachers and the students.

Chapter 8

Lack of management

8.1 Mismanagement in training & the corrupted administration

Training for the communicative language teaching is very essential element. A lot of times the deficiency of the proper training of this method lacks the quality of the teachers. By the interview, the teachers shared their own experience regarding the training. The senior teachers stated that they got the B.Ed. training where they were informed about the CLT approach. On the other hand, teachers who are comparatively younger, most of them do not even have the B.Ed. degree and many of them even do not understand the concept of CLT. While asking the teachers about the training, there were lot of disappointments of not getting training. Regarding this, Anjana Akter says, "the seniors are getting a training twice". These all causes the training deficiency of the teachers.

8.2 Overburden to teacher's head

During the class hour, teachers are often engaged with the work of the school which are supposed to be done by the officials of the school. While attending the class, sometimes teachers get called to the other official worked to solved. This makes them break the flow of the language teaching. In addition, in the rural upazila area, teachers are often called to be engaged for the works such as, preparing speech for a particular program. Also, the students get disappointed for this reason. In addition, there are other responsibility of the teachers. Mr. Rahaman says that,

> There is responsibility of the computer room which is supposed to be the other official duty. To maintain this, I sometimes feel absent minded for some works that goes in my head. These all makes disturbance to the teacher to concentrate the class to implement

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CLT approach. With the load of their work, I cannot make students involved in communication-based tasks due to tension.

There is the shortage of the official members who can handle the others works of the office. This is how the teachers shared their experience about the extra burden outside the classes which damages the communicative language learning.

Chapter 9

Discussion and conclusion

9.1 Discussion

The learning is a technique which determines the performance of the students. As, to cope up with the world education, the implementation of CLT is a burning issue. Through this study, I tried to show the present condition of the rural area how they are implementing this method or whether it is applicable in this area.

9.2 Summary of the findings

I am going to summarize briefly what I have found in this research.

9.2.1 Responses on acceptance to the CLT method concept

9.2.1.1 Teacher's responses

Most of the teachers find the English language not to be an easygoing teaching with applying the CLT approach. They claim as a non-native speaker, the subject is difficult itself. Almost all the responses that came from their point of view, refer the weakness to the subject. they also mention the student's unacceptance of the subject to communicate. Among the interview, 90% of the teachers said their having weakness to this language as a non-native speaker. Almost every one of the participants agreed their weak background of English. In addition, most of the teachers claim the students less understanding of this language causes them to less use of English and CLT approach in class. Almost every teacher agreed with this point.

9.2.1.2 Student's responses

More than half of the students in the interview agreed their vulnerable condition in this subject. Most intelligent students in some particular classes claim their mark gaining process is by memorizing. The students believe the subject as barrier to learn by communicating as they learn through memorization. Students are satisfied with the memorization process rather than the CLT methodical way. 100% students from this research, strongly agree to have the language phobia. Also, students strongly feel some of their introvert characteristics are responsible for their phobia towards this language. as a non-native speaker, the students find fear in this subject which as a non-native speaker does not support to implement the method.

9.2.2 Responses on the ability to cope up with CLT approach

Out of 20 students, 14 of the students shares their poor socio-economic conditions which does not allow them to specifically focus on the communication skills in English. Few students informed their parents expectation as a reason for not to achieve the opportunity to grab the English as a part of the communication. Students also finds that their ability to cope up the CLT approach during learning is lesser due to the motivation from the parents as well as, from the teachers. On the other hand, teachers find their unavailability to cope up with the approach is due to the lack of confidence of most of the students in class.

9.2.3 Responses on the learning environment

9.2.3.1 Student's responses

Students think the performance of the teacher is most effective to apply the approach. They find their learning environment not be a proper zone. The first reason they find is the teacher's memorized performance in the class. In addition, most of the students claim, due to the huge number of students covering by only one teacher, the learning environment does not

allow them to participate in the class, where participation is one of the key elements in CLT. All the students claim they're not getting proper feedbacks during the class time.

9.2.3.2 Teacher's responses

All the teacher participants agreed their shortage of the instruments of the class which leads to the failure of the CLT implementation. All the teachers find the updated version of the class taking instruments such as projectors, computers, sound systems necessary and essential for thee CLT implementation. Also, every teacher finds the large students in one class as a barrier of CLT implementation. In addition, each and every teacher find the duration of time for an English class very short. They said that in a very large class, the time is very limited to cover up the syllabus, where the learning through communication is impossible.

9.2.4 Responses on exam-oriented teaching

Most of the students informed that almost every student is involved with the guide books to understand in grammar translation method. Also, few teachers claim the use of the model test as a model for the student to follow. They claim in this way, students will do better in the examination hall. Also, half of the students are involved in private tutoring or the coaching center in order achieve rich marks in the examination which removes them from communicative learning process. In addition, the senior teacher mostly supports the GTM method as the suitable form of teaching in the rural area.

9.2.5 Responses on the lack of management

Teachers recently joined in this profession claim the mismanagement of the training. They claim their loss of opportunity due to the seniors. Also, they find their administration being irresponsible about giving the training opportunity based on the accuracy and actual needs for the training. Teachers also claim the mismanagement of the work given to the

teachers getting them out from the class. The teachers believe that, it gives an extra load to them which slows down their tendency to teach with the approach.

9.3 Recommendations

As a researcher, I would like to recommend suggestions to improve the implementation of CLT in the rural area of Bangladesh. My recommendations are as follows.

I think that it would be helpful if teachers give feedback during the class time so that the students can relate the problems and confusions with the context. I also recommend that every student should get the opportunity for the class participation. The government should fulfil the needs of the learning instruments which are available in urban area. Some new teachers should be appointed so that the large classes can be divided with very limited number of students which is suitable the CLT approach. I also suggest to maximize the duration of class hour. The government should focus on the mentality of the students on getting only good results and grades. The education department should focus on more creative CLT training for the teachers.

9.4 Limitations

This study is researched in a very small area of Bangladesh. Only three of the rural school of that area are studied where seven teachers and twenty students participated. However, I could gather more information by spreading the area of the country which has not been possible due to the pandemic covid-19. Also, within this short period of time, I could be able to find the research informative which has its limit due to the short time.

9.5 Conclusion

In Bangladesh, there is a number of researches based on the implementation of the CLT approach. However, there is very few works regarding the CLT implementation particularly in

rural area of Bangladesh. I hope the lacking that grabs the progress of the implementation of CLT, would be covered by the governmental initiatives. To achieve the identity in the world as a performer, English is a must. To touch the target of the English learning, the CLT approach can bring the way to the learning in a communicative way. So, it is now high time for the government to take a look at the rural side of Bangladesh about the implementation of CLT.

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Appendix 1

Sample Interview questions:

1. What is your name?

2. what is your educational background?

3. How long have you been in this teaching profession?

4. Why did you choose this profession?

1. What do you understand by CLT approach? Please explain it in your own way.

2. Is the concept of this approach understandable to you as a non-native speaker?

3. To what extant do you use the CLT approach in your class?

4. Does school class environment support this approach? How much of CLT method is applicable there, please explain elaborately.

5. Do you think CLT implementation is essential for the students in your area? If yes, then why?

6. Do you get invitation for the CLT training? If yes, how many times have you been recommended for that?

7. Do you feel that you were being discriminated for the selection of the training?

8. If CLT is not suitable, then which one do you feel is appropriate for your class? Please describe it from your own experience.

9. Do you believe that, focusing on implementation of CLT would decrease the rate of good grade of the students in board examination?

10. Do you think your students in the class is capable of coping up with the approach in this area? Elaborate.

11. What steps from the government should be implemented to make this approach successfully applicable in your point of view?