

# **Communicative Language Teaching: Teachers' Perception in Bangladesh (Secondary Level)**

**Mohammad Tofazzal Hossen  
Student ID: 07263003**

**Department of English and Humanities  
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**BRAC University, Dhaka, Bangladesh**

## **Abstract**

The topic of my dissertation is “Communicative Language Teaching: Teachers’ Perception in Bangladesh at the Secondary Level.” CLT has been a popular and much practiced methodology in classrooms worldwide for sometime now. Even our National Board of Education has incorporated CLT in its curriculum. The purpose of my research was to examine teachers’ attitude towards Communicative Language Teaching in Bangladesh at secondary level. The data for this study was collected through interviews of nineteen high school English teachers who have been teaching English in rural and urban areas. The interviews were taken from 5<sup>th</sup> July, 2008 to 25<sup>th</sup> July, 2008 and data was analyzed qualitatively. The overall findings of the interviews showed that there have been some positive and negative opinions and attitude towards Communicative Language Teaching. I asked them some theoretical questions to know about their perception of this approach. This study will also hypothesize that raising English teachers’ awareness is likely to help them to teach Communicative Language Teaching in the classroom properly.

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## **Chapter-1: Introduction**

### **1.1 Research Topic**

An English teacher plays an important role in teaching English at all levels. When he/she teaches English obviously he/she has to follow some methods. There are five methods in English language teaching such as Grammar Translation Method (GTM), Direct Method (DM), Audio Lingual Method (ALM), Situational Language Teaching (SLT), and Communicative Language Teaching (CLT). Among all, Communicative Language Teaching (CLT) is one of the new approaches. It had been introduced in Bangladesh in the 1990s. The aim of this approach is to develop learners' four basic language skills (reading, writing, listening and speaking) in English. I have selected the topic "Communicative Language Teaching: Teachers' Perception in Bangladesh at the Secondary Level" as my thesis paper because at present most of the teachers of our country at the secondary level are trained through Grammar Translation Method (GTM). Being trained through Grammar Translation Method (GTM), they are teaching English using Communicative Language Teaching (CLT). So I wanted to know the teachers' perception of Communicative Language Teaching (CLT).

## **1.2 Research Question**

The aim of my research was to know the answer of the following question:

What are the perceptions and attitudes of secondary level teachers' of Bangladesh towards CLT?

To know the perception and attitudes of the teachers towards CLT, I asked them some theoretical question which helped me to know their real perception. The theoretical questions have been included in the methodology chapter.

In order to reach an answer to my question I conducted a qualitative research. I interviewed nineteen high school English teachers at the secondary level from urban and rural areas.

## **1.3 Rationale behind Conducting this Research**

There are many reasons why I have chosen this topic as my research. At present, English has achieved the prestige of being an international language. Around the globe, many consider it as the global language. In this age of globalization it is essential for every citizen to know a global language to stay connected in the global village. As Bangladesh is a monolingual country, the people learn English in order to speak to people from other countries, to do business, to do diplomatic jobs, for higher studies etc. So English is introduced as a compulsory subject on the school curriculum. English is compulsory from play group to the H.S.C. level. The students of our country have no option but to study English as a subject. But it is a matter of great sorrow that most of the students of our country are unable to use English language effectively in different circumstances. As a result, Communicative Language Teaching (CLT) had been

introduced in Bangladesh in the 1990s. The aim of this approach is to develop learners' communication skills. It is a new approach to teaching English in Bangladesh at all levels. However, after introducing CLT in Bangladesh, more than a decade has passed. Most of the students of our country fail to communicate in English even after passing H.S.C. What are the reasons behind their failure? Are they the only ones responsible for it? No doubt those English teachers who are teaching at school level are largely responsible for their miserable condition. If the teachers had taught them English properly, the students must have been benefited. It largely depends on the teachers' attitudes and perception of the method by which he/she is teaching English language. A teacher who is unmotivated or negative about the method of teaching and learning is unlikely to inspire learners to work hard in the class and take the initiative outside class. On the other hand, a teacher who is enthusiastic, and who shows a positive attitude both toward the method and the learners, is more likely to create engaged learners, who are therefore more likely to succeed both inside and outside the class. I have seen from my own experience how I remember with affection those teachers who behaved well with us. It is also very likely that I learned a great deal more in their classes. So, English teachers' perceptions and attitude towards the CLT approach play an important role to develop the students' four skills. As I have discussed that most of the teachers of our country especially at the secondary level are trained by GTM and even some of them have no English background still they are teaching English. So it has become essential to know the teachers' perceptions towards CLT approach as it is largely related to the students' communication skills.

## **1.4 The Summary of this Dissertation**

This dissertation has been divided into six chapters and each chapter has been briefly summarized below.

### **Chapter-1**

Chapter-1 is the introduction to the dissertation topic and the reasons behind choosing the topic.

### **Chapter-2**

Chapter 2 contains the literature review. It discusses elaborately the views and opinions of other researchers on the given topic. It will also help to correlate my research results with previous research conducted on similar topic.

### **Chapter-3**

In this chapter the methodology that has been utilized to conduct this research is discussed in details along with the information about the participants and the instruments used to elicit information.

### **Chapter-4**

This chapter deals with the actual results and discussions based on the research.

### **Chapter-5**

Chapter 5 describes the recommendations based on the results and discussions.

### **Chapter-6**

This chapter summarizes the results and concluding remarks of the research



## **Chapter-2: Literature Review**

Communicative Language Teaching (CLT) has been brought under focus by many linguistics and researchers. This approach has made language learning more communicative and many researchers have conducted studies on this particular topic. The literature review of this section deals with the background information on the history of CLT and the views and opinion of other researchers on CLT.

### **2.1 Definition of CLT**

Different linguists and educators define CLT in different ways. Some of the definitions are mentioned here. According to Wikipedia, the free encyclopedia, “Communicative Language Teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes communication or interaction as both the means and the ultimate goal of learning a language”. It is also referred to as “communicative approach to the teaching of foreign languages” or simply the “communicative approach.” Communicative Language Teaching is best considered an approach rather than a method. It refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures (Richards & Rodgers, 2001). Communicative Language Teaching involves being able to use the language appropriately in a given social context. Communicative competence refers to the ability to use a language appropriately in different circumstance (English for Today, class 11 & 12, 2001 page-33). According to William Littlewood (1981), Communicative Language Teaching means systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view.

Communicative Language Teaching means that the emphasis is on language in use rather than language as structure. It concentrates largely on the spoken form of English. Even though spoken is an important part, reading, writing and listening skills are also focused on. Practice of pronunciation, stress and intonation is a vital component; language is based on real life situations. Hence, the students' communicative competence is the objective, rather than linguistic competence. (Teaching Quality Improvement in Secondary Education Project, Module-1, 2006). Communicative language teaching makes use of real-life situations which necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. From the above definitions it can be said that CLT means to teach a language in such a way so that the learners can communicate with the people around the world.

## **2.2: History of CLT**

The history of CLT is not so long like other teaching methods. It has been developed in the 20<sup>th</sup> century in Europe. CLT has been in vogue for almost three decades in England and certain western countries. Communicative Language Teaching (CLT) was the product of educators and linguists who had grown dissatisfied with the earlier Grammar Translation and Audio-lingual Methods, where students were not learning enough realistic, socially necessary language (Barman, Sultana & Basu, 2006). Therefore, they

became interested in the development of communicative-style teaching in the 1970s, focusing on authentic language use and classroom exchanges where students engage in real communication with one another (Barman, Sultana & Basu, 2006). Communicative Language Teaching originated from the changes in the British Situational Language Teaching approach dating from the late 1960s (Richards & Rodgers, 2001). The concept of communicative competence was first introduced by Hymes in the mid-1960s and many researchers have helped develop theories and practices of Communicative Language Teaching approach. Hymes coined this term in contrast to Chomsky's Linguistic Competence. Chomsky indicated that underlying the concrete language performance, there is an abstract rule system or knowledge and this underlying knowledge of the grammar of the language by the native speaker is his linguistic competence. In contrast, Hymes argues that in addition to linguistic competence, the native speaker has another rule system. In Hymes' view, language is considered a social and cognitive phenomenon; syntax and language forms were understood not as autonomous, contextual structures, but as meaning resources used in particular conventional ways and developed through social interaction and assimilation of others' speech. Therefore, speakers of a language have to have more than grammatical competence in order to be able to communicate effectively in a language. They also need to know how language is used by members of a speech community to accomplish their purposes (Hymes, 1968). In the 1960s and 1970s a number of new approaches developed. Although they were different in many ways, they all stressed the importance of communication. They were, therefore, grouped under the heading of "communicative approach." (Teaching Quality Improvement in Secondary

Education Project, Module-1, 2006). From the above discussion it can be said that many researchers contributed greatly in developing CLT in different times.

### **2.3: The Goal of CLT**

Every method has some goals. For example, the goal of Grammar Translation Method (GTM) is to learn a language through translation. The goal of Direct Method (DM) is to learn a language directly with the help of teacher. On the other hand, the goal of CLT is to become communicatively competent. Communicative competence involves being able to use the language appropriate to the given social context. The teacher is a facilitator of his/her students' learning and the most obvious characteristic is that almost everything that is done is done with a communicative intent (Larsen-Freeman, 1986). The aim of Communicative Language Teaching is to help students move beyond mastering the structures in a foreign language to the point where they can use them to communicate meaningfully in real life situations. This assumes that people who learn the English language want to be able to communicate socially on an everyday basis with native or very able non-native English language speakers. They will also want to be able to live normal lives if they are visiting, or living in, countries where English is the primary language. The basic aim of any foreign language teaching has always been communicative ability, and this is widely used in the CLT approach. However, the implications of this aim have been more thoroughly studied since the 1970s. The communicative approach makes teachers and students consider language in terms of the communicative functions it performs in real situations, as well as its structures (vocabulary and grammar). The emphasis on language teaching comes off mastering

individual structures and moves onto providing students with opportunities to use the language themselves to get things done. In fact, CLT aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.” (ELC Module 5, 2000)

Unlike the Audio Lingual Method, the primary focus of CLT is on helping learners create meaning rather than helping them develop perfectly grammatical structures or acquire native-like pronunciation. This means that successfully learning a foreign language is assessed in terms of how well learners have developed their communicative competence, which can loosely be defined as their ability to apply knowledge of both formal and sociolinguistic aspects of a language with adequate proficiency to communicate.

#### **2.4: Basic Features of CLT**

CLT is usually characterized as a broad *approach* to teaching, rather than as a teaching *method* with a clearly defined set of classroom practices. As such, it is most often defined as a list of general principles or features. One of the most recognized of these lists is David Nunan’s (1991) five features of CLT:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the Learning Management process.

4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

These five features are claimed by practitioners of CLT to show that they are very interested in the needs and desires of their learners as well as the connection between the language as it is taught in their class and as it is used outside the classroom. Under this broad umbrella definition, any teaching practice that helps students develop their communicative competence in an authentic context is deemed an acceptable and beneficial form of instruction. Thus, in the classroom CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities.

Finocchiaro and Brumfit (1983) describe the following features of the Communicative Approach:

1. Meaning is paramount.
2. Dialogues, if used, centre around communicative functions and are not normally memorized.
3. Contextualization is a basic premise.
4. Language learning is learning to communicate.
5. Effective communication is sought.

6. Drilling may occur, but peripherally.
7. Comprehensive pronunciation is sought.
8. Any device that helps the learners is accepted-varying according to their age, interest, etc.
9. Attempts to communication may be encouraged from the very beginning.
10. Judicious use of native language is accepted where feasible.
11. Translation may be used where students need it.
12. Reading and writing can start from the first day, if desired.
13. The target linguistic system will be learned best through the process of struggling to communicate.
14. Communicative competence is the desired goal.
15. Teachers help learners in any way that motivates them to work with the language.
16. Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
17. The teacher can not know exactly what language the students will use.

(1983:91-93)

The most obvious feature of the Communicative Approach is that almost everything is done with a communicative intent. Students use the language a great deal through communicative activities such as games, role play, and problem solving tasks. Activities that are truly communicative, according to Morrow ( in Johnson aand Morrow, 1981), have three features: information gap, choice, and feedback. Another important feature of the Communicative Approach is the use of Authentic Materials. It is considered desirable

to give students an opportunity to develop strategies for understanding language as it is actually used by native speakers. However, the main features of the CLT approach have been summarized below :

- The importance of language as a tool for communication, rather than a subject to be studied.
- Using 'real life' language in situations, rather than only learning grammatical rules.
- Using the language needs of the learner as the basis for the syllabus
- A balance between fluency and accuracy
- Concern for the appropriate use of language according to the situation
- Various type of materials are used in the classroom
- Dialogues are used as the tool of learning
- Four skills (speaking, listening, reading, and writing) are equally emphasized to learn
- The role of teachers is as facilitator whereas the learners play important role.
- There is scope of variety and innovations in the classroom and make the lesson interesting.

## **2.5: The Role of Teachers and the Students in CLT**

The role of the teacher and the students is very important in communicative language teaching. The teacher is a facilitator of his students' learning. As such he has many roles to fulfill. He is a manager of classroom activities. In this role, one of his major responsibilities is to establish situations likely to promote communication. During the activities he acts as an advisor, answering students' questions and monitoring their performance. At other times he might be a "co-communicator"- engaging in the



communicative activity along with the students (Littlewood 1981). Students are, above all, communicators. They are actively engaged in negotiating meaning in trying to make themselves understood even when their knowledge of the target language is incomplete. They learn to communicate by communicating. Since the teacher's role is less dominant in a teacher-centered method, students are seen as more responsible managers of their own learning. (Larsen-Freeman, 1986). Larsen Freeman also says that in communicative language teaching the teacher is the initiator of the activities, but he does not always himself interact with the students. Sometimes he is a co-communicator, but more often he establishes situations that prompt communication between and among the students. Students interact a great deal with one another. They do this in various configurations: pairs, triads, small groups, and whole group. One of the basic assumptions of the Communicative Approach is that students will be more motivated to study a foreign language since they will feel they are learning to do something useful with the language they study. Teachers give students an opportunity to express their individuality by having them share their ideas and opinions on a regular basis. This helps students "to integrate the foreign language with their own personality and thus to feel more emotionally secure with it (Littlewood 1981, 94). The role of the students' native language is another important factor. The students' native language has no particular role in the Communicative Approach. The target language should be used not only during communicative activities but also in explaining the activities to the students or in assigning home work. The students learn from these classroom management exchanges, too, and realize that the target language is a vehicle for communication, not just an object to be studied. A teacher evaluates not only his students' accuracy, but also their

fluency. He can informally evaluate his students' performance in his role as an advisor or co-communicator. For more formal evaluation, a teacher is likely to use a communicative test. In fact, teachers in communicative classrooms will find themselves talking less and listening more becoming active facilitators of their students' learning (Larsen-Freeman, 1986). The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen-Freeman, 1986).

## **2.6: Motivation and CLT**

Motivation is another important factor to learn a language especially in the CLT framework. Motivation is some kind of drive or interest that encourages somebody to achieve a goal. (Teaching Quality Improvement in Secondary Education Project, Module-1, 2006) Motivation that students have in the classroom can be divided into two main categories: Extrinsic motivation and intrinsic motivation. Some external factors such as, to pass the exam and to get a better job are responsible for extrinsic motivation. Intrinsic motivation is something which comes from inside the learners. If the goal of CLT is to communicative competent, it is motivation that can help to achieve the goal properly. "This is the teachers' responsibility in creating motivation among the students." (Teaching Quality Improvement in Secondary Education Project, Module-1, 2006). Of

course, the students will learn a language from their own will and interest. The teacher, method and classroom are the main factors that affect situational motivation. Teachers' personality and rapport with the students are important here. Learners like those teachers who make classes fun and provide interesting and motivating materials and activities in the class. A good teacher treats all the students equally specially the weaker ones. If students find the method boring then they will loose interest in learning a language. Physical conditions have great effect on learning. So, teacher should try to make his/her classroom as pleasant as possible. The success of CLT largely depends on the motivation of both teachers and students.

### **2.7: Teaching Procedures and Classroom Activities**

As discussed earlier, the success of Communicative Language Teaching largely depends on the teaching procedures and the classroom activities. If the teachers do not introduce the appropriate activities in the classroom, students will not be benefited from the CLT approach rather they will feel bored and uncomfortable. The teachers should be aware of these activities before entering the classroom. However, CLT is a generic approach and entails using practices in the classroom in any sort of systematic way. Various kinds of activities may be used in the classroom such as role play, interviews, information gap, games, language exchanges, survey and pair work. However, not all will restrict their activities solely to these. Some classes might have the students take occasional grammar quizzes, or prepare at home using non-communicative drills, for instance (Barman, Sultana & Basu, 2006).

## **2.8: Syllabus of CLT**

Syllabus plays an important role in all methods. The syllabus of Communicative Language Teaching also plays a vital role because it includes due dates for exams and papers, assigned readings, special requirements, grading system, attendance policy, and a brief description of the course. The syllabus is also the basic structure of every course and offers an outline and summary of what should be completed by the time the course is over. In CLT usually a notional functional syllabus is followed. In this type of syllabus, instruction is organized not in terms of grammatical structure, but in terms of “notions” and “functions”. But there are other proposals. The type of syllabus may be:

1. Structures plus functions,
2. Structural, functional, and instrumental,
3. Interactional
4. Task-based and
5. Learner-generated

CLT refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures. Hence although a reasonable degree of theoretical consistency can be discerned at the levels of language and learning theory, at the levels of design and procedure there is much greater room for individual interpretation and variation than most methods permit. (Barman, Sultana & Basu, 2006).

## 2.9: Practice of CLT in Various Countries

Many countries world wide have tried to incorporate CLT in their curriculum. The following are articles that look into the practice and outcomes in some of those countries that have tried to incorporate CLT in their curriculum.

Savignon in her article states that,

“In Germany, for example, language teaching methodologists took the lead in developing classroom materials that encouraged learner choice (Candlin 1978). Their systematic collection of exercise types for communicatively oriented English language teaching was used in teacher in-service courses and workshops to guide curriculum change. Exercises were designed to exploit the variety of social meanings contained within particular grammatical structures. A system of ‘chains’ encouraged teachers and learners to define their own learning path through principled selection of relevant exercises”. (Piepho 1974 and Bredella 1976, cited in Savignon).

“Similar exploratory projects were initiated in the 1970s by Candlin at the University of Lancaster, England, and by Holec (1979) and his colleagues at the University of Nancy, France. Communicative competence requires an understanding of socio cultural differences in styles of learning. Curricular innovation is best advanced by the development of local materials, which, in turn, rest on the involvement of classroom teachers. (See Chapter 3 and 6 and Markee 1971. cited in Savignon).”

“In the history of ELT, China saw its first movement towards CLT in the early 1990s. In 1992 the State Education Development Commission (SEDC) introduced a functional

syllabus, in which the communicative teaching aim was set and the communicative functions to be taught were listed.”

Ng & Tang (1997: cited in Xiao) states:

“The call for adaptation of CLT was not accidental. It came from the educational problem that needed to be solved. The teachers focused on grammar and structures. As a result, the traditional method produced unsatisfactory teaching. Students became almost ‘deaf and dumb’ and had little ability to speak and understand English.”

Though there was an initial resistance to the CLT approach but there were also teachers in favor of this approach. The SEDC also organized teachers’ training programme and insisted that all four language skills should be taught in the class. Changes were also brought about in the Testing Methods. Eventually, awareness was created among the teachers and they began to accept CLT.

## **2.10: CLT in Bangladesh**

English is widely used as a first or second language in many countries of the world today. At present, English plays a vital role in Bangladesh. Although Bangla has been introduced as the medium of instruction in most of the educational institutions, teachers and students have to use English textbooks and journals for study and research in nearly all disciplines of knowledge. Bangladesh is a monolingual country and English is considered as a foreign language (Teaching Quality Improvement in Secondary Education Project, Module-1, 2006). The people learn English in order to speak to the people from other countries, to do business, to do diplomatic jobs, for higher studies, in

courts, in trade and commerce, in civil and military administration etc. The necessity of learning English is increasing day by day. So English is introduced as a compulsory subject on the school curriculum. English is compulsory from play group to H.S.C. level. The students of our country have no option but to study English as a subject. But unfortunately most of the students of our country are unable to use English language effectively in different circumstances. As a result, Communicative Language Teaching (CLT) had been introduced in Bangladesh in the 1990s. (Teaching Quality Improvement in Secondary Education Project, Module-1, 2006). The aim of this approach is to develop learners' four skills. It is a new approach to teaching English in Bangladesh at all levels.

Quader (2003:1-27) states:

“CLT had been introduced at the S.S.C and H.S.C levels towards the end of the 90s, while next text books had been written for both levels for teaching through this method. The books were a source of worry for the teacher at H.S.C level as they had neither been trained in CLT nor briefed on using such books.

Training courses aimed to provide them with an understanding of CLT and to make them understand the freedom they could exercise in using the text book. They realized that their task was not to finish the book but choose sections depending upon what activity they wanted to practice.”

Chowdhury (1988, 52-55) has said that:

“The importance of the communicative approach in the teaching of a foreign language is widely accepted. In context of English as a foreign language (EFL) in

Bangladesh, the status of English can be elevated if we adopt this approach in language teaching. Students have accepted their passive roles in the classroom where the conventional method of the teachers giving lectures is still practiced. The objective is to achieve a desirable state of learning in which the students have a fundamental grasp of the language to express and say what they want, for a situation conducive to learning. The communicative approach may be applied with patience and deliberation.”

Rahman (1999, 166, 117) in one of her case studies to “ investigate teachers” perception of the Communicative approach to ELT” has said that “the teachers viewed grammar as the first priority for learning a language, something that the innovative approach did not emphasize. It was obvious that the teachers did not understand the underlying principles of the approach.” As a result the teachers did not welcome this change.

A language teacher should have knowledge of techniques to inspire confidence in his/her students. In learning and teaching, the teacher should be very careful about students’ views and consider their learning experience in a positive light. However, this is teacher’s responsibility to motivate students and create positive attitude towards the language and be supportive and encouraging to the students rather than critical and destructive. Only then Communicative Language Teaching will be effective for the students.



## **Chapter-3: Methodology**

This section of the paper deals with the research methodology adopted in order to conduct the research. Only qualitative research was used for finding answers. I interviewed nineteen high school English teachers from urban and rural areas. There were four interview questions which guided me to bring out the teachers' attitude and perception toward CLT Approach. The use of the qualitative method helped me to get a clearer perspective into the issue.

### **3.1: Participants**

Teachers' ideas, beliefs, attitude and perception affect the way they teach Communicative Language Teaching in Bangladesh. To know teachers' perception about Communicative Language Teaching, as I have mentioned earlier that, I interviewed nineteen high school English teachers. I have divided the participants into 6 distinct groups: urban high school, rural high school, government teacher, non-government teacher, and headmaster and Madrasa teacher. Among the nineteen teachers three were government and sixteen were nongovernmental high school English teachers. Moreover, among all the teachers, there were four headmasters and two madrasa teachers. For the research, four teachers were selected from the four reputed schools in Dhaka and thirteen teachers from eight schools in rural area and two teachers from one secondary madrasa in rural area as well. The participants were six female and thirteen male, five of whom had a BA (Hons), MA in English degree and other five teachers who are teaching English at the secondary level had MA degree in different disciplines like Islamic studies and Management and the rest of the nine teachers had only BA. (BEd) degree. Among the nine whom had BA (BEd) degree, six teachers completed two years BA degree under

National University without English subject. They all were experienced (a minimum of 5 years to 45 years of experience) in teaching English. The range of their age was 32-70 years. They came from different social background but have been teaching English in different schools. The reason behind choosing these teachers was to get views of teachers from different backgrounds and teaching contexts. Their perception and attitudes toward CLT would be the exact answer of my question related to my research.

### **3.2 Instruments**

The following questions guided me to understand the perception and attitude of the teachers toward CLT. All the questions were open-ended. I asked them the following questions to:

1. What does “Communicative Language Teaching” mean to you?
2. What kinds of activities do you ask your students to do in the classroom? Why?
3. What methods do you apply to teach English in the classroom? Why do you use those methods? What happens in practice?
4. Do you face any problems regarding CLT? What are these?

The teachers were free to give the answers. By asking the above questions I tried to gather their ideas, attitudes and perceptions.

### **3.3 Procedure**

As the research was to be conducted with the English teachers from different schools, I decided to collect data from the English teachers of urban and rural areas. Firstly, I selected a renowned district in Bangladesh where I found more than twelve high schools. Among the twelve schools, I decided to talk with the English teachers of eight high schools and one madrasa. I was lucky to get a secondary Madrasa in that district. To

collect data I had to go there five times. In my first visit, I had to select the schools in my convenience and got in touch the headmaster of each school and told them about my purpose of visit. As I was from Dhaka and from BRAC University, they all cordially accepted my request. I requested the headmaster to select the English teachers who are going to face my interview. No doubt that all teachers including the headmaster were excited and most of the English teachers agreed to face the interviews. It should be mentioned that I along with some of my friends who are very much familiar figures in that district visited the schools which helped me a lot to take the interview of the English teachers. However, during my second visit, I started conducting the interviews. I conducted with four teachers from two different schools in the same district and among four two were female and two were male. As soon as I reached the two schools, the both the headmasters cordially received me and my friends and called on the English teachers who were teaching in the classroom. We waited till the class was over. After the class was over, the headmaster took me away to a room which was free from noise and asked me to take the interview of an English teacher. In the meantime I was introduced with that English teacher. We entered the room and asked the teacher my interview questions while one of my friends was busy video taping the whole interview session. Video taped and took a photograph with his permission. During my third visit, I also interviewed four other teachers. On my fourth and fifth visit to that district, I completed collecting data from twelve English teachers and two Madrasa English teachers. One thing I would like to mention about all the teachers in that district is that they all were hospitable and cooperative and they even entertained me and my friends and I was impressed by their behavior. To complete my data collection, I took an interview of an English teacher who

was one of my friends' mother and teaches English at a government school in the northern district of Bangladesh. She came to visit Dhaka and I got a chance to take her interview. She also cordially accepted my request. Finally the rest of the four interviews were conducted in Dhaka city. As I have mentioned that I selected four reputed schools from Dhaka city and I was personally known to those English teachers. At first I contacted them over telephone and described my purpose of interview and finally they permitted me to go to their homes to interview them. It took me three weeks to collect data from them. However, collecting data was a pleasant experience for me.

### **3.4 Data Processing**

After collecting the data, every interview was transcribed, verbatim, analyzed and interpreted. I had to listen to the record again and again and then I transcribed it word by word. Overall opinion was taken into account to analyze the qualitative result and after coding and reading several themes emerged. However, it took quite sometime to analyze the data and come to a conclusion.

## **Chapter-4: Results and Discussions**

This part of my dissertation presents the results of the research. As there are nineteen teachers on whom the research has been conducted, I will discuss their perception and attitude all together. After taking the interviews I have gathered a lot of ideas about their perception which will be discussed one by one. As four questions guided my interview to bring out the teachers' perception and attitude towards CLT, I will discuss the results based on their answers of the four questions in order to come to a conclusion of my research.

### **4.1: Findings**

#### **Perception of Definition**

The analysis of the first question, i.e. the teachers' definitions of 'Communicative Language Teaching', seems to suggest that the teachers' perception is indistinct in that they appear to move, in defining that concept, between the broader and narrower meanings of 'Communicative Language Teaching'. The broader meaning of CLT indicates that the teachers are aware of the exact definition and the features of CLT. The narrower meaning of CLT indicates that the teachers are not aware of definition or they have rough idea about definition and features of CLT. In other words, my interpretation of the interviews on the meaning of 'Communicative Language Teaching' is that the teachers seem to be aware of both broad and narrow meanings of that concept but they do not seem to make a distinction between the broader and narrower meanings. Most of the teachers define CLT approach as a medium of communication. According to them, CLT means to teach a language in such a way that the learners can communicate with any

people around the world. Some of the teachers failed to define CLT because they came from different backgrounds and they do not have any special training on CLT and they did not study on CLT to develop themselves. I found a lot of differences between the definition of the ELT theorist and the teachers. When I asked the teachers my 1<sup>st</sup> interview question "What does "Communicative Language Teaching" mean to you?" they gave the answer but I had to explain the CLT term in front of them and only then they were able to provide the answer. It does not mean that they are absolutely ignorant about the definition of CLT. They roughly know what CLT is but the information they provided was not satisfactory. However, if we look at a few extracts from the interviews we can understand this: One teacher says, "CLT method is interesting but very few students are benefited by it. Most of the students can not communicate with each other." Another teacher says, "CLT is a very good method to learn English for the students. Madrasa students sometimes face problem to understand the CLT because they have no basic knowledge." Some of the teachers who had Honors and Masters Degree in English gave excellence answers. One of them says, "I think, Communicative Language Teaching refers to a basic collection of vocabulary, forms, and functions that the learner can use in her/his daily conversations and communications. If the learner can creatively apply that basic collection to daily communication, both oral and written, I think s/he has got what's called Communicative Language Teaching. I believe, Communicative Language Teaching can't be obtained through memorizing that basic collection or repertoire but it can be developed through creative use of that repertoire." After analysis of all the interviews, I understood that about 70% teachers do not have any clear idea about CLT and their perception of the definition of CLT is not clear. As a result they can not

understand what their responsibility in the classroom is and what kind of activities they should do in the classroom.

### **Perception of Classroom Activities**

Similarly, an interpretation of the analysis of the second question, i.e. the interviews on in-class activities, might be that the teachers seem aware of the broader and narrower meanings but do not seem to distinguish between the two. Here the broader meaning indicates the teachers' clear perception of the CLT activities and the narrower meaning refers to the ignorant of the CLT activities. Accordingly, some of the activities the teachers maintain they assign to their pupils can be said to be affected by their narrower views of 'Communicative Language Teaching' and some by the broader ones. The classroom activities that the teachers do in the classroom sometimes do not fulfill the basic requirements of the CLT approach. The way they were teaching their students is still traditional which is called grammar-translation method. When, for example, a teacher teaches students reading skill from any lesson of English for Today, it is the teacher who reads the passage aloud to the students and then translates it in Bangla. This is of course, a typical Bangladeshi teaching style. So, a short briefing of the process can raise awareness of the teachers with the new methodology. I was even astonished when I found that the trained teachers were neither of the tracks. They were not even ready to share their ideas with their colleagues which are quite contrary to the idea of CLT. Of course, there might be some confusion and exception. But if learners get used to hearing nothing but English lesson, they will very soon understand and later learn to say words like 'good', 'alright', 'fine' etc. This will help them to use relevant word/words in specific context. Thus they

will be able to reduce the amount of interference from their own mother tongue. As I have mentioned in my literature review that the success of Communicative Language Teaching largely depends on the teaching procedures and the classroom activities. If the teachers do not apply the communicative activities in the classroom, students will not be benefited from the CLT approach rather they will feel bored and uncomfortable. Most of the teachers do not know how to apply communicative activities in the classroom. It was a matter of wonder for me when I was taking an interview and I heard about the types of the activities makes the students do in the classroom. To make this clear we can take the example of one teacher who says, "I tell my students to do some practice in the classroom according to their syllabus. I advised them to buy a guide book from the market where they practice those items that will come in the exam. They do it in the classroom and show me and I try to check them. I have a certain syllabus that I have to follow when I teach in the classroom. According to syllabus I have to design my teaching plan. Mostly I teach them in such a way so that they make a good result in the exam rather than to achieve communicative purpose." This contradicts what the theorist say about the classroom activities, "Various kinds of activities may be used in classroom such as role play, interviews, information gap, games, language exchanges, survey and pair work. However, not all will restrict their activities solely to these. Some classes will have the students take occasional grammar quizzes, or prepare at home using non-communicative drills, for instance" (Barman, Sultana & Basu, 2006). It can easily be understood that most of the teachers of our country at the secondary level in Bangladesh do the same thing. The teachers give emphasis on those topics and activities that will come in the exam. They think that role play, games, interviews, pair work etc are a waste of time and



these activities will not help the students to do well in the exam. Even they do not know how a language can be taught through games, role play and pair work etc. As a result, the percentage of passing students in the secondary level exam is increasing day by day but very few students can communicate in English. Even after the secondary students finish their S.S.C exam, they get themselves admitted into an English language teaching centre where Spoken English is taught. If the students had got the facilities in the classroom, they would not have needed to enroll themselves in an English centre. I also found some teachers who are very much sincere about the CLT activities. They strictly follow those activities in the classroom. Another extract from a transcribed interview is mentioned here, "Having taught the new vocabulary, I want students to use those new vocabularies in sentences orally. Then I teach the reading text and I want one of the good students to give a summary of the text. Afterwards, I teach the structure mentioned in the book by using certain traditional techniques. To suggest to the students that the reading activity is for developing their reading comprehension, I ask students to summarize orally the reading text in their own words. While the students are presenting their summaries, I don't usually correct their mispronunciations because I don't want to interrupt their chain of thought. Sometimes I tell them to make small groups for spoken English in the classroom. I tell them to write something about a topic whatever they can." I found positive attitudes among the teachers who accepted CLT as a good approach of teaching a language. The teachers who had no English background and the teachers who follow traditional English language teaching system for the sake of teaching at the school only, have a kind of misperception of CLT. There are a lot of teachers who are above fifty years old and are not interested in studying CLT. They think that they are too old to teach English through

a new method. They emphasized that new teachers will follow those techniques. Now they go to the classroom and ask the students to read a passage or let them do some grammar and give some assignments and pass the class time. I also asked some teachers why they do not ensure that the required activities are performed in class. They said that class time is so short that, most of the time it becomes impossible to do those activities. They claimed that every classroom is overcrowded and it is quite impossible for them to do those activities. One teacher said that, in his class, some students at the back of the class could not hear the class lecture. The class room looked like a seminar. There were more than 120 students in a single classroom. The teacher used traditional teaching aids such as chalk, duster, blackboard and an English text book. Teaching aids were also not sufficient to give the students practical knowledge and to teach English through CLT approach properly. The class would be more interesting if the teacher had used modern equipments in the class. The teacher is also not introduced with the modern teaching aids. Besides, most of the time they are confined to teaching a specific lesson. According to Littlewood, the teacher is a facilitator of his students' learning. As such he has many roles to fulfill. He is a manager of classroom activities. In this role, one of his major responsibilities is to establish situations that are likely to promote communication. During the activities he acts as an advisor, answering students' question and monitoring their performance. At other times he might be a "co-communicator"- engaging in the communicative activity along with the students. Students are, above all, communicators. But it is unfortunate that very few teachers perform their activities like facilitators or managers. In fact, they do not know how to engage the students in the classroom through

different activities. Most of the teachers even fail to create situations that are likely to promote communication.

### **Perception of Approach**

Likewise, the analysis of the third question seems to suggest that though both the narrow and broad conceptions of the term are clear among the teachers, their perception of the concept is indistinct, because they did not seem to differentiate between the narrower and broader meanings of the CLT approach. Approximately all the teachers use all the methods in their classroom during teaching. No one is confined to a single method. But one interesting thing is found from the interviews that all the teachers still like to teach English language following Grammar Translation method. They think that only CLT approach is not suitable to teach English language. More or less they have to rely on GTM. However, one teacher mentioned, "To avoid outmoded-techniques and methods, I try to combine the techniques of the Grammar Translation method and Direct method to enhance students' fluency and writing skills. Actually, I try to be eclectic in teaching the different sections of the books. I should also say that eclecticism hasn't been successful in teaching language structures in my classes, and that's why I apply certain traditional techniques to teach structures. Most of the time, I give emphasis on reading and writing skill in the classroom. My teaching style is exam oriented. I have limited time frame and within that time I have to finish my syllabus. I tell my students to do practice at home rather than at classroom." From the nineteen participants of my research, eighteen teachers said that they combine several methods in their classroom. Only one renowned English teacher of a school of Dhaka city told me that she uses CLT in her classroom and does not combine them together. Though sometimes she teaches grammar in her class,

she does not combine different methods. My question is that why almost all the teachers mix methods in the classroom. Is it because CLT is not applicable in our country or is it the failure of the teachers? I came to a conclusion for this answer and I found that most of the teachers at the secondary level are not well trained to teach through CLT. When CLT approach is getting popularity among the teachers around the whole world, the opposite thing is happening in our country. Germany, China, even some countries in the Middle East is properly utilizing the CLT approach. Due to lack of proper training the teachers' positive idea about CLT is deteriorating day by day. Even English syllabus has been changed a few times. There is a lot of discussion and even claim which were produced in front of me by the teachers when I was taking the interviews. As I mentioned in the methodology that four were headmasters among my nineteen participants. One of the headmasters claimed that the teachers especially those who have been teaching English for 20 years, they went to a training program arranged by the education ministry in different areas of Bangladesh, to get TA/DA cost from the ministry. They hardly accept any new ideas and approaches in teaching. They are more interested in getting the salary rather than the training. Another headmaster pointed out that Communicative Language Teaching focuses on four skills. The testing system of our country especially at secondary level never covers those four skills. It is known to all that the latest testing system in English has changed according to new syllabus. The question paper is now designed based on CLT approach. Does the question paper cover those four skills? The answer is "No." If the communication is the main focal point in CLT, I will say that the question paper never covers this skill. At present, the exam system covers only writing and reading skills. There is no chance for a student to develop their speaking and listening skills.

Spoken and listening skills are completely ignored. Students need not face any kind of test for these two skills. If we analysis the perception of the teachers and ELT theorists toward CLT, we will see the huge difference between them. Communicative competence refers to the ability to use a language appropriately in different circumstance (English for Today, class 11 & 12, 2001 page-33). Does the teacher teach his/her students in a way so that the students can communicate with others in any situation? The answer is "No." However, we can not blame the teachers for the miserable situation of the students. Actually the testing system is largely responsible for this. Though the syllabus is based on CLT, the testing system is not. The speaking and listening skills are never tested. We will see the fault of testing system of S.S.C if we compare it with the IELTS exam. In IELTS exam every students has to face the individual test for all the four skills but a student of S.S.C is not needed to face all the skills individually in his/her exam. According to William Littlewood, Communicative Language Teaching means systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view (Littlewood, 1981). But the teachers of our country fail to understand this matter. On the other hand "Communicative Language Teaching means the emphasis is on language in use rather than language as structure; hence it concentrates on the spoken form of English. Practice of pronunciation, stress and intonation is a vital component; language is based on real life situations. Hence, the students' communicative competence is the objective, rather than linguistic competence." (Teaching Quality Improvement in Secondary Education Project, Module-1, 2006). In the above quotation it is clear that communication is the main focal point in CLT. But unfortunately the students are not getting chance to develop their fluency though CLT. I think it is the

teachers' responsibility to create an environment where the students will develop their speaking skill. No doubt that some of the teachers encourage their students to speak in English inside the classroom but they feel shy and do not agree to do group study and role play as a result the teachers' attempt become vain. I found one teacher, who said that, her school authority has made it compulsory for the students to face spoken test and if the students do not get minimum marks in spoken test, they will not be promoted in the upper class. As a result the students of her school are very much good at all the skills. They even have their own listening lab where the students practice the listening skill. From the above discussion it can be said that the teachers' perception of CLT approach could be developed if necessary steps are taken on time.

### **Perception of Classroom Problems Regarding CLT**

My last interview question was, "what kinds of problems do the teachers face regarding CLT? What are these?" The analysis of the last question, i.e. the interviews on the problems in the classroom regarding CLT approach, seems to suggest that almost all the teachers were able to give the answer properly. Even they were able to identify almost all the problems regarding CLT. Though, to get their opinions and views, I had to explain what CLT is in details to them. It was very easy for the teachers to describe the problems that they face in the classroom. If we look at a few extracts from the interviews we can understand this: One teacher says, "I am failure to fulfill the requirements of the Communicative Language Teaching in the classroom. It is quite impossible for me to practice listening and speaking skills in the classroom. Sometime I feel boring when I think of practice of spoken English in the classroom. If I make a plan I can not apply it in

the classroom because of short time. There are no facilities for the students to develop listening skill. We have no cassette player even sound systems which are prerequisite for listening. The environment of the classroom is not suitable for CLT.” This extract shows that the teacher has the intention to develop the four skills but due to the lack of proper teaching aids and facilities she can not teach the students properly. Another teacher said, “Yes, I face many problems. For example, I can’t apply to develop listening skill during teaching in the classroom. The class is over crowded because in every class there are almost 70 students. Even I don’t know how I will develop the students’ spoken English. Most of the time, I fail to check what I say my students to practice in the classroom. Sometimes class become out of my control. However, I advise my students to practice all four skills at home.” Here we find that the teacher is frustrated and he faces many problems such as class time, over crowded classroom, lack of teaching aids etc. He also has the intention to develop the students’ four skills but he fails to fulfill the demand. On the other hand there is another excellent opinion regarding CLT. She says, “No, I don’t face any problems because we (including other English teacher of his school) are well-trained and we have all the facilities that we need for CLT for example, we have audio lab in the school. All the students are bound to attend in the listening class. We have made some small groups among students for developing fluency of the students and we guide and encourage them to speak English. We organize open discussion to find out any problems regarding CLT.” The above opinion clearly shows that our idea that we can not solely blame the teachers for not implementing CLT in the classroom. If the teachers can get proper training and facilities, they might be able to implement CLT in the classroom. The teachers also need to be conscious about their responsibilities. According to Larsen-

Freeman, CLT involves being able to use the language appropriate to the given social context. The teacher is a facilitator of his/her students' learning and the most obvious characteristic is that almost everything that is done with a communicative intent. So the teachers must play their role as a facilitator properly; only then the students will be benefited.

### **Perception of Motivation**

Language learning is a very difficult task because it is a continuous process. In fact, learning in general and English language in particular can never remain static rather it is changing its shape continually with the change of time and people. As a result, communicative language teaching and learning has been put forth around the world as the new and innovative way to teach English as a second or foreign language. As I have discussed earlier that motivation is an important factor to learn English language especially in the CLT framework. If the goal of CLT is to communicative competent, it is motivation that can help to achieve the goal properly. In that case the teachers of our country can play a key role in creating motivation among the students. I found from my interviews that very few teachers motivate his/her students to learn English language. As a result, the students do not get interest to learn English language and they even feel scare to learn English language. The teachers do not ensure those activities in the classroom which can create motivation among the students. Motivation relates to engaging students but also includes confidence building. If there is a climate of trust and support in the classroom, then students are more likely to contribute. But most of the teachers failed to create such an environment. One way of developing motivation is to allow pair-checking of answers before open-class checking occurs. Another way is to include an opportunity



for students to discuss a topic in small groups before there is any expectation that they speak in front of the whole class. Very few teachers allow the students pair-checking of answers. Evelyn Doman suggests that "The need for ongoing negotiation during interaction increases the learners' overt participation..." It is this involvement we need to harness and build on. The teachers sometimes even do not allow the students to interact themselves though interaction plays a key role to serve this purpose. This interaction can be done by some activities in the classroom through pair and group work. To have meaningful interaction there is no alternative to pair and group work. There are many things that people do when they join in a group that they are unaware of. In pair and group work, learners have the chance to share their ideas confidently. They feel free when they discuss things with their peers. But this depends on how teachers in the classroom initiate and encourage the students to do the task. However, from my interviews it can be said that the teachers have lack to motivate the students in learning English language.

### **Teachers' overall Perception of CLT**

I directly asked one more question out of my four interview questions to know their perception of CLT. The question was "What is your overall perception towards CLT?" I got three kinds of answers. Thirteen teachers who are teaching at rural area said that their perception is not positive on CLT. It was quite easy for me to accept their perception because I also tried to bring out their perception through the other four questions and the answer which was discussed above, of course, not satisfactory. I also found the similar answer from the two madrasa teachers who are also teaching English at rural madrasa. In fact, their perception is also negative. I got positive answer from the rest of the four

teachers who are teaching English in urban area. Any way some teachers explained why their perceptions were positive. One teacher's opinion is that we live in an age of globalization. The people around the world are traveling from one country to another country everyday for business, trade, commerce and to labor. The world has become like a global village. The process of globalization obviously requires a common language for international communication (English for Today, 2002). English has crossed national borders to reach people who speak other language. English is no longer the unique possession of the British or American or other native-speaker people, but a language that belongs to the world's people. In fact, bilingual and multilingual users of English far outnumber its monolingual native speakers. The teacher's opinion is that CLT is the only approach which can largely contribute to the development of the students' four skills to fulfill the present demand. Another teacher said that CLT is excellent as a method and his logic behind it was that at present no other method can apply if we look at the present demand of the language learning in the real world. He told me a slogan that was "Language for communication." However, there are some opposite opinions on CLT. As I mentioned that I took interview from two Madrasha English teachers and I wanted to know their perception as well. One Madrasha teacher said that CLT is not applicable for the Madrasha students especially at the secondary level. His logic was that for CLT a student needs some basic knowledge. Most of the Madrasha students do not have any basic knowledge of English as a result they can not understand how to answer some questions in the exam. It is not even clear to the teacher as well how he should teach the students some topics like rearrange, table, summary writing, and writing paragraph with given words. These terms are not clear to the teachers therefore they are not able to teach

the students properly. However, it is clear that there are lots of rough ideas about CLT among the teachers. First of all they are not well trained to teach CLT in the classroom. They have already said that the classroom is not suitable for listening and speaking. The overcrowded class is another problem. If the teachers' do not have clear idea about CLT, they will always face problems. Besides, most of the time they design their lesson plans according to their syllabus and they teach the students those items that will come in the exam. As a result their teaching becomes exam oriented rather than to achieve the goal of CLT. Most of the schools are unable to provide teaching materials. Though the teachers encourage their students to practice spoken English, they feel shy. Another important factor is that the English exam system does not cover all the requirements that CLT demands. The examination is held based on reading and writing. There is no way to examine students' listening and spoken skills through the present examination system. As I have mentioned that the attitude of the teachers toward CLT affects the teaching. All the teachers know something about CLT but they have no practical training to implement it in the classroom. It does not mean that all the school teachers are same. Of course there are teachers who teach through CLT very well but the number is very few.

## Chapter-5: Recommendations

This chapter of my dissertation presents recommendations based on the research study. Recommendations from experts are given below:

Teaching Quality Improvement in Secondary Education Project Committee has recommended some solutions. They recommended that English teachers at secondary level do B.Ed. Teaching English is a subject teaching course organized around three major developmental themes in B.Ed. English course. The first theme focuses on supporting trainees to develop a personal awareness relating to the teaching and learning of English based on sound and principled understanding of the pedagogy of language education, the curriculum and the subject itself. The second theme enables trainees to develop knowledge, skills, attitudes, and practices characteristic of teachers functioning effectively in the English language classroom. While the third theme enables trainees to recognize the complexity of teaching and respond to the need for on going personal and professional development both during and after the course by developing the skills and habits of self evaluation through reflective practice. (Source: TQISEP, Secondary Teachers Training, B.Ed. Teaching English, TS-101, publication-2006) *The Daily Prothom Alo* published an investigative report about the students' failure in English at the Secondary level as soon as the S.S.C result in 2007 was published. There were also some recommendations, how to overcome these problems. At first, the government should take some necessary steps to make a number of trained teachers who will be able to follow Communicative Language Teaching properly. Besides, the communicative approach should be introduced in details to the teachers and they must be trained about this approach. Another important issue is that proper environment should be created in

the class room so that all the students can be skilled in all skills. In addition, the importance of communicative English need to be explained to students.

The teachers' recommendations (my participants) are that, the government must recruit at least one expert English teacher at every secondary school. They are absolutely right because I have found that most of the teachers especially at rural areas have no minimum qualification to teach English. Neither can they speak in English nor can they write good English. At present it is difficult for a school authority to get highly qualified English teachers. Sometimes qualified teachers do not agree to teach English at rural schools. No doubt that many factors work behind this. First, they do not have any possibility to get a good salary. Secondly, many English graduates do not like teaching at all. However, the teachers emphasize on teachers' training on CLT approach and all the English teachers must be trained how to teach every single topic in the syllabus. Another important issue is that some teachers complained about administrative corruption. Some of the teachers have bitter experience when they went for a training program on CLT. About all the teachers agreed that first the government should train the teacher about a new approach and then new approach can be introduced. The number of students in a single class should be 40 to 50. The class time for every English class should be extended up to 50 to 60 minutes which is a major factor to implement the CLT activities in the classroom. CLT must be redefined in contest to the socio-economic set up in Bangladesh. Only then the students of our country will be benefited from this approach. There are a number of students almost at every school who are still deprived of the minimum human rights even there are some non governmental schools which can not provide teaching aids, as a result it becomes impossible for them to accept any new approach to teaching. The

teachers' salary must be increased. If we look at teachers' salary of the neighboring country then our idea will be clear. A high school teacher in West Bengal (India) gets minimum fifteen thousand taka salary per month. On the other hand a Bangladeshi non government high school teacher gets six to seven thousand taka salary. Another suggestion was proposed by the teachers that monitoring system should be introduced. The activities of the school teachers must be observed by a group of observers from time to time so that the teachers can not get chance to neglect their duties in the classroom. Sometimes the government and the educators of our country are influenced by the western thinkers and they want to implement western teaching method in our country. It is unfortunate that those intellectuals and educators do not want to understand the real situation of our country. Neither they go to the rural areas nor do they collect data from the field level. As a result when they introduce any new method, they have to face a lot of problems. One of the participants gave me an example, he said, "Within five years English syllabus has been changed two times. First time there was no grammar and second time 40 marks for grammar was introduced." The teacher comments that "present English syllabus is neither CLT nor GTM." To change syllabus frequently is a problem for the teachers as well as the students. So the government and the educators should take proper and long lasting plan for English.

I have come up with the following recommendations based on the evidence gathered from the interviews and observations and relevant documents:

1. Arrange CLT training program for all English teachers
2. Teachers must be well prepared before conducting the class.
3. Supply teaching aids appropriate for CLT.
4. English exam system should be transformed according to CLT.
5. The environment of the classroom must be in favor of CLT.
6. Creating motivation among the students.
7. Arranging extra classes for speaking and listening skills.
8. Government should take long term policy for the implementation of CLT.

## **Chapter-6: Summary and Conclusion**

### **6.1 Summary of the Findings**

The research study has helped me to find answers to the particular research question I had regarding the perceptions and attitudes of the teachers at secondary level in Bangladesh toward CLT. After collecting the data from nineteen high school English teachers through interviews, it has been possible to understand the teachers' perceptions and attitudes towards CLT to some extent.

In case of urban high school English teachers, it can be said that their perceptions and attitudes towards CLT is clear, positive and supportive. The reason behind it is that most of the urban teachers are highly educated and they have English background and they are also getting enough teaching materials. As a result, they can apply CLT approach properly in the classroom. Besides, the students of the urban area do not feel hesitant to do activities such as role play and pair works in the classroom. Sometimes classroom activities are not carried out because of time constraints and the size of the classroom. However, the teachers of the urban areas are more conscious and encourage their students to communicate in the class by making the classroom atmosphere congenial and by allowing the students to speak freely.

In case of rural high school English teachers, it can be said that their perceptions and attitudes towards CLT is not clear and positive though they claim that they appreciate CLT approach for this modern times. The reason behind it is that most of the rural English teachers are not highly educated and most of them have no English background and they are not getting enough teaching materials. Because of their rough idea about CLT they can not apply this approach properly in the classroom. It is true that the rural



teachers have desire and intention to provide the best service to the students if they get proper support from the authority. I think their perceptions and attitudes toward CLT can be transformed into positive if they get proper facilities and proper training and good salary.

In case of secondary Madrasha English teachers, it can be said that their perceptions and attitudes towards CLT is also not clear and positive. The reason behind it is that most of the Madrasha teachers are also not qualified and their English background is not so strong. They blame the students as well as the government. As a result, they can not apply CLT approach properly in the classroom. Even the concept of CLT approach is not clear to them. They neither can understand CLT nor can they teach properly in the classroom.

Finally it can be said that an English language teacher should have the knowledge of the Communicative Language Teaching to create confidence in his/her students. In learning and teaching the English language, motivation is an important factor. Teacher should be very eager to encourage students to view their learning and experience positively. It is teacher's responsibility to motivate students and to create positive attitude towards English Language and be supportive and encouraging to the students. We can not blame our students for their miserable situation in English. If they get good teachers and good facilities obviously they will be able to communicate with the people. However, the government should take some effective steps to create a number of good English teachers and provide teaching aids and train the teachers who are at present teaching English at different schools. I am sure that if necessary steps are taken for the teachers their

perception and attitudes will be changed. Then Communicative English language teaching will be successful.

## **6.2 Limitations**

There have been certain limitations to my research. One of them is that I was unable to collect data from the teachers who are teaching in the schools which are situated in the remote village. If I had collected data from them it would have been clearer to me to understand of their perception of CLT because most of the secondary schools in Bangladesh are situated in the rural areas. Another major limitation was not having adequate time and access too many schools to conduct a questionnaire survey which I believe would have enabled me to generalize my findings. A qualitative study focusing on only nineteen teachers is not enough to generalize results.

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