

NAEM-trained Teachers' Perceptions of CLT Pedagogical Practice: A
Higher Secondary Level Study in Bangladesh

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of the
requirements for the degree of Bachelor of Arts in English

English and Humanities

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Declaration

It is declared hereby that-

1. The thesis presented is my original study at BRAC University when completing my degree.
2. The thesis does not contain material previously published or written by a third party, except where a complete and detailed reference is properly cited.
3. The thesis does not include content that have been approved or submitted at a university or other institution for any other degree or diploma.
4. I have acknowledged all main sources of help.

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Approval

The thesis titled “NAEM-trained Teachers’ Perceptions of CLT Pedagogical Practice: A Higher Secondary Level Study in Bangladesh” submitted by Romana Sharmin Rimsha (17103040) of Summer, 2020 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Arts in English on 24th July, 2020.

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Abstract

For a wide variety of reasons, the significance of English in Bangladesh at higher secondary level is prodigious. The NCTB (National Curriculum and Textbook Board) has made English compulsory for all students in schools and colleges till the twelfth grade. However, a majority number of students in Bangladesh struggle to communicate effectively using the language where certain factors are responsible such as traditional teaching methods, lack of appropriate teaching aids, large classroom size, and lack of qualified teachers and so on. Therefore, this study tries to investigate the issues and limitations of the failure to successfully implement Communicative Language Teaching (CLT) approach through teachers' perception and experience who have been trained in NAEM and have a long-standing teaching experience in Govt. College context. In addition to that, teachers' perception about NCTB textbook is also pointed out in this research to make it obvious whether the textbook itself is communicative or not. Teachers' individual opinion and suggestion regarding English pedagogy at HSC level are also clarified throughout the study. Finally, the challenges faced by teachers while teaching in the classroom, such as managing extra-large classrooms, motivating reluctant learners, implementing traditional methods and materials, the old examination and evaluation system, etc., are discussed throughout the study.

Keywords: NAEM, NCTB, English for Today, English Pedagogy, HSC Level, GTM, CLT, Barriers

Dedication

A Good Teacher

Can inspire hope,

Ignite the imagination,

And instill a love for Learning.

- Brad Henry, (American Politician)

*I would like to dedicate this work to my utmost respected primary school teacher **Mr. Mrinal Kanti Roy** who instilled the love for learning in me and my beloved parents **Md. Abdus Salam** and **Mrs. Maleka Begum** who always become the supreme support of my life.*

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Table of Contents

| | |
|--|------------|
| Declaration..... | ii |
| Approval..... | iii |
| Abstract..... | iv |
| Dedication..... | v |
| Acknowledgement..... | vi |
| Table of Contents..... | vii |
| Chapter 1: Introduction..... | 1 |
| 1.1 The Introduction of CLT in National Curriculum of Bangladesh..... | 1 |
| 1.2 National Curriculum for English Language Teaching in Higher Secondary Level..... | 2 |
| 1.3 About National Academy for Educational Management (NAEM)..... | 4 |
| 1.4 Eligibility to Receive Training under NAEM for Teaching Higher secondary Level ... | 5 |
| 1.5 Significance of the Study..... | 5 |
| 1.6 Objective of the Study..... | 6 |
| 1.7 Limitation of the Study..... | 6 |
| Chapter 2: Literature Review..... | 8 |
| 2.1 A Brief Overview of English Language Teaching (ELT) Methodologies..... | 8 |
| 2.2.1 The Importance of Teachers’ Beliefs on Pedagogical Practice..... | 9 |
| 2.2.2 Teachers’ Perceptions about ELT Methodologies (GTM & CLT)..... | 10 |

| | |
|---|-----------|
| 2.2.3.1 Teachers’ Perceptions about CLT Approach..... | 11 |
| 2.2.3.2 Teachers’ Perceptions about CLT Materials & Activities..... | 12 |
| 2.4 The Scenario of HSC English Pedagogy in the Govt. Institutions of Bangladesh..... | 13 |
| 2.5 NCTB English for Today (Eft) Textbook of Class XI-XII: Context and Contents..... | 15 |
| Chapter 3: Research Methodology..... | 17 |
| 3.1 Methodology..... | 17 |
| 3.2 Research Design..... | 17 |
| 3.3 Participants of the Study..... | 18 |
| 3.3.1 List of the Participants..... | 19 |
| 3.4 Data Collection Procedure..... | 22 |
| 3.4.1 Interview..... | 22 |
| 3.4.2 Document Analysis..... | 23 |
| 3.5 Data Analysis..... | 23 |
| 3.6 Ethical Consideration..... | 24 |
| Chapter 4: Findings and Analysis..... | 25 |
| 4.1 Teachers’ Perceptions about the training provided by NAEM..... | 25 |
| 4.2 Teachers’ Perception about English Pedagogy at HSC Level in Govt. College Context..... | 26 |
| 4.3 The Barriers Implementing CLT in Govt. College Context..... | 28 |

| | |
|--|-----------|
| 4.3.1 Infrastructural Issues..... | 28 |
| 4.3.2 Insufficient Teaching Materials..... | 30 |
| 4.3.3 Lack of Teachers Training..... | 30 |
| 4.3.4 Nonchalant Learners..... | 32 |
| 4.3.5 Traditional Examination and Evaluation System..... | 33 |
| 4.4 Teachers' Perception about NCTB EFT Textbook..... | 34 |
| 4.5 Teachers' Unheard Voice..... | 35 |
| Chapter 5: Conclusion and Recommendation..... | 36 |
| 5.1 Conclusion..... | 36 |
| 5.2 Recommendation..... | 37 |
| References..... | 39 |
| List of Acronyms..... | 44 |
| Questionnaire (for Structured Interview)..... | 45 |

Chapter 1: Introduction

1.1. The Introduction of CLT in National Curriculum of Bangladesh

The importance of English as a second or foreign language is now globally recognized. English Language Teaching (ELT) methodology has therefore become an increasing area for teaching and learning the English language to communicate worldwide. The Ministry of Bangladesh has set the stage – breaking the change in the English Language Teaching and Testing System by shifting paradigm from the previously followed Grammar Translation Method (GTM) to Communicative Language Teaching (CLT) Approach in the mid-90s (Iqbal-e-Rasul, n.d., p.23). The objective of the introduction of CLT was to allow learners to use English comfortably and practically in their everyday lives. Convenient English or everyday use English is hardly practiced in the classroom. The main concern of students, teachers and tutors is to manage an impressive grade in English by hook or crook, which is equivalent to real learning. The CLT approach, however, advocates teaching practices that develop communicative competence in real contexts (Larsen-Freeman, 2000). Thus, the primary focus of the CLT is to make it easier for learners to create meaning, not to develop grammatical structures or to acquire native-like pronunciation.

According to Richards and Rodgers (2001), CLT begins with the theory of language as communication and aims to develop communication skills for learners. As a result, the teacher-centered view was shifted to the learner-centered view. Today, the teacher needs to act as a facilitator of learning. This new language teaching policy required not only new textbooks, but also a new approach to teaching English, commonly known as Communicative Language Teaching (CLT) (ibid, p.24). The English Language Teaching Improvement Project (ELTIP), jointly funded

by the Government of Bangladesh and the United Kingdom Department for International Development (DFID) in cooperation with the National Curriculum Textbook Board (NCTB), has begun work to facilitate the teaching and learning of English in Bangladesh as soon as a new language teaching approach has been adopted (ibid, p.24). It paid considerable attention to CLT and introduced an approach in the country's national English curriculum for the first time in the 1990s. From 1997 onwards, communicative English tasks were introduced into compulsory English textbooks for secondary and higher secondary school students in Bangladesh. Even after two decades of the introduction of CLT in our country, the goal of shifting the language teaching paradigm has yet to be achieved. Billah (2015:16 as cited in Iqbal-e-Rasul, n.d.) mentions "the students neither learn correct English nor can they communicate soundly using broken English even". Unfortunately, we hardly witness the success of CLT in the field of English Language Teaching.

1.2. National Curriculum for English Language Teaching in Higher Secondary Level

The prevalent ELT patterns need to be investigated before deciding on the current status of the ELT in Bangladesh. In most educational institutions, including universities, English is taught as an academic subject instead of being taught as a language (Rahman, 2015). The book *English Education in Bangladesh: Historical Overview* indicates that, from class one to class 12, students are taught to appreciate literary texts without any sound knowledge of the language itself (Chapter 2, p.34). Due to a lack of basic knowledge of reading and writing skills, not only do they fail to appreciate any English text, but also find it very difficult to express their ideas in correct English (ibid, chapter 2, p.34). The ELT curriculum in Bangladesh at the primary, secondary and higher

secondary levels is idealized, developed and circulated by the National Curriculum and Textbook (NCTB), a wing under the Ministry of Education (Rahman, 2018). The English textbook series prescribed at all these levels is English for Today (Eft) which is compulsory for class ranging from six to twelve in the general education subsystem. In addition, schools and colleges have the freedom to choose suitable supplementary grammar books for students. In relation, teachers and students may follow any additional comprehension books published by different publishers and approved by the NCTB. Besides these books, there are other materials such as guidebooks, notebooks, practice sheets, etc. According to Anis et al. (2013), the aim of these books is to help students do better in their examinations than to improve their proficiency in the English language (pp. 382). The books used from class nine to twelve are as follows:

1. *English for Today* published by the National Curriculum and Textbook Board

(NCTB) as the text book.

2. A supplementary grammar book.

Due to lack of local expertise and lack of funding for research, Bangladesh has not received much attention in the field of language-in-education policy research (Hamid & Erling, 2016). The policy and planning of English language education in Bangladesh have been influenced by a number of national, supra-national and sub-national forces.

In the recent National Education Policy 2010, although the National Curriculum and Textbook Board (NCTB) strongly emphasized the acquisition of all four English-speaking, listening, speaking, reading and writing skills for students of class eleven and twelve, there is a lack of narrative description for each of the skills in the textbooks. It is claimed that Bangladesh's English curriculum innovation underlies 'the principle of learning a language by actually practicing it. This

practice is carried out through the four language skills of speaking, listening, reading and writing...’ (National Curriculum 2010). However, in the textbook speaking and listening sections are completely ignored, and only reading and writing are included. One of the main reasons is the traditional exam pattern of this level, which is essentially focused on reading and writing skills. The aim of the CLT is to make “communicative competence” the goal of language teaching and to develop procedures for teaching four language skills, including listening, speaking, reading and writing (Alamri, 2018, p.132). It is well known that the CLT approach allows language learners to express themselves and their opinions through collaborative activities carried out during classes. CLT stimulates the learning interest of learners by infusing the learning environment with new types of interactive and authentic activities and materials.

1.3 National Academy for Educational Management (NAEM)

The National Academy for Educational Management (NAEM) was established in July 1991 as a key institution for training and research on educational planning and management. NAEM’s goals and objectives include: i) Developing, directing and coordinating various training courses on educational management and planning; ii) Providing advisory and supervisory services to education managers and planners; iii) Extending consultative and supervisory services to those educational institutions who want to conduct training activities in their own mode; and iv) Extending cooperation to national and international institutions and agencies in implementing similar programs (Banglapedia, National Encyclopedia of Bangladesh, n.d.).

Training Programmes under NAEM include foundation course: 2-4 month long course for the officers of BCS general and technical education cadres; Education research methodology course:

1 month long course for officers belonging to BCS general and technical education cadres; Education planning and development course: 1 month long course for assistant professors and officers of equivalent status; Educational administration and management: 3-weeks course for the principals of colleges and senior madrasahs; Secretarial science and office management course: 2-week long course for the HSC level teachers; Communicative English course: 2-week long course for HSC level teachers; Subject-based pedagogic course: 1-week long course for teachers of different levels; Communicative English course: 2-week long course for secondary level teachers (Banglapedia, National Encyclopedia of Bangladesh, n.d.).

1.4 Eligibility to Receive Training under NAEM for Teaching Higher Secondary Level

The first criterion of being an English teacher in govt. and semi-govt. and non-govt. institution of HSE in Bangladesh is to have a four-year bachelor degree in English Language and Literature with at least a second class. However, only teachers in govt. institutions of HSE level are provided training by NAEM. Training under NAEM is mandatory for all teachers after being gazetted in Education Cadre through Bangladesh Civil Service (BCS) examination, the training is usually provided prior to joining any govt. institution as a lecturer.

1.5 Significance of the Study

According to Rahman (2015, p.205), “the experience of teaching English in Bangladesh is an admixture of pain and pleasure, shine and shower where the success of students in public examination does not correlate with their proficiency in English”. He includes that the failure in this field and its causes are not focused as the issues demand (ibid, 2015, p.205). Teaching English with a focus on CLT approach in Bangladesh is a major challenge for teachers. The challenges

begin with unplanned and uncontrolled infrastructure of our education system which include large classroom size, adverse seating arrangement, lack of teachers' training and traditional examination and evaluation system. The challenges faced by the teachers while teaching in the classroom are concerns of this research where it tries to find out existing issues regarding English pedagogy through some NAEM-trained teachers' perception and their teaching experience. This study will therefore be useful for future researchers to get the idea of pedagogical scenario of English language in the Govt. College context of Bangladesh. This study is believed to be a helpful source for further research in this field.

1.6 Objective of the Study

The aim of this research is to identify existing barriers to teaching English at the higher secondary level in Bangladesh from the point of view of NAEM-trained teachers. Alongside, teachers' perception and opinion about HSC English curriculum and its limitations is another concern of this study. In addition to that it assesses how the teachers try to meet the challenges and limitations for implementing CLT in the classroom context.

1.7 Limitation of the Study

Due to COVID19, all educational institutions remained close and virtual learning took over. This made it difficult for the researcher to manage a large number of participants to conduct interviews with them. The findings of the research would be more representative if some more teachers could have been managed for the interview and few classroom teaching of the interviewee teachers could

have been observed. However, a small sample of fifteen participants was analyzed in detail to explain the current scenario of higher secondary level English pedagogy in Bangladesh.

Chapter 2: Literature Review

2.1 A Brief Overview of English Language Teaching (ELT) Methodologies

According to Richards and Rogers (2001) learning foreign language was first influenced by learning Latin language along with its grammar from the seventeenth to the nineteenth centuries in the western countries since Latin was the dominant language at that time. Gradually, as a result of political change in Europe, English replaced Latin and became the dominant language. The influence of grammar focused learning approach from Latin introduced Grammar Translation Method (GTM) which is according to Richards and Rodger (2001, p.7) a tired experience of memorizing endless lists of unusable rules of grammar and vocabulary, and of trying to produce a perfect translation of stilted or literary prose. Later on GTM was discarded due to its limitation and replaced by 'Direct Method (DM)' which emphasized "lots of oral interaction, spontaneous use of the language, no translation between first and second language, and little or no analysis of grammatical rules" (Brown and Lee, 2015, p.20).

However, DM did not last long as it did not take well in public education and replaced by 'Audiolingual Method (ALM)' which was "a great deal of oral activity- pronunciation drills, pattern practice, and exercises in rudimentary conversations- with virtually none of the grammar and translation found in traditional classes"(Brown and Lee, 2015, p.21). Nevertheless, ALM failed to achieve long term communicative proficiency in regards of ELT. Therefore, the focus shifted on "psychological factors in language learning" (Thanasoulas, 2002) and as a result 'Designer Methods Era' came into existence which was termed by Nunan (1989, cited in *ibid*,

2002) that includes four different methods- Community Language Learning, Suggestopedia, The Silent Way and Total Physical Response.

It was felt by many scholars and educators that the previous methods were not enough to teach language as a purpose of real world communication and thus Communicative Language Teaching (CLT) approach came into existence which is “a hybrid approach to language teaching, essentially ‘progressive’ rather than ‘traditional’ ...” (Wright, 2000 as cited in Larsen-Freeman, 2014, p.64). Brown and Lee (2015, p.31) states “it is an approach that encourages real-life communication in the classroom”. “It aims to develop linguistic fluency, and not just the accuracy that once consumed its methodological predecessors” (ibid, 2005, p.31). After CLT approach, many other communicative approaches and methods of ELT have come into practice which are Task Based Language Teaching, Content Based Learning etc. where the focus is to learn the language not about the language. Starting in the 1990s, teachers and researchers realized that no single discovery of research and no single language method would bring final success in teaching foreign languages (FLT) (Brown, 2002). Therefore, ‘Post-method’ pedagogy was put forward by Kumaravadivelu in 1994 in response to the method-based restricted learning that aims a method which is “flexible and adaptive to learners’ needs and interests (Richards and Rodger, 2001, p.247) and context friendly as well.

2.2.1 The Importance of Teachers’ Beliefs on Pedagogical Practice

Teachers’ beliefs and practices has a significant role to make the teaching and learning English successful. Research on teachers’ belief in ELT has emerged in the mid-1990s. This initiative highlights the role of teachers’ beliefs in this field. According to Richardson (2003), belief is

defined as psychological understandings, premises, or proposals felt to be true. Although we believe in almost everything, pedagogical beliefs refer specifically to understandings, premises, or proposals for teaching and learning that we believe to be true (Denessen 2000 as cited in Tondeur et al., 2017, p.557). As described by Pajares (1992), "All teachers hold beliefs about their work, their students, their subject matter, and their roles and responsibilities", he also found that teachers' beliefs had a greater influence than teachers' knowledge on their classroom teaching, teaching plans, and teaching decisions in the classroom. (cited in ibid, 2017, p.557).

Johnson (1994) suggests that an exploration of teachers' beliefs is needed to provide us with "an insight into the unique filter through which second-language teachers make instructional decisions, choose instructional materials, and select certain instructional practices (as cited in Saad, S.M., 2011)". Freeman and Richards (1996, p.1) argued that teachers' views on teaching should be considered in order to understand language teaching. They quote, "In order to gain a better understanding of language teaching, we need to know more about language teachers: what they do, how they think, what they know, and how they learn. More specifically, we need to understand how language teachers conceive of what they do: what they know about language teaching and how they think about their classroom practice".

2.2.2 Teachers' Perceptions about ELT Methodologies (GTM & CLT)

Today, the CLT approach is globally accepted and recognized as "it extends beyond merely grammatical elements of communication to the social, cultural and pragmatic features of language" (Brown and Lee, 2015, p.31). Although GTM is an outdated method, it is still taught and used in many countries and some teachers prefer to use it in their classrooms (Richards and Rodger, 2001,

Dendrinos, 1992 as cited in Fereidoni et al., 2018). There are a variety of attitudes and perceptions of these two methods, both in support and opposition (Fereidoni et al., 2018, p.308). Considering these contrasting perspectives, the question of the use of L1 in English language classes was one of the most controversial issues in English Language Teaching (ELT) (ibid, 2018, p.308). The main difference between GTM and CLT is the use of L1, where the use of L1 is prevalent in GTM, while CLT does not allow the use of L1 in classrooms. From the perspective of some teachers, the use of L1 has side effects in language learning as it interferes with the L2 learning process by translating, so most teachers prefer the CLT method and have negative attitudes towards GTM, as CLT seems to them to be the most effective teaching and learning methodology (ibid, 2018, p.308). In addition to that there are some teachers who prefer to use L1 in L2 language learning as they believe “GTM is an effective method in enhancing learners’ development” (ibid, 2018, p.308). For many teachers, experience precedes initial beliefs about teaching, and thus, effectiveness of teaching strategies varies from person to person (Kindsvatter et al., 1998 as cited in Karim et al., 2017, p.117).

2.2.3.1 Teachers’ Perceptions about CLT Approach

All ESL/EFL teachers do not hold same opinion regarding CLT. Some believe that CLT is useful for students while others do not believe so (Karim et al., 2017, p.114). Ahmed (2016) figures out that CLT is a dubious term for the teachers, on the other hand Rahman’s (2015) finding indicates teachers’ satisfaction with CLT (cited in Karim et al., 2017, p.114). From Rahman’s (2015) findings it is known that teachers perceive CLT useful to learn faster, and become master in communication whereas they also admit that GTM is not effective like CLT since it does not integrate listening, speaking, reading and writing skills. However, they still conduct the classroom

by following GTM. Research carried out by Afroze, Kabir and Rahman (2011, as cited in Rahman n.d.) reveals teachers' perception that CLT cannot be implemented effectively in Bangladeshi context. Though "young teachers are more interested in CLT than their older counterparts", "they are seemed to be biased to GTM" (Karim et al., 2017, pp.114-115) as they believe "CLT is time consuming as compared to GTM, and therefore, they perceive GTM more convenient" (ibid, 2017, p.115).

2.2.3.2 Teachers' Perceptions about CLT Materials and Activities

One of the major features of CLT is the use of authentic materials. Hosen (n.d.) states that lack of authentic materials is a major constraint for the effective implementation of CLT. Assessment procedure is another factor responsible for unsuccessful implementation of CLT. According to Chowdhury's (2012) study, teachers account students' exam-focused attitude through rote learning and memorization for not being encouraged to practice CLT in the classroom. In CLT approach the different modes of activity include role play, pair work, group work, debate etc. what some teachers find as Hosen (2008) mentioned, "time consuming, and these mean nothing to attain a good result in the exam". Chowdhury (2012) pointed out that though majority of teachers corroborate CLT owing to communicative activities, few teachers seemed to be hesitated about the effectiveness of CLT in learning English. Karim et al., (2017, p.115) mentioned that even if the teachers endorse the importance of CLT and its effect in language learning, they teach grammar deductively in real life. Therefore, "Teachers' Talking Time (TTT) is more than Students' Talking Time (STT)" (ibid, 2017, p.115). The activities done in the classroom, to a greater extent, do not comply with what CLT purports them to do (Hossen, 2008). Even the trained ones are reluctant to accelerate those activities because the teachers do not know the applying procedures of such

activities in the classroom (Karim et al., 2017, p.115). Teachers seemed to emphasize on the topic and activities, which students will have to answer in the examination (ibid, 2017, p.115). Upon the insights of other EFL context Japanese researcher Taguchi's (2015 as cited in Karim et al., 2017, p.117) study revealed teachers' biasness towards traditional methods of classroom drilling as they intend to prepare learners for entrance examinations. As there is no question in that examinations requiring communicative ability, teachers do not feel it important to initiate communicative activities (ibid, 2017, p.117). Affected by the same problem, teachers in Bangladesh tend to follow conventional GTM instead of CLT (ibid, 2017, p.117).

2.4 The Scenario of HSC English Pedagogy in the Govt. Institutions of Bangladesh

In Bangladesh, teaching and learning English is a challenge for teachers and students alike. The traditional Grammar-Translation Method (GTM) was used in teaching languages, but the Communicative Language Teaching (CLT) approach was introduced in Bangladesh in 1996 (NCTB, 2012). The main objective of the CLT is to prepare students to learn the target language so that they can use it in any real life situation (Khan, 2013). About CLT, Freeman (2000) says that communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by recognizing the interdependence of language and communication. GTM emphasizes on rules and grammar of a language where CLT focuses on the ability to interact by using the language. Therefore, CLT approach has been adapted in Bangladesh for developing the communicative competence of students and enabling them to interact in a real life context. According to the NCTB Curriculum and English Language Syllabus of Secondary and Higher Secondary level, the aim of the English syllabus is to focus on four language skills-listening,

speaking, reading and writing. Being a student-centered, secondary-level textbooks include activities that promote communication in real life. However, it is a matter of sorrow that CLT is not implemented in the classroom of Bangladesh appropriately. There are several factors responsible including contents, context, materials, limited class time, and lack of efficient teachers and so on. According to Rahman (2018), “it is a matter of sorrow that in a prolonged period of 22 years, CLT approach could not put a green mark of satisfaction in the teaching and learning process of Bangladesh. Though the students cross the secondary level by getting pass marks, they are unable to communicate in English naturally and spontaneously in practical life.”

In the context of Bangladesh, it is a great concern for teachers as teaching English is not an easy job to accomplish by following CLT approach in the class. Several reasons are responsible for being a passive teacher in our country. Firstly, teachers of Bangladesh are products of GTM and lack competency on CLT (Huq, 2014). As the teachers of Bangladesh do not have enough training facility, it is difficult to show competency on CLT in the classroom (Begum and Islam, 2017). Rasheed (2012) states that in a poor country like Bangladesh, it is difficult for the government to motivate the teachers by providing a good salary. As a reason, students are more dependable on guidebook than the EfT textbooks. Otherwise, teachers are often unable to conduct class by following the CLT approach due to time limitation, a large number of students and lack of technological support (Begum and Islam, 2017). Additionally, Huq (2014) feels that students of Bangladesh are shy and unconfident in English language classes which demand a teacher-centered classroom. As a consequence, STT is less than TTT in the English language classes of Bangladesh (Huq, 2014). Chowdhury & Farooqui (2011) argue that many teachers still teach traditional language teaching methods, and that students are rarely asked to be involved in communicative

activities, and that “it is interesting to note that their actions have manifested nothing more than a slight allusion to their training” (Chowdhury & Farooqui, 2011, p.157).

2.5 NCTB English for Today (EfT) Textbook of Class XI-XII: Context and Contents

By means of an ‘impressionistic’ overview of the preface to the textbook, it can be observed that the English for Today textbook encourages the learning-centered philosophy suggested in the national curriculum of ELT (Ali, 2014). For example, it is claimed that the textbook was designed to focus on the principle of learning a language by actually practicing it through the four basic skills of listening, speaking, reading and writing, usually in interactive mode, which underlie the communicative approach to language teaching (Kabir in Shahidullah et al.,2001, pp. i). In addition, it is stated in the HSE Level TG (Teacher's Guide) for the textbook that one of the objectives of the HSE Level English Language Program is to ‘help learners develop skills in speaking, listening, reading and writing so that they can communicate accurately and appropriately’ (Islam, Majid, Shahidullah & Shams, 2001, p.iv) using ‘authentic Language’ (ibid. p. iv). According to Islam, Majid, Shahidullah & Shams (2001), ‘because the focus is on the communicative functions of the language [in this case, English], the main aim of the textbook is to provide students with ample opportunities to use English for a variety of purposes in interesting situations’ (p. iv). The contents of the textbook are ‘not structured; rather, it is organized according to the needs and interests of the learners’ (ibid. p.iii). The textbook ‘was developed on the basis of the CLT [Communicative Language Teaching] and includes text (both prepared and authentic), images, diagrams, exercises, tasks, etc’ (Islam, Majid, Shahidullah & Shams, 2001, p. i). The editor of the TG argued that the textbook ‘reflects an up-to-date language designed to meet the needs and wishes of Bangladeshi learners of English...’ (Rahman in Islam, Majid, Shahidullah & Shams, 2001, p. ii). It is further

argued that the textbook ‘takes into account the diversity of our country [Bangladesh] and the range of social, cultural and educational backgrounds of the learners’ (Islam, Majid, Shahidullah & Shams, 2001, p. iii). The intended audience of the textbook is Bangladeshi learners of English at the HSE level (equivalent to the British A level) and these learners are expected to have attained an ‘intermediate’ level of language proficiency at the Secondary School (SSE) level (National Curriculum). The textbook is designed to be used as core teaching material for HSE level ELT classes in different colleges across the country. The contents of the textbook are subject-based topics such as ‘Families’, ‘English around Us’, ‘Personality Type’, ‘Environment’ etc. The contents are divided into twenty-four units with twenty-four different titles, again comprising one hundred and fifty-six separate lessons under different headings. Each lesson includes materials and tasks related to language skills. Moreover, the Teachers’ Guide (TG) was also designed to help teachers adjust to the newly adopted methodology i. e. CLT (Ali, 2014).

Chapter 3: Research Methodology

3.1 Methodology

This chapter offers a description about the research methodology which was followed to conduct the study. The data collection procedure was structured interview where a prepared questionnaire was made for the participants. Moreover, this chapter comprises data organization, data analysis process, sampling, administrating, and research instruments. The research methodology used for this study is based on qualitative approach followed by structured interview. Structure interview is one of the instruments for collecting data in the qualitative approach.

3.2 Research Design

In this study, the researcher seeks to investigate the following research questions:

- What are the challenges the Govt. College teachers face to manage extra-large classroom while teaching?
- What are the barriers teachers face in terms of practicing CLT materials in that particular context (Govt. College)?
- What are the limitations teachers find in the assessment procedure of HSC English curriculum?

The aim of this study is to find answers to research questions by understanding the perception of teachers about English pedagogy who are familiar with and experienced with the context. The reason behind choosing qualitative research methodology following structured interview is to have

an in-depth idea about the current scenario of ELT in the Govt. colleges from teachers' perspective. The questionnaire for the structured interview was based on open-ended questions, so that participants could best express their experiences without restraint from any perspectives of the researcher or past research findings (Creswell, 2012, p. 218). Some of the advantages of open-ended questions are that they provide useful information even without observing the participants. Along with this they allow participants to describe detail personal information. Therefore, this approach is chosen by the researcher to analyze detail information collected from the participants.

3.3 Participants of the Study

In particular, the study focused on the scenario of English pedagogy at the Higher Secondary level of the Government. College education context in Bangladesh, where teachers are recruited through Bangladesh Civil Service (BCS) exam, the Education Cadre and are provided with training under NAEM. The researcher has chosen few NAEM-trained Govt. college teachers as the interview participants from different location. Since the participants are still on the ground of their profession, the researcher was told to keep the confidentiality of the institutions' and participants' names so that the information written on the paper provided by the participants might not hamper them anyway. Therefore, the researcher uses alphabetic symbols for the name of institutions and numeric symbols for the name of participants. All participants have B.A. and M.A. degrees in English from renowned national and public universities in Bangladesh along with long-standing teaching experience. Some of the participants have foreign Master's Degree in their respective field funded by Prime Minister Fellowship Award, Bangladesh. All the participants were supportive and helpful enough towards the researcher by providing authentic and resourceful information.

3.3.1 List of the Participants

| Sl | Name of the Institutions | Teachers | Gender | Educational Background in regard with ELT | Approximate Teaching Experience in Education Cadre | Designation | Foreign Master's Degree Holder |
|----|--------------------------|--------------|--------|--|--|---------------------|--------------------------------|
| 1 | Govt. College A | Teacher 1 | Male | B.A & M.A in English from Dhaka University | 12 years | Assistant Professor | PM Fellowship Award |
| 2 | Govt. College B | Teacher 2 | Male | B.A & M.A in English from Dhaka University | 15 years | Assistant Professor | |
| 3 | Govt. College C | Teacher 3 | Male | B.A & M.A in English from Dhaka University | 10 years | Lecturer | |
| 4 | Govt. College D | Teacher 4 | Male | B.A & M.A in English from Dhaka University | 15 years | Assistant Professor | |

| | | | | | | | |
|---|--------------------|--------------|------|---|----------|------------------------|---------------------------|
| 5 | Govt. College E | Teacher 5 | Male | B.A & M.A in English from Dhaka University | 20 years | Associate Professor | |
| 6 | Govt. College F | Teacher 6 | Male | B.A & M.A in English from Rajshahi University | 10 Years | Lecturer | |
| 7 | Govt. College G | Teacher 7 | Male | B.A & M.A in English from Rajshahi University | 7 years | Lecturer | |
| 8 | Govt. College H | Teacher 8 | Male | B.A & M.A in English from Rajshahi University | 2 years | Lecturer | |
| 9 | Govt. College I | Teacher 9 | Male | B.A & M.A in English from | 13 years | Assistant Professor | PM Fellowship Award |

| | | | | | | | |
|--------|--------------------|---------------|------|--|----------|------------------------|---------------------------|
| | | | | Rajshahi University | | | |
| 1 0 | Govt. College J | Teacher 10 | Male | B.A & M.A in English from National University | 15 years | Associate Professor | PM Fellowship Award |
| 1 1 | Govt. College K | Teacher 11 | Male | B.A & M.A in English from Jogonnath University | 10 years | Lecturer | |
| 1 2 | Govt. College L | Teacher 12 | Male | B.A & M.A in English from National University | 13 years | Assistant Professor | |
| 1 3 | Govt. College M | Teacher 13 | Male | B.A & M.A in English from National University | 17 years | Associate Professor | |

| | | | | | | | |
|---|-----------|---------|--------|--|----------|-----------|--|
| 1 | Govt. | Teacher | Male | B.A & M.A | | Associate | |
| 4 | College N | 14 | | in English from National University | 15 years | Professor | |
| 1 | Govt. | Teacher | Female | Eden Mohila | | Lecturer | |
| 5 | College O | 15 | | College | 6 years | | |

3.4 Data Collection Procedure

The data for this research were collected from two main sources, first of all, interviews with teachers and, second, an analysis of the documents.

3.4.1 Interview

To conduct the interview the researcher first had to contact with the participants over phone to inform them the purpose of the study. When the participants became aware of the purpose of the research, they were quite interested and fixed the schedule as per their convenient time. Here, interviews were taken following three different process which are face-to-face interview, over Skype, and using Call Recorder app. It was not possible for the researcher to conduct a face-to-face interview with all the participants, as some of the participants were far from the researcher's residence. Therefore, the researcher conducted face-to-face interview for those participants who asked the researcher to come to the fixed location as per their schedule. Some of interviews were taken on Skype and few interviews were taken by using Call Recorder app for those who have not access to Skype. The duration of each interview was approximately 45-60 minutes, recorded with

the permission of the participants, and the recording would be saved until the end of the research so that the information provided by the participants would be properly written by the researcher. The researcher asked open-ended questions to the participants where questions were divided into three categories- (a) demographic question part consists of 13 questions, (b) content-specific question part consists of 18 questions, and (c) context-specific question part consists of 4 questions. Almost all the teachers seemed very open and candid expressing his perceptions about teaching, training and practices and answered each question in details. As the study is followed by a qualitative approach and focuses on the perception of teachers, the study needed to take as much detailed information as possible so that the relevant and actual scenario of the research context could be explored through the study.

3.4.2 Document Analysis

For this qualitative research, it was necessary to review the related documents in order to analyze the data and to be familiar with the meaning of the related terminology in this research context, so that knowledge based on the study could be experienced. Existing research in this field, collected from Google Scholar and International Journals and accessed through the institutional account of Athens, has been documented and analyzed for this research. In addition, the related data from the NCTB website, the NAEM website, the Ministry of Education and the National Education Policy 2010 were analyzed.

3.5 Data Analysis

The researcher followed several steps to analyze the qualitative data of this study starting with organizing and transcribing the data. Since the interview duration was quite long, the researcher transcribed only focusing on the content and context specific questions. After transcribing and

processing the data the researcher selected themes for each of the research question. Previewing the existing literatures and based on the current study the researcher came up with the interpretation and findings. This interpretation comprises personal views, comparison between findings and existing literature, limitations, and suggestions for future study. Validation is one of the crucial steps in the qualitative research methodology to ensure the authenticity of information provided in the research paper. In this study, validation was done through member checking where data findings were returned to the interview participants to check the accuracy of the information provided by them.

3.6 Ethical Consideration

The researcher was strongly committed to ethical ground while conducting the research. Before the interview, each participant was informed of the purpose of this study. All interviews were conducted with the consent of the participants who were willing to be part of this research. In addition, the researcher was concerned that no identity and information about the participants would be disclosed which might hinder them. Since the interview questions were open-ended, the participants were free to share their individual opinions, they were not bound to agree with any statement. Another ethic followed by the researcher was not to hurt the participants through any kind of comments or behavior. The researcher was also concerned not to discuss any sensitive issues with the participants that might seem uncomfortable to them. Furthermore, some sensitive information provided by the participants' own interest during the interview were kept confidential so that it might not create any negative impact on their professional life.

Chapter 4: Findings and Analysis

4.1 Teachers' Perception about the training provided by NAEM

Training provided by NAEM is mandatory for all Education Cadre teachers who teach HSC level subjects after being gazzeted and before joining any Govt. college as a teacher. Training for teachers of Education Cadre, English provide 2-4 months course including 2-weeks long course for communicative English. However, all the teachers said that they are not fully satisfied with the training though most of the educators and trainers who provide training are very well experienced. One of the reasons for the dissatisfaction is that they do not provide subject-based pedagogic training for English teachers of higher secondary level, although there is such training for secondary level teachers. According to a NAEM-trained teacher's statement:

Basically NAEM provides different sorts of training for teachers including foundation training, in that training mainly they train how to work as a govt. official, how to manage office, administrative and financial stuff rather than how to be an efficient teacher. This is the lacking of this training. The training did not provide sufficient materials, syllabus and curriculum to train me as an efficient English teacher. Also, NAEM is affiliated with some commercial aspects.

All the teachers stated the similar point in their individual way of explanation while responding to the question about their perception about NAEM training. One teacher explained that NAEM has a very few number of qualified trainers, those who have link with high channels they are appointed as trainers whether they are well experienced or not does not matter, therefore most of them are not well accepted by the trainees. Furthermore, he included that there is no organized plan and format to provide training particularly for English teachers. According to the teachers' statement

they are not provided with training regarding different ELT methodologies and practices which is crucial for every ESL/EFL teacher. Therefore, they struggle maintain English classroom following communicative teaching approaches as per mentioned in the Curriculum provided by NCTB.

4.2 Teachers' Perceptions about English Pedagogy at HSC Level in Govt. College Context

In the context of ESL instruction, Stern (1983) suggests that teachers' conceptions of second-language teaching are often based on the methodologies they use. Such 86 Journal of Reading Behavior methods, he suggests, act as a theory of language teaching, which implies "certain objectives and a particular view of language, and makes assumptions about the language learner and underlies certain beliefs about the nature of the language learning process. It [a method] also expresses the view of language teaching by highlighting certain aspects of teaching as crucial to successful learning" (p. 453).

On the basis of long-standing teaching experience and training, each teacher develops certain beliefs, perceptions and practices regarding English language teaching in the context of a specific scenario in which they are experienced. To talk about the ELT scenario in the government. Colleges of Bangladesh all teachers agreed that there is little symmetry between English language policy and real classroom teaching. According to the 2010 National Education Policy, English should be introduced as a compulsory subject in all secondary school streams and should be used as a medium of instruction for the conduct of the English class. However, it is a matter of sorrow that teachers in the govt. colleges hardly use English for conducting English language class, instead they use Bangla as medium of instruction. To find out the principle reason behind this all the teachers claimed that students do not understand their lectures when it is conducted in English and

students themselves ask the teachers to deliver lectures in Bangla. Therefore, teachers are bound to speak Bangla in the classroom for delivering lectures, they do so by translating from English to Bangla and vice versa. Point to be noted that though the new curriculum of English emphasizes practice CLT, GTM is most practiced method in the classroom according to the most interviewees' statements.

All the teachers considered CLT a successful approach for learning English language as it focuses on learning through communicative and interactive activities related to real life context, however, most teachers still practice GTM predominantly even though they believe CLT as the most effective approach. Three teachers (who have Master's degree from abroad) among fifteen said that that they try their best to use L2 while conducting class to provide learners with an English environment and motivate them to communicate in English as well, though sometimes they need to translate into Bangla for better understanding of their students. Some teachers appreciate Post-method era (a method where different methodologies are followed according to the learners' needs and the context), however they seem it difficult to apply in Govt. colleges since approaches like Suggestopedia, TPR etc. need small classroom, quiet environment and sufficient authentic materials which are not possible to manage in that context. Teachers cannot implement CLT successfully in real classroom context for many reasons which will be pointed out in the following section.

4.3 The Barriers Implementing CLT in Govt. College Context

As per the research findings, some teachers claimed that they are incapable of implementing CLT in the classroom, for this issue, they pointed out some prominent factors responsible for the unsuccessful implementation of CLT in real classroom environment:

4.3.1 Infrastructural Issues

All the teachers undisputedly claimed that the first and foremost problem in regard to implement CLT in the Govt. college context is associated with unplanned and uncontrolled infrastructure where the large classroom size is the major cause regarding the issue. In addition to that there are no language lab in these institutions for practicing listening skill. Moreover, seating arrangement in the classroom is not appropriately planned. Teachers mentioned that 30-40 students maximum are good for CLT classroom, however, it cannot be possible in the Govt. college context since they have extra-large classroom size. Some teachers represented the approximate number of students in their regular class which are listed below:

| Institution | Teachers | Approximate Number of Students in Daily Classroom |
|--------------------|-----------------|--|
| Govt. College A | Teacher 1 | 100-120 |
| Govt. College B | Teacher 2 | 90-110 |
| Govt. College C | Teacher 3 | 80-100 |
| Govt. College D | Teacher 4 | 100-110 |
| Govt. College E | Teacher 5 | 70-100 |

Since English is a compulsory subject for all backgrounds including Science, Arts and Commerce in higher secondary level, the English class is conducted in the same classroom for all group of students. Therefore, teachers struggle to maintain such large classroom within the allocated time.

One teacher said:

In my class I can never take a class without sound system, the reason is that the number of students in my class is never below 70; though every section has more than 100 students, the number of students in daily class become more or less depending on the percentage of present and absent students. Since the allocated time for each classroom is 45 minutes, a teacher can never motivate all the learners and give individual feedback altogether within this allocated time.

Furthermore, another teacher who is quite experienced with CLT approach pointed out that seating arrangement is one of the problems in the govt. college context which is not suitable for communicative language learning. Rahman (2015, p.210) states “As it (CLT) is a reciprocal communication based teaching approach, students must communicate with one another in the classroom to exchange information and views and to have successful discussion and conversation”. According to the teacher’s statement, seating arrangement in the Govt. College is not flexible and designed such a way that teacher cannot monitor all the students properly and this way is not effective for group or pair activities which are instructed in the textbook. The long and heavy benches are arranged for the students where 4-5 students seat together in a row in the fixed and congested position. Therefore, teachers cannot implement communicative tasks according to the instruction given on the textbook in that particular context classroom.

4.3.2 Insufficient Teaching Materials

A common issue for which an efficient teaching learning plan cannot be pursued is inadequate teaching aids and funds. The teachers confirmed in interviews that there was a shortage of

Public funds in schools and minimal use of teaching aids in classrooms. The funding given was stated to be spent on salaries and infrastructure. The use of appropriate teaching aids is considered an important part of the practice of ELT, as it helps create a participatory classroom environment. It seemed, however, that because of a lack of resources, teachers could not use teaching aids. The use of improper teaching materials causes students to face challenges with learning the language. It is important for learners to be motivated to excel in every language being taught. Teaching materials must therefore, be motivational and lift the interest of learners. Learners can learn little if teaching materials are not interesting and inspiring. A lot of studies have recommended using authentic materials and realia to help learners learn better and reflect the actual use of language in real life. Moreover, the goal of the CLT approach is to achieve and improve the four fundamental skills of a language: listening, speaking, reading and writing. However, the English classroom should have audio visual materials in order to gain four skills. Teachers cannot adequately teach listening skills to students because of the shortage of an audio visual materials. It is a matter of sorrow that Govt. colleges have no extra allocation for providing such materials. Therefore, teachers hardly get motivation for communicative language teaching.

4.3.3 Lack of Teachers Training

In the Govt. colleges of Bangladesh there is a dearth of qualified teachers who are trained and skilled in CLT. Most of the teachers of English “are not trained in CLT and have misconceptions

about CLT. Moreover, as there were taught English through GT method, they think this is the appropriate method” (Begum, 2011a, p.47 as cited in Rahman, 2015, p.210). Furthermore, most of the teachers studied English literature at their under graduation and post-graduation level. However, the study of English literature and ELT are not the same thing.

All the teachers of the interview completed their Bachelors and Master’s in English Language and Literature from renowned public and national universities of Bangladesh. The teachers said that the curriculum for English Language and Literature in both public and national universities is quite similar. They had four years Bachelor degree where the first three years were taught English literature and the final year was taught very basics about linguistics and ELT which they do not find effective enough. Therefore, they had to select their major between Literature and ELT in the final year. Among fifteen teachers from the interview, eleven teachers have major in Literature, still they teach ELT at the higher secondary level. The teachers who have major in ELT, they do not find it effective for language teaching as they studied only theories of ELT methodologies without practice. Additionally, there are no regular or in-service CLT training programs for teachers at college level to fill the void. All the teachers reported that the training provided by NAEM is not sufficient for being an efficient English teachers since it does not provide practical pedagogic training and study on CLT. Moreover, very few teachers are fluent in speaking English, therefore the use of first language is very common in the classroom practice which should not be as per the CLT features. One teacher stated his opinion:

I firmly believe that an appropriate training can make a teacher effectively accessible to his profession, but it is hardly seen in Bangladesh. One/two/six months training is not enough for English language teachers, at least one year training should be made mandatory for all English teachers to get them hand-on practice on ELT methodologies. Also, there should

have some more regular training programs for English teachers to improve their teaching efficacy, but unfortunately we are not provided with such training.

All the teachers claimed that English teachers of HSC level do not get sufficient training and funding to make CLT practice in the classroom.

4.3.4 Nonchalant Learners

Learner autonomy is also crucial to learning a language that refers to the principle that learners should have the maximum responsibility for what they learn and how they learn. They should be involved in decisions concerning the setting of learning objectives, the identification of ways and means of learning and the reflection and evaluation of what they have learned (Richards, 2012). Since learning is based on the needs and wishes of learners, autonomous learning is said to make learning more personal and focused and thus achieve better learning outcomes. The use of self-directed learning in a self-access center is one application of this approach, which contrasts with the conventional instructor-led approach in which the teacher takes the most decisions. Teachers from the interview reported that they hardly notice the practice of ‘learner autonomy’ in their students, students are very reluctant when it is time to do group work and other communicative tasks. Teachers also said that students are only concern about their exam. Since there are no such activities as group work, pair work, opinion gap etc. in the board exam, students do not pay attention to these activities. Some teachers said that they motivate their students to practice English outside the classroom and try to make them understand the importance of learner autonomy in language learning, however students are not serious about this since their focus remains on passing

the board exam only. This is one of the reasons that makes the students lag behind to achieve fluency in spoken English.

4.3.5 Traditional Examination and Evaluation System

Students do not read the academic textbook for pleasure, rather read the textbook to pass the examinations. English is treated by them as a subject rather than a language. Typically, most students intentionally avoid the chapters that are not necessary for the exam. Marks distribution of EfT for class XI-XII is given below to clear the fact:

“Distribution of Marks

| | |
|------------------------------|-----------------|
| a) Seen Comprehension | 40 Marks |
| Objective questions | 20 |
| More free/open questions | 20 |
| b) Vocabulary | 20 Marks |
| Cloze test with clues | 10 |
| Cloze test without clues | 10 |
| c) Guided Writing | 40 Marks |

Total=100 marks” (Shahidullah, 2014b. p.iii as

cited in Rahman, 2015, p.211)

Point to be noted that there are no marks allocated for listening and speaking skills in the examination.

All the teachers stated that our conventional age-old examination system is not conducive to CLT because it stresses the acquisition of all four skills, whereas our existing examination system emphasizes only the writing skill and a little bit reading skill. Here, the aptitude of students is only judged by their writing ability. Listening and speaking skills are entirely overlooked. Therefore, students never strive to improve their listening and speaking skills because these two skills are not

tested in the exams and do not help them achieve a good result directly. As a result, at HSC level in our country, teaching or learning English never gets a full dimension.

4.4 Teachers' Perception about NCTB EFT Textbook

While responding to the question whether NCTB EFT textbook for class XI-XII is communicative or not, all the teachers agreed that the textbook is communicative as it includes many interactive tasks, activities and contents, however they cannot implement CLT in the classroom due to unfavorable environment, poor logistic support, traditional examination and evaluation system. They also agreed that listening and speaking sections are totally ignored although the curriculum mentions to use audio-visual materials for these skills. Teachers also mentioned that some contents of the textbook should be revised based on the students' needs and the context. Teachers also describe that students' participation in speaking activity such as discussion, group work, pair work etc. should be included as mandatory tasks in the textbook and in the examinations so that students become motivated to acquire these skills. In a word, teachers suggest that all four English-language skills that are listening, speaking, reading and writing should be equally emphasized in the textbook. A majority number of teachers suggest that grammar should not be taught separately, rather it should be merged with the lessons of English for Today textbook so that students can learn the practical use of English. In this regard, a teacher provided an example that learning 'right form of verb', 'tense', and other grammar rules discretely seems less effective than learning with a particular content as contents help learners to understand the contextual meanings and implications of the rules in real life context.

4.5 Teachers' Unheard Voice

It is a matter of concern that there is a huge gap in our country between policy makers and teachers that needs to be taken into account. Since teachers are the ones who face the real environment and challenges in the context of teaching and learning, their opinions and beliefs should be given priority. Teachers argued that the lack of opportunities to express their views and experiences with other students, course designers and materials writers is an obstacle to the implementation of quality teaching. Teachers want to see their views in Syllabus design and development of materials. At one point, they argued that it was top-down and forced upon them. Few teachers said “sometimes we are not motivated to teach in a communicative way because we are not paid a good amount of salary”. Teachers also included that they know better than anyone else about the practicalities- the context, their students, problems and limitations, unfortunately their voices are not paid attention to. They felt that every decision is imposed on them, they would only do what they are instructed and asked to do.

Chapter 05: Conclusion and Recommendation

5.1 Conclusion

Bangladesh is a monolingual country in which the mother tongue plays a vital and important role in people's national and cultural lives. However, for various communicative purposes, such as personal, global, professional and academic, English has been continuously taught. After its independence, the Bangladesh government has attempted to improvise the English teaching-learning situation. There are still shortcomings, despite some improvement in higher secondary education. This study identifies problematic areas of higher secondary level English teaching in Bangladesh, such as insufficient teaching materials, lack of appropriate teacher training programs, no opportunities for teachers to contribute to the design of syllabuses and the development of materials, lack of trained teachers, extra-large classrooms, lack of equipment, lack of organizational skills in the classroom, and no verbal practice of English language as they should be.

CLT is the newest of all methods of language instruction and is recognized by most linguists and researchers. If we continue to teach English following CLT, we need to make improvements based on the reality and the environment that is prevalent here. And our language specialists, who are well aware of our students' concerns, their learning styles and our institutional and infrastructural problems, must make this move. In order to plan our English curriculum and syllabus, to write the textbooks, if we feel that the presence of international experts is a must, we must bring them to examine the facts specific to us and recommend formulas that will work here.

5.2 Recommendation

The researcher came up with some potential ideas after reviewing the data that the chief authority need to bear in mind and take necessary steps when implementing CLT techniques. As follows, the recommendations are:

1. At first English must be considered as a language rather than an academic subject to pass the examination. Therefore, listening and speaking skills should be emphasized equally as reading and writing skills in the textbook. The contents of the textbook should also be drawn up on the basis of the needs of the learners and the specific context. The needs analysis survey should be conducted here before the curriculum is finalized. Moreover, age-old examination system should be replaced with new communicative system by modification where students' listening and speaking ability would be evaluated so that students get motivation to master all four skills of English
2. To maintain large classroom size, students can be assigned many interactive tasks by the teachers through online since almost everyone has access to internet today. Here, teacher should improvise and design some interesting activities so that students become enthusiast to learn. To ensure such qualities in teachers, productive teachers' training on CLT should be arranged by the authority.
3. It is also important to make use of the target language compulsory for both teachers and students in the classroom. Thus English environment will create opportunities for the learners to speak and overcome their anxiety and nervousness. Here, teachers must encourage their learners for speaking English, even if they do mistake, teacher will correct them with inspiration.

4. It should be kept in mind “Policy cannot be successfully implemented without listening to the teachers’ voices as they are the key agents of the change” (Kittiporn, Baldauf and Moni, 2006, p.8 as cited in Rahman, 2015, p.215). Therefore, teachers’ opinion, beliefs, and perceptions should be given priority while designing the syllabus and curriculum since they are well aware of the practical scenario of ELT in Bangladesh. Teachers’ needs are also very important to take into consideration so that they become motivated to teach effectively their learners.

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List of Acronyms

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|------|---|
| NAEM | National Academy for Educational Management |
| NCTB | National Curriculum and Textbook Board |
| MoE | Ministry of Education |
| EfT | English for Today |
| CLT | Communicative Language Teaching |
| GTM | Grammar Translation Method |
| TBLT | Task Based Language Teaching |
| HSC | Higher Secondary Level |

Questionnaire for structured Interview

Demographic Questions

1. What is your name? Age?
2. What is your educational background with regard to ELT and other Teaching experience?
3. How did you get into this profession?
4. In which institution do you teach now?
5. How long have you been in this profession?
6. Are you involved in any professionals associations? If so, which one? And what is your role?
7. Did you have teaching experience in other institution before joining Education Cadre in Bangladesh? How was that experience?
8. What is your current teaching experience comparing to previous?
9. How would you describe your students and classes that you teach?
10. What do you find rewarding being an English Teacher?
11. Would you like to describe your Teacher's training experience?
12. Have you ever studied foreign language?
13. Have you ever studied abroad or taught English abroad?

Content-specific Questions

1. What is your overall training experience in NAEM?
2. What does NAEM provides for teachers' training?
3. Is the training helpful for teaching English in the classroom?
4. What are the benefits of the training?
5. Do you find any negative side from the training?
6. Which part of NCTB English syllabus of Higher Secondary level do you teach? English for Today (First paper) or Grammar (second paper)?
7. What's your opinion regarding NCTB English Curriculum? Do you find it communicative?
8. Are the topics, tasks and activities included in the syllabus easygoing for teachers and students?
9. Do you think that all four skills of language learning which are listening, speaking, reading and writing are equally emphasized on the textbooks?
10. What teaching approach do you particularly follow? GTM/CLT/TBLT? Or multiple?
11. How do you see the roles of students and teacher in the classroom? Have your beliefs changed over time?
12. Are you provided syllabus, lesson plans, materials (both core and supplementary)?
13. Do you practice self-developed handouts/materials/notes in the classroom?
14. How is the course organized over time? Does the course duration cover syllabus fully?

15. Can you bring out some examples of learners' outcome?
16. Should grammar be taught in separate lesson or merge with the first paper of EFT (English for Today)?
17. How do you provide feedbacks to your students?
18. Do you think that NCTB English curriculum of HSE needs further modification?

Context-specific Questions

1. As we know that we have large classroom size in Bangla medium institutions, how would you describe the problems that you face maintaining the syllabus in the classroom? What would be your suggestion to overcome this problems as an experienced ELT teacher?
2. Do you think that the syllabus should be shortened?
3. In each class, every student has several learning styles such as auditory, visual, kinesthetic etc, how do you manage them in that particular setting?
4. As most of the Bangla medium students have anxiety for learning English, how do you motivate them to do well in English?