

Use of Grammar Translation Method in Bangladesh EFL Classrooms

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Use of Grammar Translation Method in Bangladesh EFL Classrooms

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Dedication

I would like to dedicate this paper to the Almighty god and to my beloved parents without whose blessings I would not have come so far.

Acknowledgement

With my gratitude to Almighty Allah, I would first like to thank my thesis advisor Mr. S. M Mohibul Hasan, Lecturer, Department of English and Humanities at BRAC University.

I would also like to thank all of my classmates, participants and those who graced me with suggestions and have helped me a lot to finish my thesis.

Finally, I show my gratitude to my parents who has been supporting me for every success in my life.

Declaration

I, Abdul Halim Biplab, hereby declare that the thesis paper has been done by my self-following research with the title.

I tried to find out whether teachers use Grammar Translation Method or Communicative Teaching in Bangladeshi EFL classroom. The study and subsequent analysis is completely the result of my own work. I have truly and exactly cited all my sources, including books, journals, any articles as well as any other media.

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Abstract

This study examines the present scenario of English teaching in the secondary level of Bangladeshi Bangla medium classroom. All of we know, English has become very important today. But it has been very difficult to Bangladeshi leaners. If you are a teacher of English, your English has to be good, it will be beneficial for the next generation. Bangladeshi leaners are suffering very much, because Bangladeshi teachers do not teach well. So my purpose is to find out exact problems and tries to get solutions for the improvement of Bangladeshi learners. NCTB is telling, English for Today has been written according to the CLT method. The current study wants to find out whether teachers are using CLT methods while they are teaching ‘English For Today’. This study examines teachers teaching strategies or style, which method they are applying in the classroom and how much it is fruitful for students. This paper tries to find out all problems of students and teachers. The participants of this research belong to four schools of Dhaka and one from Tangail district. They are of secondary level students of class nine and ten. 24 closed- questions, open-ended questions, interview questions have been used for teachers and students. Finally, this paper tries to present findings based on the survey.

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Chapter One: Introduction

The aim of the research is to find out the exact method whether it is Grammar Translation Method or Communicative Language Teaching in Bangladeshi Classroom. So this is a very important question for today's in Bangladesh in Bangladeshi classroom. So how does one learn English, the first thing is that the teachers should make the learning of English natural. It should be like our mother tongue. So it should not be like learning a foreign language. Actually, we never learn our mother tongue by learning rules or by looking at the dictionary of Bengali. To start learning English from real life. All the real life English has been included in English For Today. For this a door to door survey has been conducted to reach the real classroom situation meeting the students and their respective teachers with a questionnaire of related questions and a term of interview with a planned format to understand the application of the methodology being given in the classrooms. Questions are formatted with options and spaces to self-opinion for the performance of teaching the books, English For Today and English Grammar, as prescribed by the NCTB (National Curriculum and Textbook Board). At the same time, this is to note that English books prescribed by NCTB for classes VI to X are designed with the concept CLT. So, these books are taken as model to reach the target of this research. In addition, whether the students are following the books or additional guide books is also surveyed to realize the teachers' performance at the classroom.

1.1 Purpose of this study:

Due to globalization, English has become most popular medium for communication, but Bangladeshi students are not able to improve effectively. When we are to communicate with foreigners we need to speak English. So at present we cannot think of communication without English. Bangladeshi students are very much weak particularly in speaking and listening. This

study tries to find out students' problems and tries to show why GTM is not acceptable method for teaching English.

1.2 Central Research Questions:

1. What is the exact method of Bangladeshi classroom?
2. Is that method sound for teaching English?
3. What problems are the students having?

1.3 Significance of this study:

After reading this paper students will be able to realize of how much important communication is. They will be able to know why 'English for Today' is important for learning English. They will also be able to know how to use English for Today properly. They will be able to know how to develop four skills reading, writing, listening and speaking.

1.4 Limitation of the research

Although the researcher has done it very carefully, but it has some limitations and shortcoming.

- First of all, the researcher has conducted in the two secondary level classes like nine and ten.
- For this research, the researcher has taken just 25 minutes for conducting survey questionnaires.
- The researcher has taken just five schools.
- Population of this research is small, the number of students is 100 and the number of teacher is 18.

- The survey might haven't enough questionnaires for judgment.

English for Today

Teaching – Learning Materials

1.5 Instruction of NCTB

You will find here textbooks –based audios as well as listening texts audio which been developed by English in Action in according with the guidelines of NCTB. These audio materials are based on English for Today textbooks and to be used in the classroom so that the students can listen to the audios and perform some activities as well.

- The classroom audios are audio version of dialogues, stories, poem, passages, and listening texts of English for Today from class 6 to 10. These audio are to be used in the classroom.
- The audio files have the same names as lessons of English for Today (EFT) textbook. For example: For the audio of class 7, unit 2, lesson 1, Activity A. The audio will be C7U2L01A.

Using audio in the classroom.

- Great well prepared before using any audio in the classroom.
- Think
- Which lesson you are going to do
- Which you are using audio
- When you are giving pause in the audio

Before playing the audio with the students prepare your students to listen to the audio.

Some good preparatory activities are:

- Give some clues of what they are going to listen in the audio
- Let the students discuss the textbook pictures (if any) related to the audio,
- Elicit / explain the meaning of unknown /difficult words or phrase in the audio.

Some important points to be taken into account carefully:

- Of course, check students' understanding after playing the audio time.
- If required, play the audio more than once.
- Use gestures during songs or poems for effective learning.
- You can pause after each line or stanza to check students' understanding.
- Ensure students' proper sitting arrangement and textbook for doing any 'listening text' exercise from the EFT by using audio.

ENGLISH FOR TODAY

Classes Nine –Ten

Preface

In the era of globalization, English is one of the most powerful tools for pursuing higher studies, using technology, inter-cultural and inter –personal communities, and job markets at home and abroad. The curriculum makes it explicit that language learning will be graded and contents will reflect real life situations as the ultimate purpose of language learning is to communicate. The English for Today textbooks have been developed to help students attain competency in all four

language skills, i.e. listening, speaking, reading and writing. The contents and illustrations of this textbook have been developed in order to suit the learners' age and cognitive level.

Professor Narayan Chandra Saha

Chairman

National Curriculum and Textbook Board, Bangladesh

Unit one, is it CLT?

Learning outcomes

Narrate incident- means speaking

Participate –means conversation and oral speaking

Listen to and understand others- listening

Describing something in writing- writing

Page 2

Lesson 1: Can you live alone?

A Look at this pictures below and discussion in pairs the following question and suggestion.

1. Can you live alone in a house?
2. Make a list of the problems you think you will have if you live alone in a house, e.g.
having accidents, feeling lonely, etc.

B Read the story and answer the questions that follow

Long ago.....

Page 3

C Close your book and answer the question. What five things did the young man do in the jungle? Now divide into group of five. Tell me the story to the groups sequentially.

Page 3

D Answer the flowing in pairs questions. First discuss in pairs, then write the answers individually.

Page 5

F Discuss in pairs and write the answer to the following question:

What can we do at home and in the locality to become to become good citizens?

Page 8

E discuss in groups. Write how K S A can be shown in the following topics:

Orsaline

Debate

E-mail

Lesson 3: Good character

A Ask and answer these questions in pairs?

1. What do you understand by character?

B Listen to the Audio and answer the following questions.

Listening text 1

Chapter 2: Literature Review

2.0. Defining Grammar Translation Method

Richards, Plant and, Weber (1985) “A method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities... A typical lesson would consist of the presentation of grammatical rule, a study of lists of vocabulary, and a translation exercise. Because the Grammar Translation Method emphasizes reading rather than the ability to communicate in a language there was a reaction to it in the 19th century, and there was the later a greater emphasis on the teaching of spoken language” (p. 125)

2.1. Techniques of GTM

According to Murcia (1979) the characteristics of GTM include instruction using the L1, use of standalone and potentially unrelated words, explanation of rules, structural focus in vocabulary teaching, decontextualized teaching of form, (Indonesian EFL Journal, 2015, p. 175). Now regarding the techniques of GTM, Freeman (2000) listed some points including translation from L1 into L2 and the separate study of vocabulary and grammatical.

2.1.1 Reading comprehension questions (finding information in a text)

Freeman (2000) described that after reading the passage, students write answers from the passage, first group of question has information within the reading passage. The second group of questions will ask students to write based on their understanding of the passage. They will have to answer questions even though the answers are not contained in the passage. The third group of questions will ask students to write answer from their own experience (p. 19).

2.1.2 Antonyms, synonyms, (finding antonyms and synonyms for words or sets of words)

Freeman (2000) explained here students are asked to find out antonyms in the reading passage, they also asked to find out synonyms from the passage (p. 19)

2.1.2 Cognates

Students are taught to recognize cognates Freeman (2000) repo (p. 20)

2.1.3 Deductive application of rule

Freeman (2000) observed that when students are presented Grammar rules with examples, they understand the rule better and then they can successfully apply the rules elsewhere (p. 20).

2.1.4 Fill in the gaps (filling in gaps in sentences with new words or items of a particular grammar)

Students are given some sentences with some words missing. Then they are asked to fill in the blanks with their own words (p. 20).

2.1.5 Memorization (memorizing vocabulary lists or grammatical rules)

Students are given huge vocabulary lists to memorizes them, they also memorize grammatical rules (p. 20)

2.1.6 Use words to complete sentences (students create sentences to illustrate that they know the Meaning and use of new words) When students understand the meaning then they are asked to write some sentence (p. 20).

2.2 Principles and Characteristics of GTM

Freeman (2000) explained that the basic purpose of GTM is to be able to read literature and students are asked to translate from one language to another language. Those who are able to translate are called successful language learners. The fundamental purpose is to develop reading

and writing. And there is little attention given to speaking and writing and there is no importance on pronunciation. The classroom is mostly teacher-centered. Students learn new vocabularies from new passages. Similar opportunities are given through the target language. Students are given with examples and also learn verbs, conjugation and other grammatical rules (p. 14).

According to Murcia (1979) there are some characteristics of this method that the writer will mention as follows.

The teachers conduct classes in the first language have isolated vocabulary lists and also detailed explanation about the structure of grammar. And after rule explanation, when the students are given different texts, which give an opportunity to them to use the language that they learnt in the classroom (as cited in Indonesian EFL Journal, 2015, p. 175).

Richards and Rodgers (1986, 3-4) sum up the principal characteristics of Grammar Translation Method:

GTM gives importance on reading and writing whereas little or no attention in speaking. Memorization and translation are the medium for learning a language. Accuracy is emphasized throughout the method. Method is used for instruction (as cited in Human Journal, 2015, vol:1)

2.3 Advantage of GTM

Many schools are still using GTM with large number of students. It is a teacher –centered classroom and it's cost effective and appropriate. The main technique is translation into learners' L1, along with accuracy. It removes the possibility of any misunderstanding and misinterpretation. It saves a lot of time through translation from one language into another the meaning, words and

phrases of the target language is easy to explain. Even those who are not fluent in L2 teach through this method (teaching English)

Gupto has explained that Grammar Translation Method is useful in which there are large number of students and is also effective where students of various levels, very intelligent and some not very intelligent. It does not take too much time to help the average and below average students understand the language (2016).

2.3.1 Reduced Teacher Stress (Advantage)

Gorski reported that GTM allows less teachers' involvement. Class activities or learning games are rarely important because students translate text to another language. GT method reduces communication between students and learners (n.d).

2.4 Disadvantage of GTM

2.4.1 Unnatural and Inaccurate Pronunciation (Disadvantage)

Children first learn how to speak then they learn how to write and read. In the GT method, this natural learning is reversed. Learners only learn how to write or read. Only grammar and sentence structure cannot adequately prepare them for realistic conversation, as no emphasis is given to spoken language in the GTM approach. Sometimes translation may be difficult and may not be accurate, because it is not possible to simply translate one word or phrase accurately to another language (Gorski, n.d)

2.5 Defining Communicative Language Teaching

Richards, Platt, and Weber (1985) have explained that “an approach to foreign or second language teaching which emphasizes that the goal of language learning is COMMUNICATIVE COMPETENCE” (p. 48).

It has been developed by British Linguists to reduce grammar-based approach such as the aural-oral approach. The following is achieved through teaching.

- (a) It shows different kinds of functions such as requesting, describing, expressing, likes, and dislikes etc.
- (b) It is an interaction between categories/forms in most language that follows time, duration, quantity, agent, instrument, place etc.
- (c) This also talks about communication, using language appropriately in different kinds of tasks, like solving puzzles, to get information and also social interaction with other people.

CLT according to Littlewood (1981:1) is a process that emphasizes on functional and structural matters of language to let the learners work in pairs or groups sharing the ideas and vocabularies to solve problems (as cited in Richards & Rodgers, 1986, p. 155).

Howatt, however, introduced a definition with a strong and weak version. According to Howatt an opportunity that allows an English learner the purpose of communication as situation demands i.e. characteristically in a greater way e.g. application of language for communication and stimulation of the development of language system(as cited in Richards & Rodgers, 1986, 155).

2.6 Characteristics of Communitive Language Teaching

Finocchiaro and Brumfit (1983) have explained that, for language learners, CLT is paramount, its basic premise is contextualized instruction and learning that helps learners' learning

through effective communication. Finally, CLT enables dialogues through communicative function of creativity (as cited in Richards & Rodgers, 1986, p. 156).

According to Richards & Rodgers (1986) we express our feelings through language and its primary purpose is interaction and communication (p. 161). CLT deals with the development of communication which is possible through various patterns of language-related problems and the instructions to solve the problems that learners have (p. 158).

2.7 Approach

2.7.1 Theory of language

The Communicative Approach in language the ability to learn a natural language and also a relationship between language and thoughts. “The goal of language teaching is to develop what Hymes (1972) referred to as “communicative competence.” The communicative competence is the ability of how to work with a language and understand it in many aspects. He also refers to get conversational fluency and the effectiveness of communication approach.

Chomsky said, “Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, with knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristics) in applying his knowledge of the language in actual performance” (as cited in Richards & Rodgers, 1986, p. 158)

Widdowson presented a relationship between linguist system and its communicative values in text and discourse. He basically focused on the communication acts underling the ability to use language for different purposes (as cited in Richards & Rodgers, 1986, p. 160)

“A more pedagogically influence analysis of communicative competence is found in Canale and Swain (1980), in which four dimensions of communicative competence are identified: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence” (as cited in Richards & Rodgers, 1986, p. 160)

Littlewood (1981) has presented “distinguishes between “functional communication activities” and “social interaction activities” as major activity types in Communicative Language Teaching”. Functional communication activities include such tasks as learners comparing sets of pictures and noting similarities and differences; working out a likely sequence of events in a set of pictures; discovering missing features in a map or picture; one learner communicating behind a screen to another learner and giving instructions on how to draw a picture or shape, or how to complete a map; following directions; and solving problems from shared clues. Social interaction activities include conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations, and debates (as cited in Richards & Rodgers, 1986, p. 166)

2.8 Learner roles

CLT emphasizes on the process of communication rather than the mastery of language. Breen and Candlin have described the learner’s role within CLT in the following terms

“The role of learner as negotiator – between the self, the learning process within the group and within the classroom procedures and activities which the group undertakes (as cited in Richards & Rodgers, 1986, p. 166)

2.9 Teacher roles

Several roles for teachers in Communicative language teaching

Breen and Candlin have described teacher roles in the following terms

The teachers have main roles one is to facilitate the communication process between all participant in the classroom and various activities and texts between these participants. The second is independent participant within learning group (as cited in Richards & Rodgers, 1986, p. 167)

2.10 Needs analysis

According to Richards & Rodgers (1986) The CLT teacher finds learner's language needs, which can be done informally or personally step by step with students (p. 167).

2.11 Techniques in CLT

2.11.1 Counselor

CLT teachers work as a counselor. Here the teacher's counselor seek to maximize the meshing of speaking intention and hearer interpretation, through the use of paraphrase, confirmation and feedback (p. 168).

2.11.2 Group process manager

CLT teachers should make the classroom as a setting for communication and communicative activities. Teachers work as a guide for classroom practice. They organize the classroom very effectively (e.g., Littlewood 1981; Finocchiaro and Brumfit 1983) (as cited in Richards & Rodgers, 1986, p. 168).

Porter (1983) noted "the focus on fluency and comprehensibility in Communicative Language Teaching may cause anxiety among teachers accustomed to seeing error suppression and correction as the major instructional responsibility, and who see their primary function as

preparing learners to take standardized or other kinds of tests” (as cited in Richards & Rodgers, 1986, p. 168)

2.11.3 The role of instructional materials

A wide variety of materials Richards & Rodgers (1986) have given importance on instructional materials such as contemporary methodologies, community language and quality of classroom interaction and language use. Therefore CLT materials primarily promote communicative language use (p. 168).

2.11.4 Text –based material

Morrow and Johnson’s *Communicate* (1979) have given importance the usual dialogues, drills, or sentence fragments to initiate conversation” (as cited in Richards & Rodgers, 1986, p. 169).

2.11.5 Task –based material

A variety of games, role plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching classes. These typically are in the form of one-of-a-kind items: exercise handbooks, cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets. In pair communication materials, there are typically two sets of materials for a pair of students, each set containing different kinds of information (Richards & Rodgers, 1986, p. 169).

2.11.6 Realia

According to Richards & Rodgers (1986) many proponents of Communicative Language Teaching have advocated the use of “authentic” “from-life” materials in the classroom. These

might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts. Different kinds of objects can be used to support communicative exercise, such as a plastic model to assemble from directions (p. 170)

2.11.7 Role play

It involves giving the learner roles and assigning an objective to be accomplished. For example, student A may play the role of a writer in a restaurant and student B may order food and drink.

2.12 Advantages of CLT

Richards (2006) has talked about a lot of advantages for teaching English as a foreign/second language using CLT. Actually CLT emphasizes on a task-oriented students practice, it gives students comprehensive use of English language. CLT improves learners' ability to use English by themselves in the target language. The aim of CLT is communicative competence which helps the learners to use the language in a communicative situation in real-life communication. Harmer has explained "[CLT] brings the real life situation of the native English into classroom activities such as role-play and simulation". Brown (2001) has explained CLT classes are learner-centered, which is why the learners have to achieve communicative skills.

CLT simulates real life context, and provides students with comprehensive use of English language. Actually CLT focuses on language and grammatical accuracy (teaching English).

2.13 Disadvantages of CLT

CLT is not applicable in every large class. Those who have low levels of proficiency in the language may find it difficult to participate in oral communicative activities. CLT may not be

appropriate in EFL classroom. CLT has been criticized for the challenge it has for the teachers. The teacher alone should prepare motivating and creative materials so that every learner gets involved in the process of learning. Besides, she/he has to decide about the right time to provide feedback, which is really demanding, especially in a big class (teaching English).

2.14 Communicative language teaching in Bangladesh

In the year 2001, Bangladeshi secondary and higher English course underwent a reform. The principal goal was to purpose a shift away from the long established grammar translation curriculum practice toward teaching for communicative competence (Rahim & Karim, 2015). According to Wittgenslein, the English language is learnt in Bangladesh as a foreign or sometimes second language. The most common reason for this is that it bring empowerment and opportunities in life (as cited in Harun, 2015)

Chapter Three: Research Methodology

3.0 Research design

This chapter describes the design and procedure of collecting data for this research. In this chapter I will describe nature of research, delimitation of the study, population of research, and sample of population, sampling method, and instrument of data collecting, method of data analysis.

3.1 Nature of research (qualitative vs quantitative)

3.1.1 Qualitative research

Qualitative research (Punch, 1998, p.4) is empirical research where the data are not in the form of numbers (McLeod, 2008). It is multi method in focus involving an interpretive, naturalistic approach to its subject matter (Denzin and Lincoln, 1998, p.2). This means that qualitative research study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them (McLeod, 2008).

The research employed several methods for collecting empirical materials, ranging from interviews to direct observation, to the analysis of artifacts, documents and cultural records, to the use of visual materials or personal experience (McLeod, 2008).

A good example of a qualitative research method would be in-depth interviews which generate qualitative data through the use of open-ended questionnaire (Saul McLeod). This allows the respondents to talk in some depth, choosing their own words. This helps the researcher develop a real sense of a person's understanding of a situation (2008).

3.1.2 Quantitative Research

Quantitative research gathers data in a numerical form which can be put into categories, or in unit of measurement. This type of data can be used to construct group's tables of raw data.

Quantitative researchers aims to establish general laws of behaviour and phenomenon across different settings/ contexts. Research is used to test a theory and ultimately support or reject it.

It uses a ranging scale, or closed questions or questionnaire would generate quantitative data as these produce either numerical data or data that can be put into categories (e.g., "yes" "no" answer). As a researcher I have used qualitative and quantitative research in my thesis. Why I have chosen given below.

I have used open-ended questionnaires and interviews questions for getting profound information for them. I have tried to get the deepest information from them. For my research I have interviewed some teachers why Bangladeshi students are not getting proper environment for improving their English particular in speaking, listening and writing. As a researcher I have unstructured interviews which has helped me open opinion from them. As a result, the participation have talked without fear and has given some depth information, and has chosen their own words. Therefore, it has helped me to explain depth information to increase my dissertation.

As a research, I have also used closed questions that means the participations have choice for selecting their answer. I have used closed questionnaires and teachers. So closed questions method belong to quantitative research.

3.2 Limitation of the study

This survey is done on current methodologies of teaching and learning English in Bangladesh. The study aims at acquisition of English of the students of Government and private

schools of Dhaka and other districts. These students belong to some renowned schools of Dhaka and Tangail districts. Other than the students, some teachers of the same schools have also participated in this survey. In the data paper (Questionnaire), open ended question, target answer question (closed question), interview are added for a detail understanding. The data is tabled below:

Table 3.1

S/N	Name of educational zone	Name of School
1	Asad Avenue, Mohammadpur	St. Joseph Higher Second School
2	Iqbal Road, Mohammadpur	Mohammadpur Preparatory School and College
3	Hazaribag	Gojmohal High Schools
4	Manik Mia Avenue	Rajdhani High School
5	Tangail	Singuria High School

3.3 Population of the study

For this research, the target population to include the English teachers' and secondary level school in Dhaka and outside Dhaka.

In this study, the approachable population consisted some English teachers and students in the 5 educational zones of Dhaka and outside of Dhaka at the secondary school level education. Table 3 below presents a record of the number of the teachers and students.

Table 3.2: The population of the English teachers and students in the

Educational zone of Dhaka and outside of Dhaka.

S/N	Name of institution	Number of students participated	Number of teachers participated
1	St. Joseph Higher Secondary School	20	4
2	Mahammadpur Preparatory School and College	14	7
3	Rajdhani High School	20	3
4	Gojmohal High School	26	2
5	Singuria High School	20	2
	Total	100	18

3.4 Sample of the population

Papers are included herewith.

3.5 Sampling method

“The target population (Saul McLeod) has said is the total group of individual from which the sample might be drawn” (McLeod, 2014)

“A sample is the (Saul McLeod) has said group of people who take part in the investigation. The people who take part are referred to as ‘participants’” (McLeod, 2014)

3.5.1 Stratified sampling:

The researcher identifies the different types of people that make up the target population and works out the proportions needed for the sample to be representatives. (McLeod, 2014)

For this research, a stratified random sampling procedure has been used for selecting the participation in this study. A casual data collecting procedure has been used for teachers, since the teachers have taken time for answering the questions.

Chooses subject in a systematic (i.e. orderly/logical) way from the target population, like every nth participant on a list of numbers. A formal data collecting procedure has been used for students during their English class.

A formal sampling techniques has been used to select 100 students to get exact answer from them. On the other hand, 18 English teachers have been selected from some educational zones of Dhaka to get proper answers from them.

3.6 Instrument for data collection

For this research, the researcher has designed closed question, open ended questionnaires, and interview as an instrument for data collection. The secondary level students were given some questionnaires for data collection. By these questionnaires the researcher wanted to get present scenario of English teaching. There were some multiple choice type questionnaires for English teachers. By these questionnaires the researcher wanted to get teachers' teaching strategy or style. The researcher wanted to get students' problems and solutions by asking open ended questionnaires.

These questionnaires is related to methodology and materials for English teaching and problems of teaching and learning as well as probable steps that could be adopted to increase English leaching in Bangladesh that were asked during the interview.

3.7 Method of data analysis

Various kinds of rating scales have been developed to measure attitudes directly (i.e. the person knows their attitude is being studied). The most widely used is the Likert Scale.

A Likert-type scale assumes that the strength/ intensity of experience is linear, i.e. on a continuum from strongly agree to strongly disagree, and makes the assumption that attitudes can be measured. Respondent may be offered a choice of five to seven or more pre-coded responses with the neutral point being neither agree nor disagree.

In its final form, the Likert Scale is a five (or seven) point scale which is used to allow the individual to express how much they agree or disagree with a particular statement.

The data has been collected from the field. For this research I have taken four point scale.

The response in the instruments are weighted as shown below

Strongly agree	Agree	Disagree	Strongly disagree
Points 4	Points 3	Pints 2	Points 1

Chapter 4: Data Analysis and Presentation

SURVEY A:

This chapter presents the findings and presentation from teachers and students' survey.

From the 100 students that participated, the results are shown below:

Question 1: Does the teacher tell you to memorize the grammatical rules?

Opinion	100%
Strongly agree	40%
Agree	42%
Disagree	17%
Strongly disagree	1%

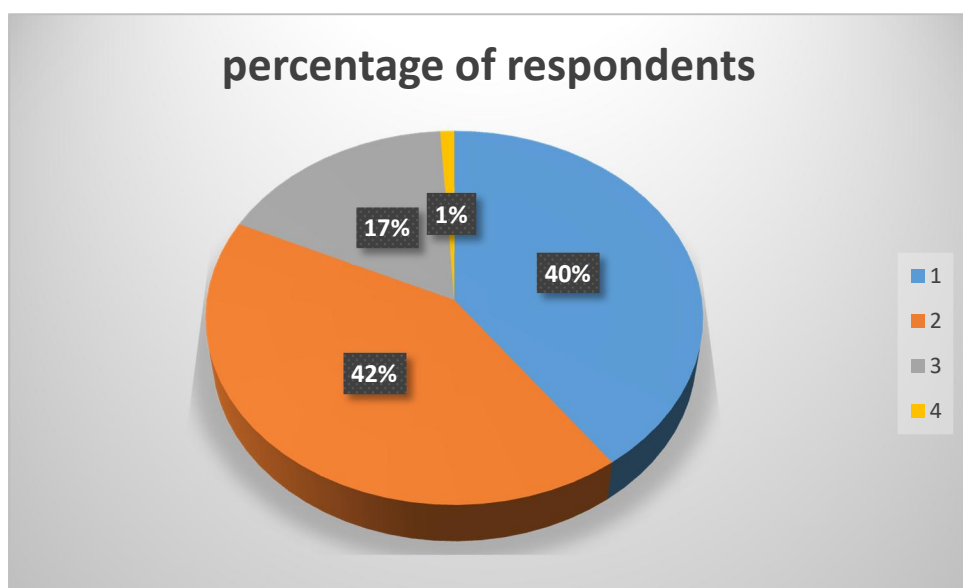


Figure 4.1.1

As the question was asked to 100 respondents, the findings show a high percentage of 40% from the total number of respondents has strongly agree admitted that they are still told to memorize grammatical rules. And 42% respondents have agreed that to learn English they are memorizing grammatical rules. So this is a most killing question that teacher are still using Grammar translation Method. From the findings, barely 17% Of the total respondents have disagreed using grammatical rules. And there is a percentage of 1% of the participants that strongly disagreed to using grammatical rules.

Question 2: Does the teacher translate whole text word to word?

Opinion	Percentage %
Strongly agree	46%
Agree	31%
Disagree	19%
Strongly disagree	4%

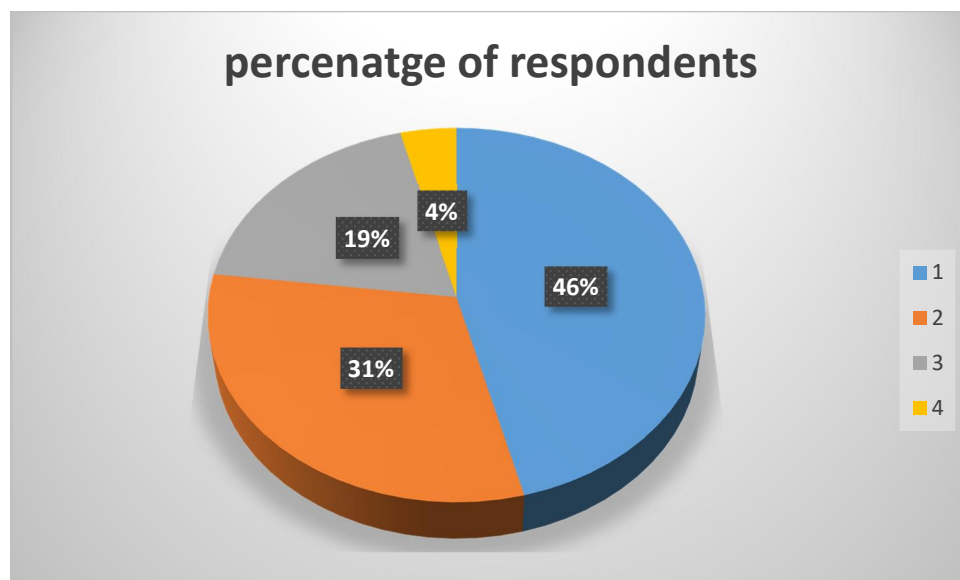


Figure 4.1.2

From the 100 respondents, the findings show a high percentage of 46% from the total number of respondents has strongly agreed that the teacher translate whole text word for word. This question proves that translating whole text word for word means using Grammar Translation Method. And 31% respondents have agreed that the teachers are still translating whole text word for word. From the finding, hardly 19% of the total respondents have disagreed to translating whole text word for word. As there is a percentage of 4% of the respondents have strongly disagreed to translating whole text word for word.

Question 3: Are you given enormous vocabulary lists in the classroom?

Opinion	Percentage %
Strongly agree	34%
Agree	45%

Disagree	17%
Strongly disagree	4 %

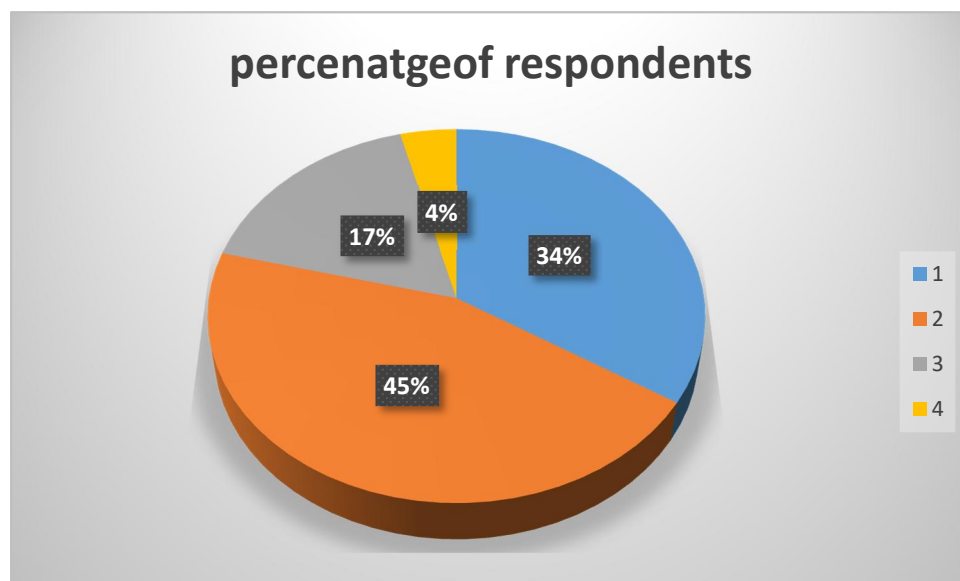


Figure 4.1.3

As the question was asked to 100 respondents, the findings show that 34% from the total number of respondents has strongly agreed that they are being given enormous vocabulary lists in the classroom. As a result they are memorizing vocabulary without understanding the situation. So it means they are using old method for teaching English. So giving enormous vocabulary means following Grammar Translation Method in the classroom. And 45% respondents have agreed that they are given enormous vocabulary lists in the classroom. From the findings, scarcely 17% of the total respondents have disagreed about using vocabulary. 4% from the participants have strongly disagreed about enormous vocabulary lists in the class.

Question 4: Does the teacher conduct the class in the native language?

Opinion	Percentage%
Strongly agree	33%
Agree	44%
Disagree	19%
Strongly disagree	4%

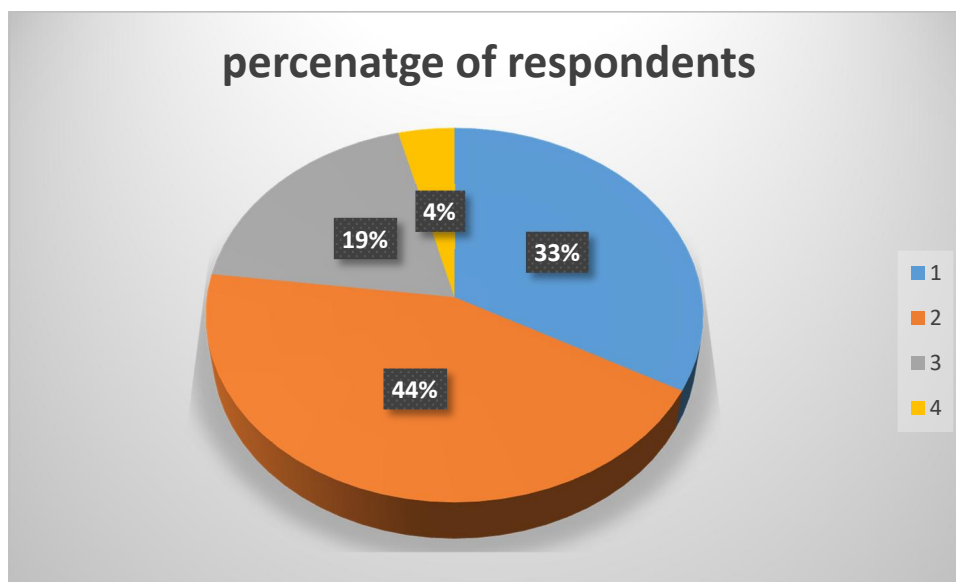


Figure 4.1.4

One of the important was asked to 100 respondents, the findings show a high percentage of 33% from the total respondents has strongly agreed that the teachers conducts the class in the native language. And 44% respondents have agreed that the English teacher conducts the class in the native language. So using mother tongue in the class means following Grammar Translation Method in class. It is known to all that Communicative Language Teaching does not follow mother

tongue in classroom. From the finding, barely 19% of the total respondents have disagreed that teachers does not conduct the class in the native language. As there is a percentage of 4% of the participants have strongly disagreed about conducting the class in the native language.

Question 5: What do you improve from English class?

Opinion	Percentage%
Writing, reading	53%
Speaking, listening	12%
Writing, speaking	32%
Reading, listening	3%

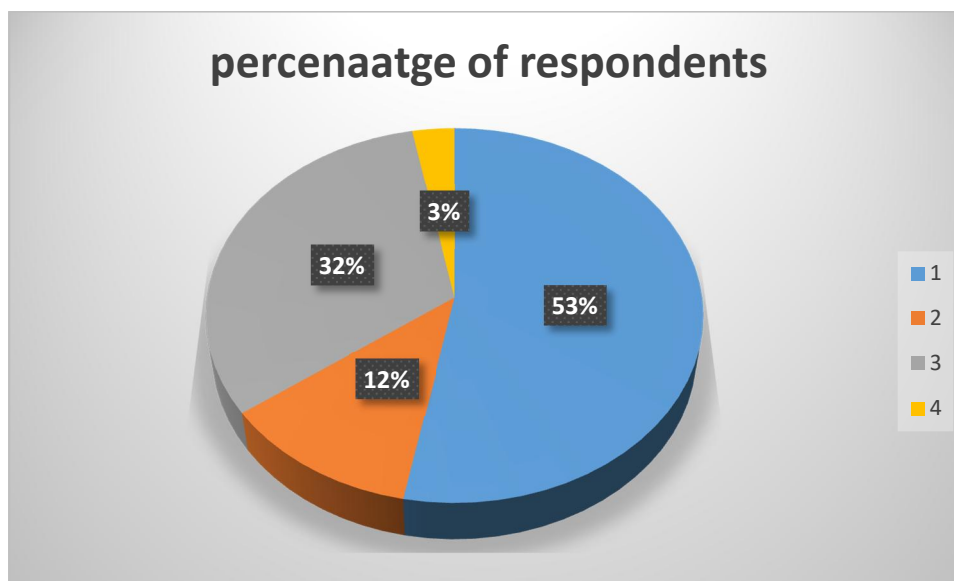


Figure 4.1.5

From the 100 respondents, the finding show a high percentage of 53% has from the total number of respondents has admitted that they are improving reading and writing from English class. And

12% students have admitted that they are improving speaking and listening. The finding show that 32% students are improving writing and speaking. So improving writing and reading means this class based on grammar. Only GTM class improves students writing and reading. As there is a percentage of only 3% are improving reading and listening.

Question 6: What types of activities do you do in the classroom?

Opinion	Percentage%
Reading practice	22%
Writing practice	25%
Comprehension practice	26%
Rules practice	27%

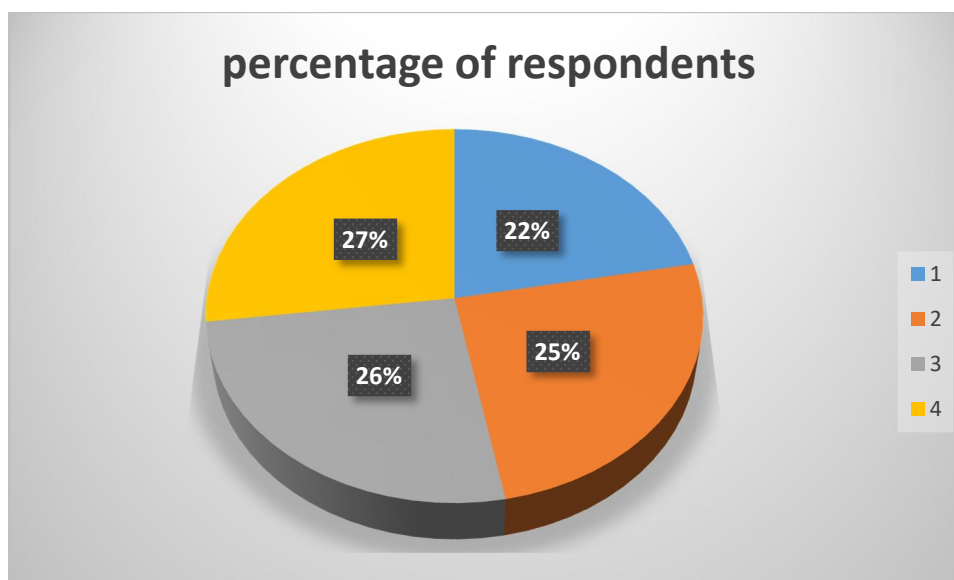


Figure 4.1.6

The pie chart represents that 22% from the total number of respondent has reading practicing in the class. And 25% respondents have writing practicing in the class. Besides, 26% respondents have comprehension practicing in the classroom. On the other hand, 27% respondents have rules practicing in the classroom. So reading, writing, comprehension and rules practicing follow Grammar Translation Method in the class. Although English For Today has been written according to the CLT method that means real –life English. So they are not following this method for teaching English.

Question 7: Are you improving listening or speaking from English classroom?

Opinion	Percentage%
Strongly agree	31%
Agree	43%%
Disagree	24%
Strongly disagree	2%

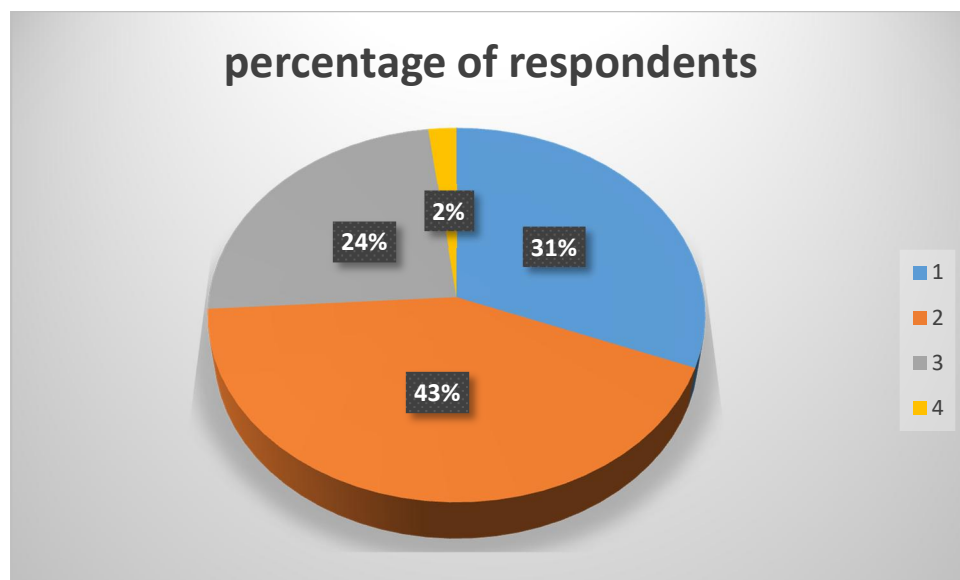


Figure 4.1.7

The pie chart represents that 37% from the total number of respondent has strongly agreed that they are listening or speaking from English class. But it is believed that the primary skill is to be developed are reading and writing. Besides, little attention is given to almost none to pronunciation. It is noticed, maximum schools almost do not have listening practice tools. And learners' response prove that they feel difficulty in speaking and listening. And 24% respondents have agreed that they are improving listening and speaking from class. So improving listening or speaking from GTM class is very difficult. 24% respondents have disagreed that they do not improving listening or speaking from English class. As there is a percentage 2% respondents have strongly disagreed that they are not improving listening or speaking from English class.

Question 8: Does this class help you to communicate?

Opinion	Percentage%

Strongly agree	40%
agree	42%
disagree	17%
Strongly disagree	1%

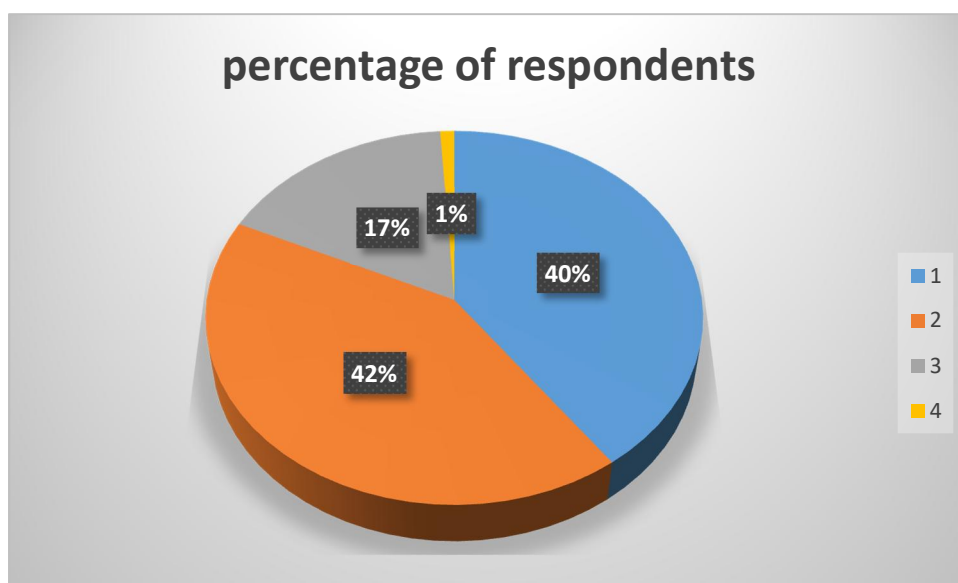


Figure 4.1.8

According to the right side pie chart shows that 42% from the total number of respondent has agreed that this class help them to communicate. But they are very weak in speaking, so it is somewhat difficult for them to communicate. But it is believed that GT classes do not help the leaners to communicate, because they do not learn real life English from GT class. Learning is done through attention to similarities between the target language and native language. They learn reading and writing from GT class. They do not pay much attention in communication. On the other hand, students learn real life communication from CLT class. Their main purpose is to communicate with other people. Besides, 42% respondents have agreed that this class helps them

to communicate. And 17% respondents have disagreed that this class does not help them to communicate. As there is a percentage only 1% respondents has strongly disagreed that this class does not help them to communicate.

Question 9: Do you have teacher- students' activities in the classroom?

Opinion	Percentage%
Strongly agree	18%
Agree	38%
Disagree	29%
Strongly disagree	15%

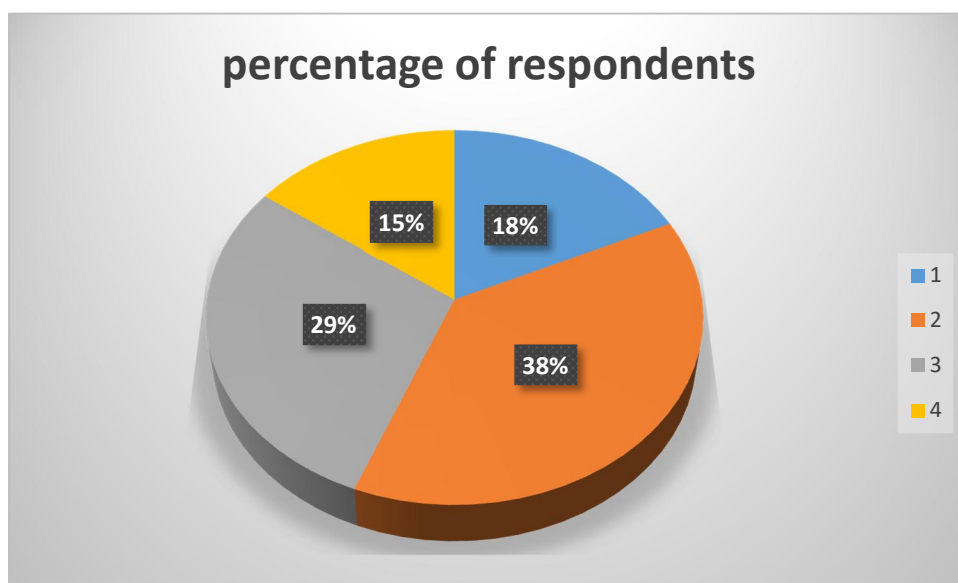


Figure 4.1.9

As the question was asked to 100 respondents, the finding show 18% from the total number of respondents has strongly agreed that they have teacher- students' activities in the classroom. Besides, 38% students have agreed that they have teacher- activities' activities in the classroom. From the findings, 29% students have disagreed that they do not have teacher- students' activities in the classroom. And there is a percentage of 15% respondents have strongly disagreed that they do not have teachers- students' activities in the classroom.

Question 10: Does teacher talk maximum in the class?

Opinion	Percentage%
Strongly agree	47%
Agree	38%
Disagree	15%
Strongly disagree	0%

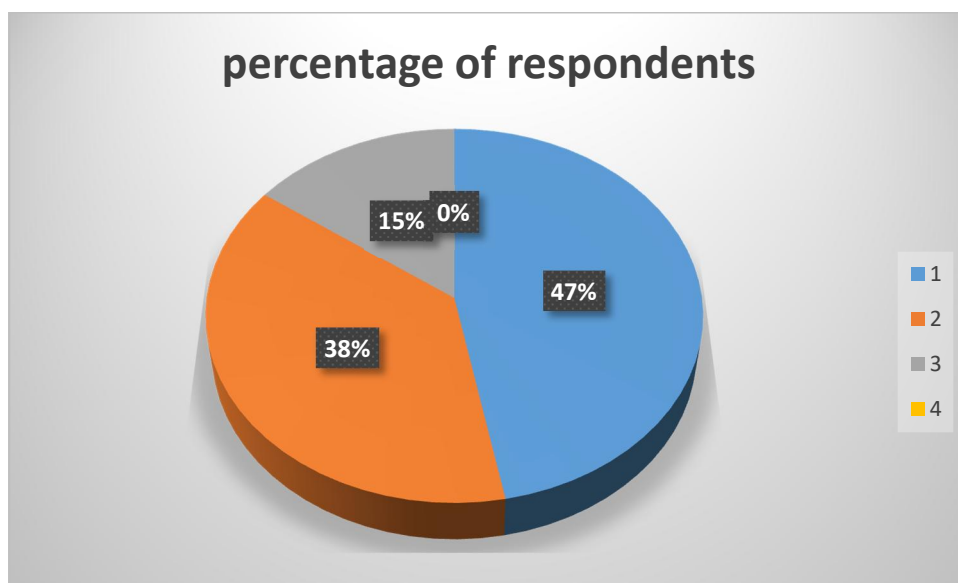


Figure 4.1.10

From 100 respondents the findings show a high percentage of 47% from the total number of respondents has strongly agreed that teachers talk maximum in the class. 38% respondents have agreed that teachers talk maximum in the class. It is known to all that CLT teachers do not talk maximum in the class. In GTM class, teachers is the head in the class. That is why teachers talk maximum in the class. So it one of the characteristics of Grammar Translation Method. From the findings, barely 20% of the total respondents have disagreed that teachers do not talk maximum in the class. And there is a percentage of 0% respondents have strongly disagreed that teachers do not talk maximum in the class.

Question 11: Do you think all the communication skills are improving from English class?

Opinion	Percentage %
Strongly agree	8%
agree	30%
disagree	50%
Strongly disagree	12%

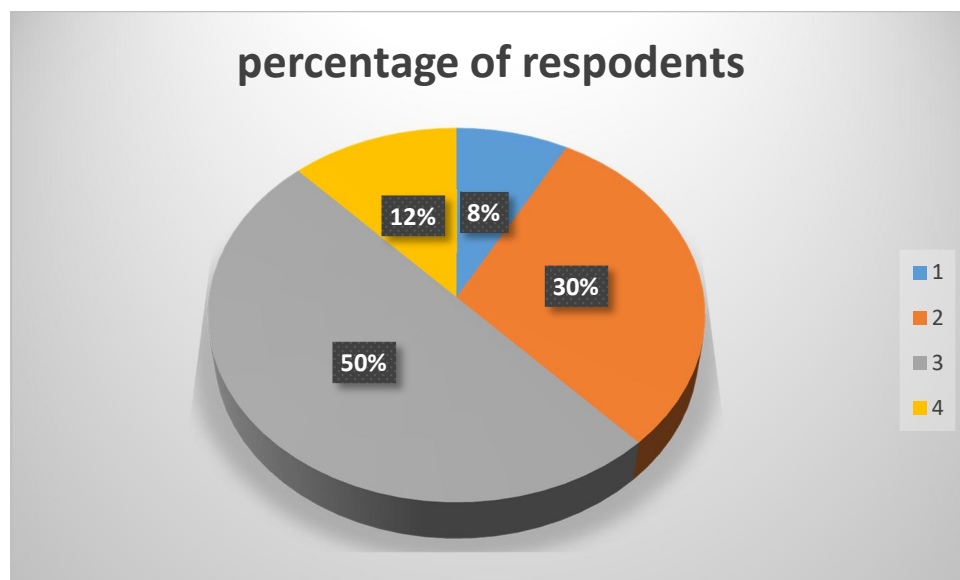


Figure 4.1.11

From 100 respondents, the findings show hardly 8% from the total number of the total number of respondents has strongly agreed that they are thinking all the communication skills improving from English class. Also 30% respondents have agreed that they are thinking all the communication skills are improving from English class. So response proves that reading and writing only help them to improve from class. From the findings, a high percentage of 50% of the total respondents have disagreed that they are thinking reading, writing, listening and speaking are not improving from English class. Besides, there is a percentage of 12% of the participants have strongly disagreed that they are not improving all communication skill from English class.

Question 12: Do you have students – students' activities in the class?

Opinion	Percentage%
Strongly agree	14%

agree	25%
disagree	48%
Strongly disagree	13%

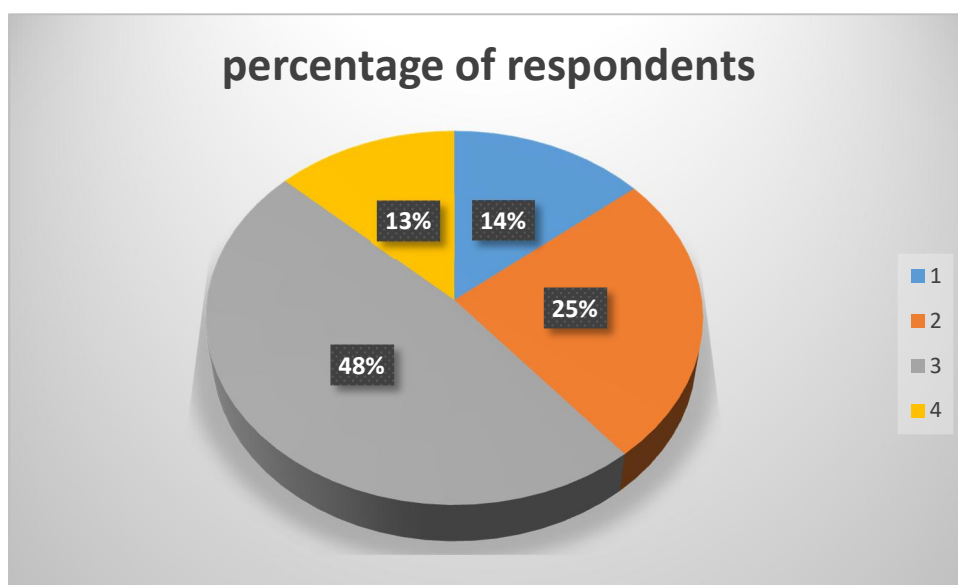


Figure 4.1.12

Based on the graph shown the only 14% from the total number of respondent has strongly agreed that they have students- students' activities in the class. But GT class does not pay much attention in students –students' in the class. In GT class teacher is the head, and he/she talks maximum time in the class. They learn reading and writing from the class. They learn grammatical rules and practice in the class. As a result they do not need group work. And 25% respondents have agreed that they have students –students' activities in the class. On the other hand a high percentage of 48% respondents have disagreed that they do not have students –students' activities in the class. And 13% respondents have strongly agreed that they do not have students –students' activities in the class.

Question 13: Does the teacher correct your errors?

Opinion	Percentage%
Strongly agree	60%
agree	32%
disagree	7 %
Strongly disagree	1 %

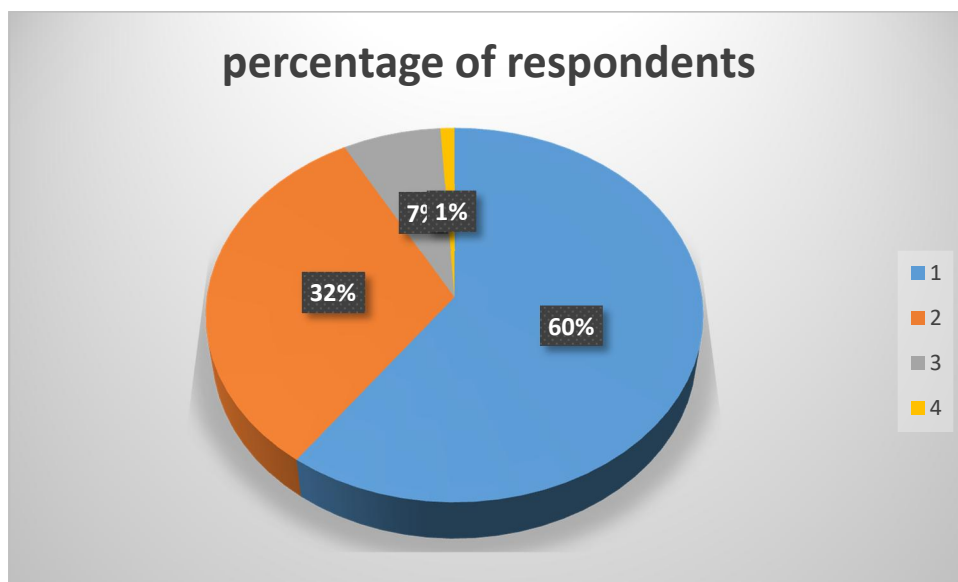


Figure 4.1.13

According to the right side pie chart, the majority of respondent, 60% from the total number of respondent has strongly agreed that the teacher corrects their errors. So there is no doubt that learners learn reading and writing from GT class. As a result, teachers' main purpose is to correct their errors. And 32% respondents have agreed that the teacher correct their errors. On the other

hand, only 7% respondents have disagreed that the teacher does not correct their errors. And only 1% has strongly agreed that the teacher does not correct their errors.

Question 14: Do you have listening practice tools?

Opinion	Percentage %
Strongly agree	6%
Agree	9%
Disagree	57%
Strongly disagree	28%

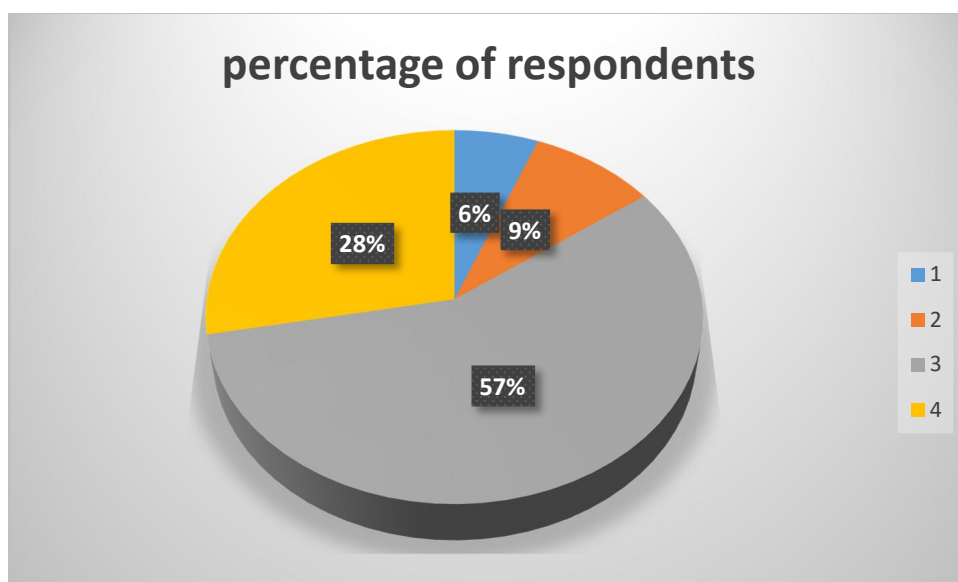


Figure 4.1.14

The question was asked to 100 respondents the finding show just 6% from the total number of respondents has strongly agreed that they have listening practice tools. From the finding, barely 9% of the total respondents have agreed that they listening practice tools. So it proves that only

few students are getting listening practice tools to improve their listening power. A high percentage of 57% from the total number of respondents has disagreed that they do not have listening practice tools. Besides, 28% participants have strongly agreed that they do not have listening practice tools.

Question 15: Do your teachers bring toys or pictures in the classroom to understand the lecture easily?

Opinion	Percentage %
Strongly agree	7%
agree	20%
disagree	49%
Strongly disagree	24%

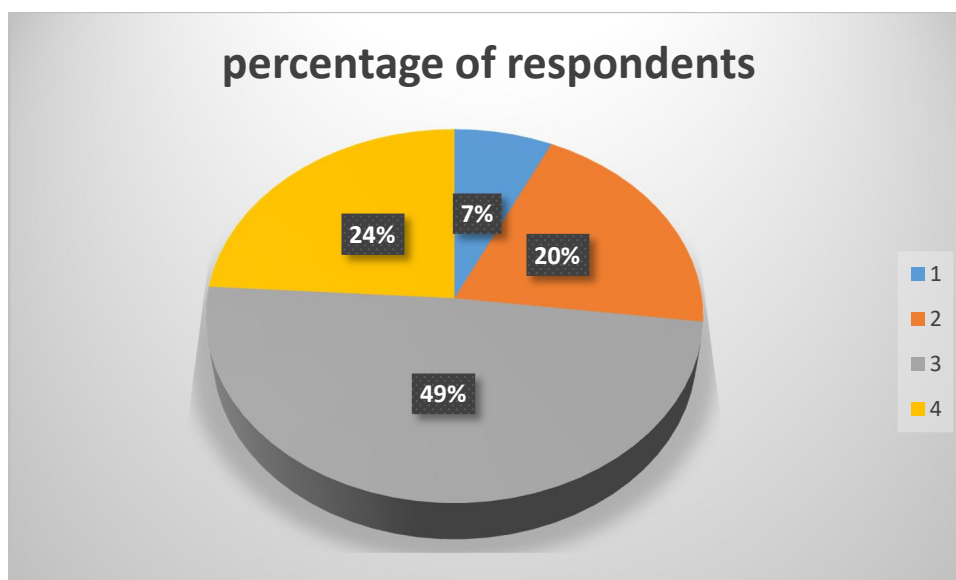


Figure 4.1.15

When the question was asked to 100 respondents the finding show a low percentage of 7% from the total number of respondents has strongly agreed that teachers bring toys or pictures in the class to understand the lecture easily. This percentage proves that teachers are still taking class on grammar. Because to conduct GTM class, teachers do not need to bring toys or picture strip story, authentic materials, scrambled sentence, information gap etc. So there is no doubt, teachers do not taking the according to the CLT method. And 20% respondents have agreed that teachers bring toys and pictures in the class. From the findings, a high percentage of 49% of the respondents have disagreed that teachers do not bring toys or picture in the class. And 24% participants of the respondents have strongly disagreed that teachers do not bring toys and pictures in the class to understand to lectures easily.

Question 16: Does the teacher help you to write a creative answer with clue?

Opinion	Percentage%
Strongly agree	22%
agree	35%
disagree	20%
Strongly disagree	14%

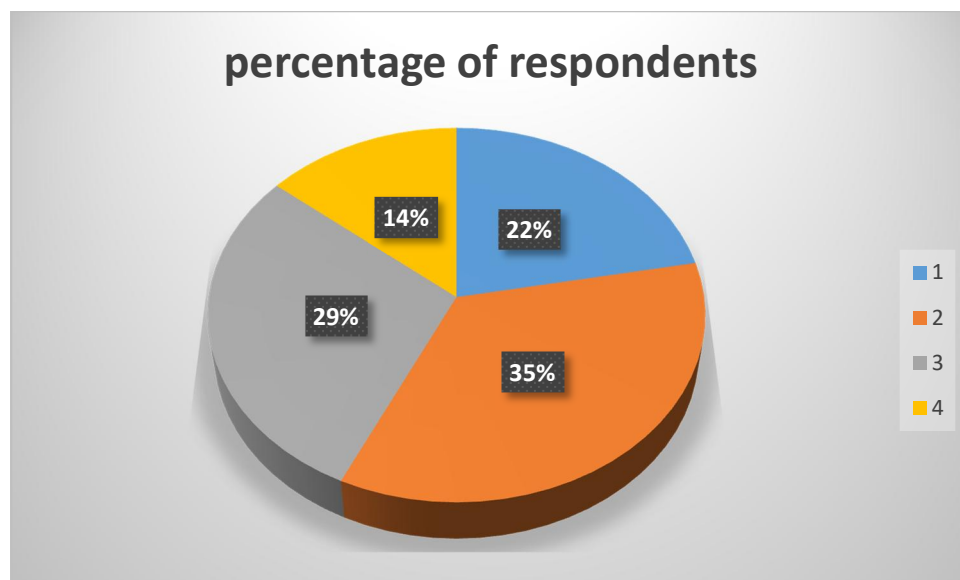


Figure 4.1.16

As the question was asked to 100 respondents from the finding show 22% from the total number respondents has strongly agreed that the teachers help them to write creative answers with clues. But GTM teachers do not take authentic materials, pictures and toys for writing creative answer. As a result, learners do not able to able increase their knowledge. Actually, it reduces students' power of thinking. They just practice translation of a literary passage, reading comprehension, antonyms/synonyms, deductive application of rule, composition etc. in the classroom. 35% respondents have agreed that teachers help them to write creative answer with clues. On the other hand, 20% participants have disagreed that teachers do not help them to write creative answer with clues. As there is a percentage 14% respondents have strongly disagreed that the teachers do not help them to write creative answer with clues.

Question 17: Does the teacher involve you to understand through discovery or discussion?

Opinion	Percentage%
Strongly agree	11%
Agree	49%
Disagree	14%
Strongly disagree	25%

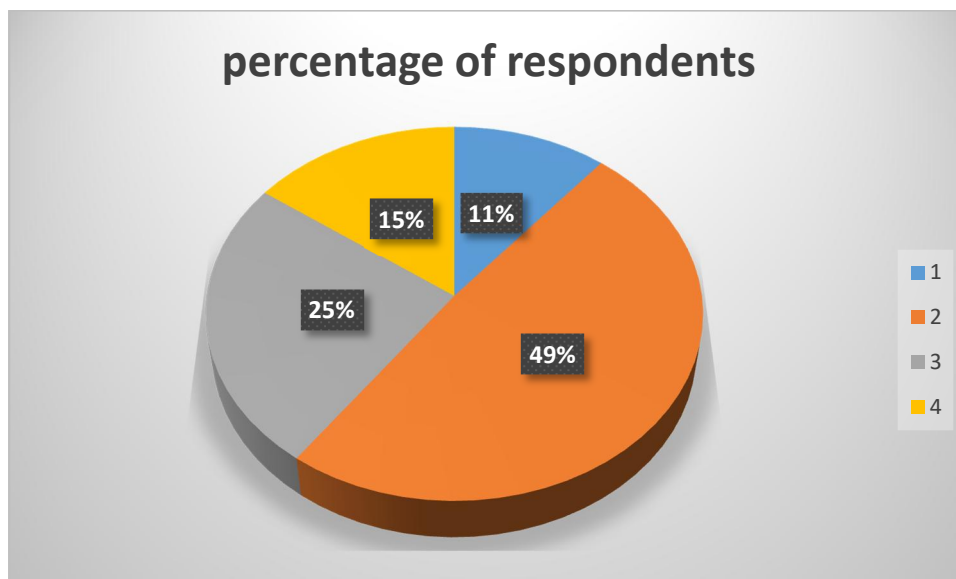


Figure 4.1.17

The pie chart represent that 11% from the total number of respondent has strongly agreed that the teachers involve them to understand through discovery or discussion. Although they are doing it, but they are not doing it according to the English For Today. And we are also getting discussion in pair, group discussion and lots of characteristics of CLT in English For Today. They just read passage and start writing multiple choice, fill in the gaps, questions, matching, memorizing vocabulary etc. And 49% respondents have agreed that teachers involve them to understand

through discovery or discussion. On the other hand, 14% participants have disagreed that the teachers do not involve them to understand through discovery or discussion. Besides, there is a percentage of 25% respondents have strongly disagreed that teachers do not involve them to understand through discovery or discussion.

Question 18: Do you prefer learning through structure of grammar like sentence, rules of tense and verb?

Opinion	Percentage %
Strongly agree	51%
Agree	36%
Disagree	9%
Strongly disagree	45

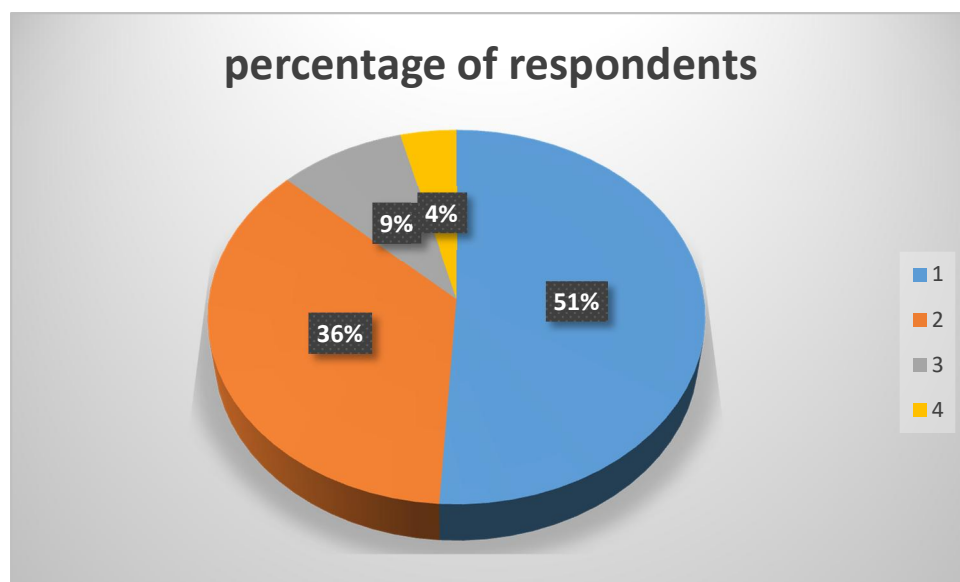


Figure 4.1.18

According to the right pie chart, it shows a high percentage of 51% from the total number of respondents has strongly agreed that they prefer learning through structure of grammar like sentence rules of tense and verb. Actually, they are used to learn English through grammatical rules. Since for a long time they are learning grammar that's why they are thinking it is best way for learning English. And 36% respondents have agreed that they prefer learning through structure of grammar like sentence, rules of tense and verb. From the finding, barely 9% of the total respondents have disagreed they do not prefer learning through structure, rules of tense and verb. As there is a percentage of 4% of the participants have strongly disagreed they do not prefer learning through structure of grammar like sentence, rules of tense and verb.

Question 19: What way is better to practice English for leaning?

Opinion	Percentage%
Practicing grammar rules	53%

Watching movie	12%
Group discussion	21%
Listening practice	14%

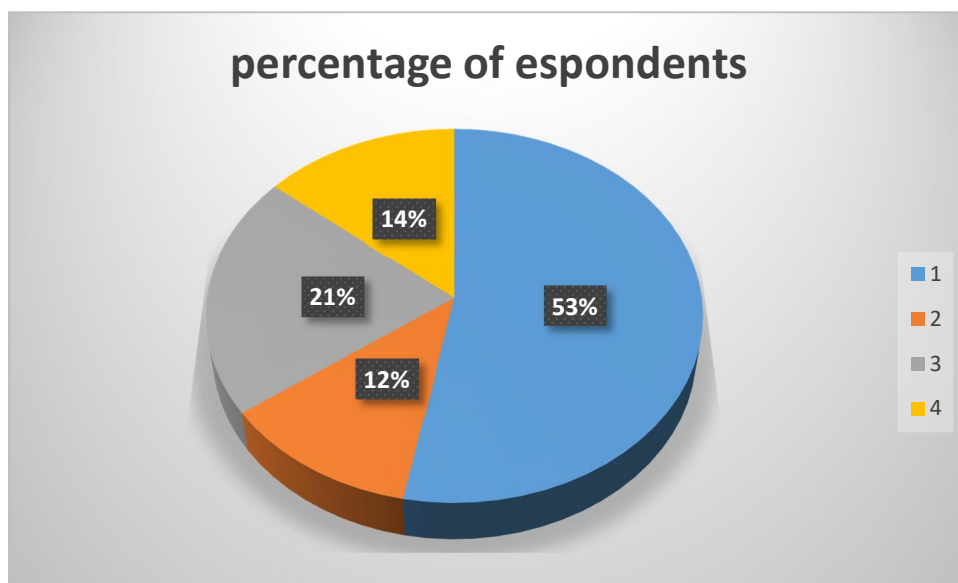


Figure 4.1.19

According to the right side pie chart, the finding show a huge percentage of 53% from the total number of respondents has given opinion that practicing grammar rules is the better way to practice English for learning. And 20% respondents have given opinion that watching movie is better way to practice English for learning. From the finding, hardly 21% of the total respondents have given opinion that group discussion is better way to practice English for learning. And there is a percentage of 14% of the participants have given opinion that listening practice is better way to practice English for learning.

Question 20: Reading, writing, listening and – which skill is the most difficult to you?

Opinion	Percentage%
Reading	3%
Writing	8%
Listening	17%
Speaking	72%

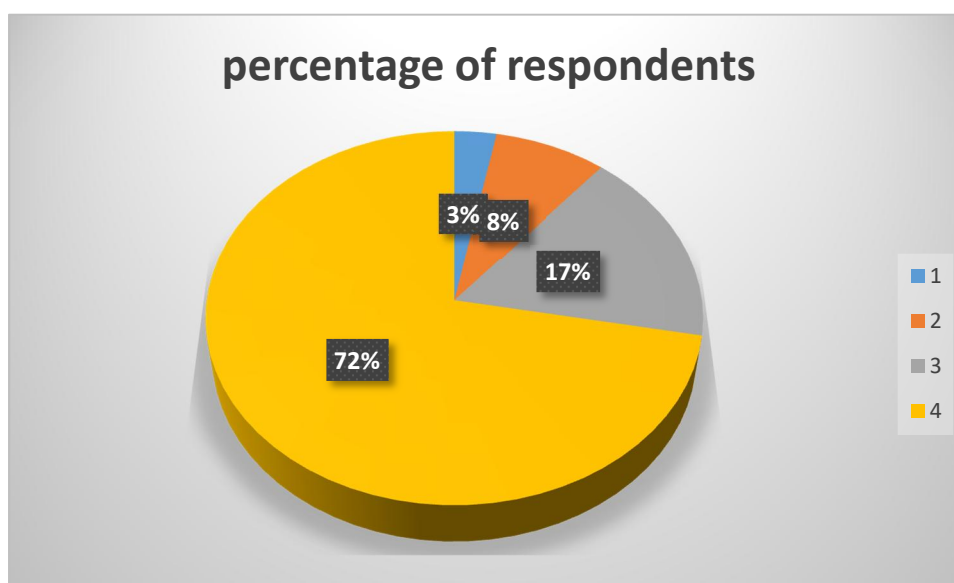


Figure 4.1.20

From 100 respondents, the finding show a little percentage of 3% from the total number of respondents are thinking that reading is the most difficult part to them. And 8% respondents are thinking that writing is the most difficult part to them. So it shows there is little problem in writing and reading. On the other hand, the finding show, 17% of the total respondents are thinking they have problem in listening. And there is high percentage of 72% of the respondents have problem in speaking.

Question 21: Do you like to learn through quiz, language games, and discussion with friends to write answer?

Opinion	Percentage%
Strongly agree	40%
Agree	23%
Disagree	27%
Strongly disagree	10%

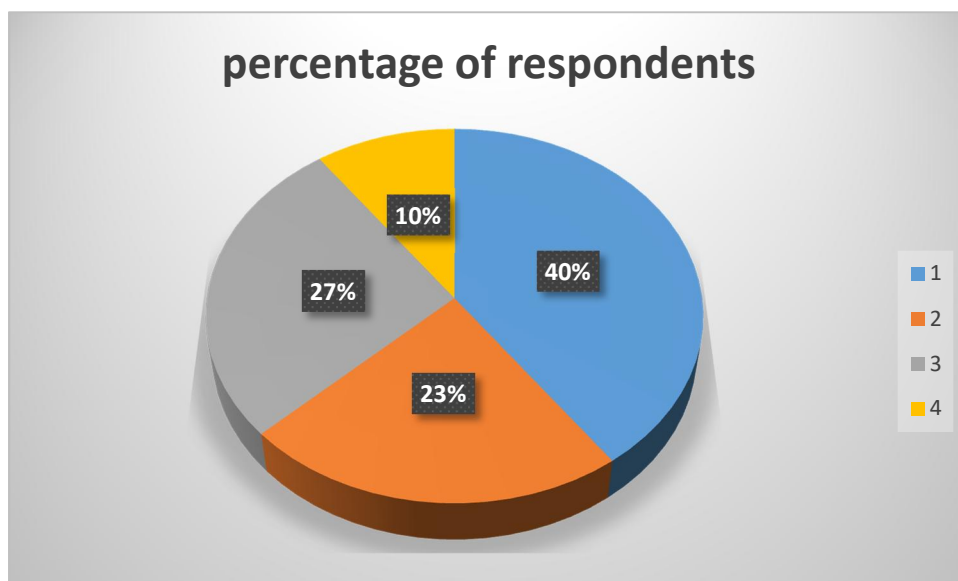


Figure 4.1.20

When the question was asked to 100 respondents, the findings show a high percentage of 40% from the total number of respondents has strongly agreed that they like to learn through quiz, language games, and discussion to write answer. But GTM students' do not get enough opportunities for practicing these, because teacher is the head in GTM class. And 23% respondents

also interested to learn through quiz, language games, and discussion with friends to write answer. From the findings 27% of the total respondents that they do not like to learn through quiz, language games, and discussion with this method. Authentic materials, scrambled sentence, language games are the characters of CLT method. And there is a percentage of 10% of the participants strongly disagreed to learn through quiz, language games, role play, and discussion with friends to write answer.

22. Do you prefer the way English is taught in the class?

Opinion	Percentage%
Strongly agree	42%
Agree	44%
Disagree	8 %
Strongly agree	6 %

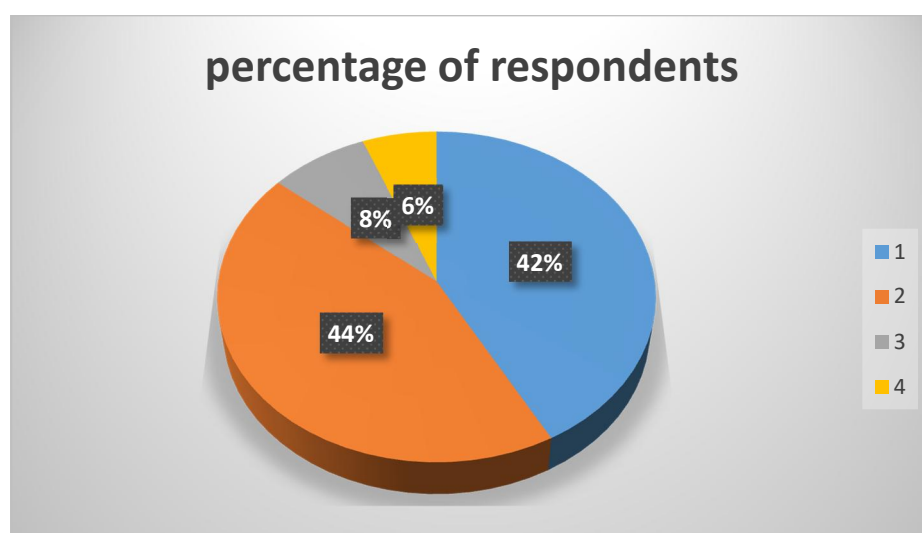


Figure 4.1.22

The chart shows that 42% from the total number of respondent has strongly agreed that they prefer the way English is taught in the class. Their answers are positive because for a long time they are learning translation. As a result, they do not come out from GTM. Actually, they are habituated to get grammatical rules from teachers. That is why they think this is the best way for learning English. They are thinking they are weak in speaking and listening but they do not think how to overcome from this problems. And 44% respondents have agreed that they prefer the way English is taught in the class. On the other hand, only 8% respondents have disagreed that they do not prefer the way is taught in the class. They think are not improving all skills from this class. As there is a percentage of just 6% respondents have strongly disagreed that they do not prefer the way is taught in the class.

23. Do you like to follow any guide book for EFT (NCTB)?

Opinion	Percentage%
Strongly agree	16%
Agree	36%
Disagree	28%
Strongly disagree	20%

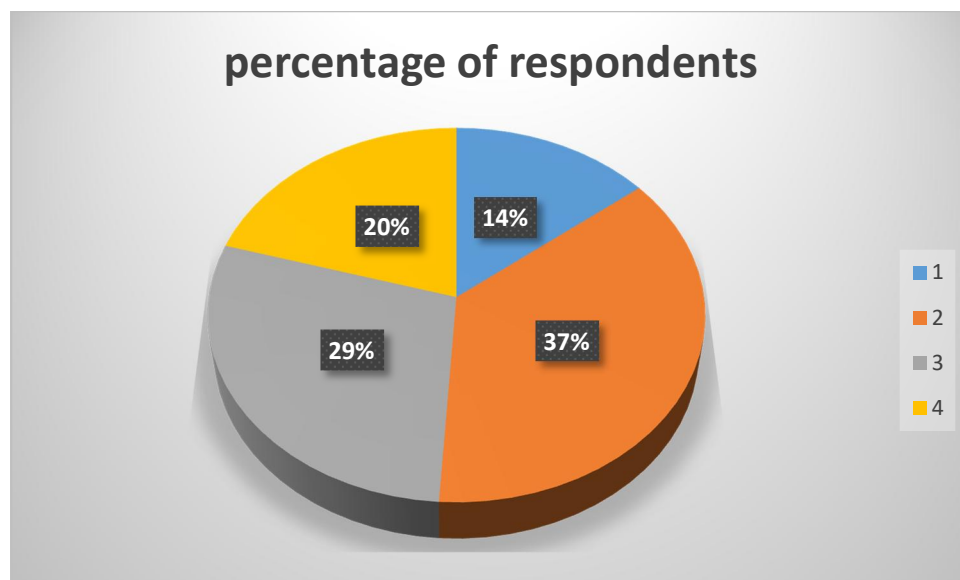


Figure 4.1.23

As the last question was asked to 100 respondents the finding show a percentage of 16% from the total number of respondents has strongly agreed that they like to follow guide books for EFT (NCTB). So it shows that students like to follow any guide book for EFT. GTM classes follow any guide book for teaching English. And 36% respondents have agreed that they also like to follow guide books for EFT. From the finding 28% of the total respondents have disagreed that they do not like follow any guide book for EFT. Besides, 20% of the respondents have strongly disagreed that they do not like follow any guide book for EFT.

Data analysis and presentation of teachers

1. Which methods do you prefer to teach English?

Opinion	Percentage%
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a. Grammar Translation Method	33.33%
b. Direct Method	5.55 %
c. Structural Method	00.00%
d. Communicative Approach	61.11%

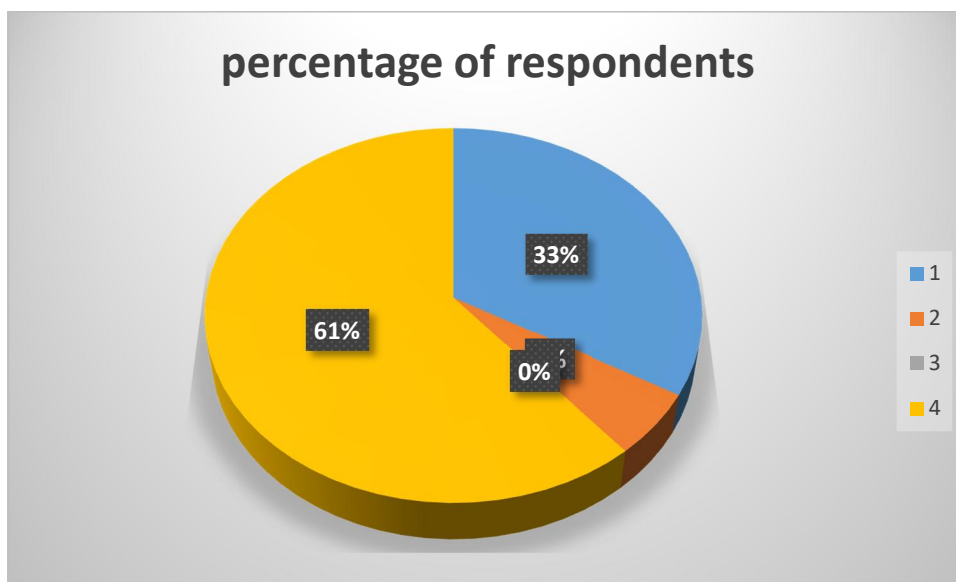


Figure 4.2.1

The pie chart represents that 33.33 from the total number of respondent has admitted that they like to follow Grammar Translation Method for English teaching. And 5.55 teachers have admitted that they like to follow Direct Method for English teaching. But according to NCTB, English for Today has been in Communicative Language Teaching. Although teachers should follow the CLT method, but that they following GTM. So it is worrying situation for learners. And 00.00 respondents have never followed structural method. The finding show a high percentage of 61.11 from the total number of respondents has admitted

that they like to follow communicative approach. It is known to all that communicative method improve four skills of the, but students responses prove that they are not improving four skills from the English class.

2. Do you use Communicative Approach to teach English Language?

Opinion	Percentage%
Strongly agree	61.11%
agree	33.33%
disagree	00.00%
Strongly disagree	5.55 %

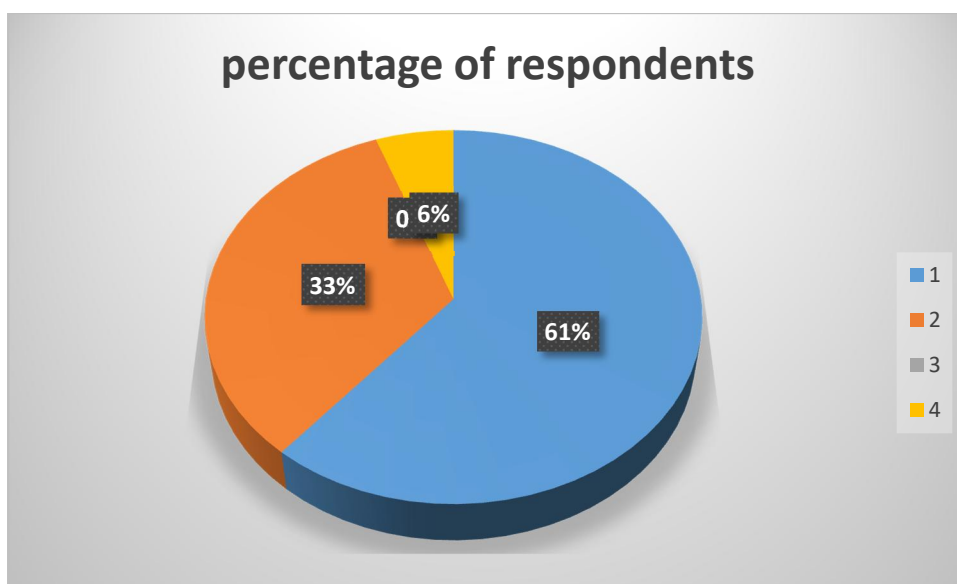


Figure 4.2.2

According to the right side pie chart, the majority of respondents, 61.11 from the total number of respondents has strongly agreed that they use communicative approach to teach English language. We are informed by the maximum students that they are still taking grammar based class. They are still given enormous vocabulary in the class. However, the left side pie chart shows that a good number of 33.33 percent of the respondents has agreed that they use communicative approach to teach English language. On the other hand, 00.00 respondents have disagreed that they do not like to use communicative approach to teach English language. From the findings, barely 5.55 of the total respondents have strongly disagreed that they like use communicative approach to teach English language.

3. Which activities do you undertake in the class for teaching English by Communicative approach?

Opinion	Percentage%
a. Pair work	11.11%
b. Group work	22.22%
c. Discussion	55.55%
d. Role play	11.55%

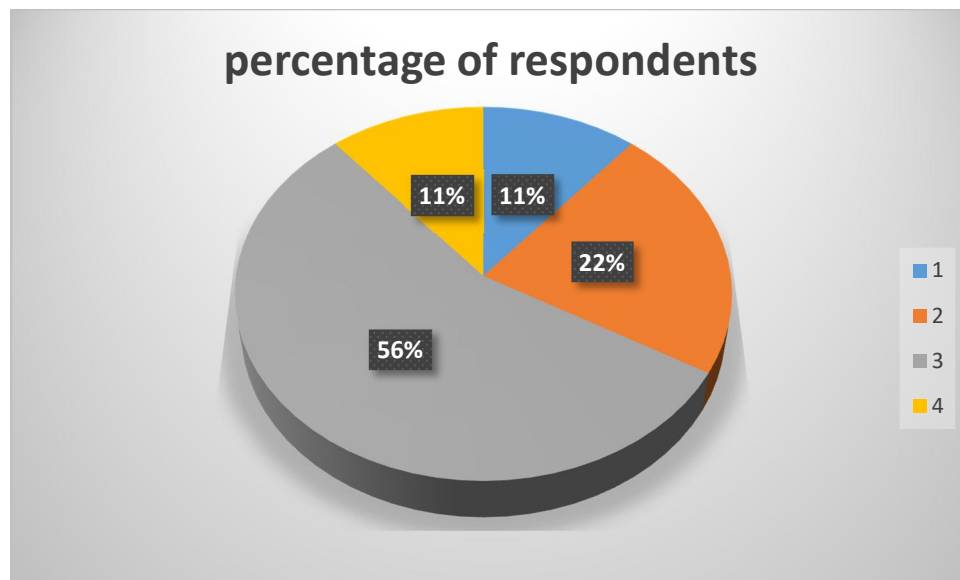


Figure 4.2.3

Based on the graph shown above it is clear that 11.11 from the total respondents has pair working in the class for teaching by communicative approach. So pair work does not follow combinative approach to teach English. From the findings, hardly 22.22 of the respondents have group work in the class for English teaching by communicative approach. Therefore, group work follows communicative approach to teach English. So it is worrying issue that very few teachers follow communicative approach to teach English. A high percentage of respondents of 55.55 from the total number of respondents has discussion method in the class to teach English by following communicative approach. And there is a percentage of 11.55 follow role play in the class for teaching English by communicative approach.

4. Do you think Communicative Approach is useful for developing following skills?

Opinion	Percentage %	Percentage%
skills	Yes	No
Listening	✓	
Speaking	✓	
Reading	✓	
Writing	✓	

From the findings, 100% respondents think that Communicative Approach is useful for developing all skills. Although they are admitting it, but they are not applying it in the class. As they have different kinds of problem that is why they do not able to use CLT approach in the class.

5. Do you take lesson plan with you in the class?

Opinion	Percentage%
Strongly agree	27.77%
agree	61.11%
disagree	5.55 %
Strongly agree	11.11%

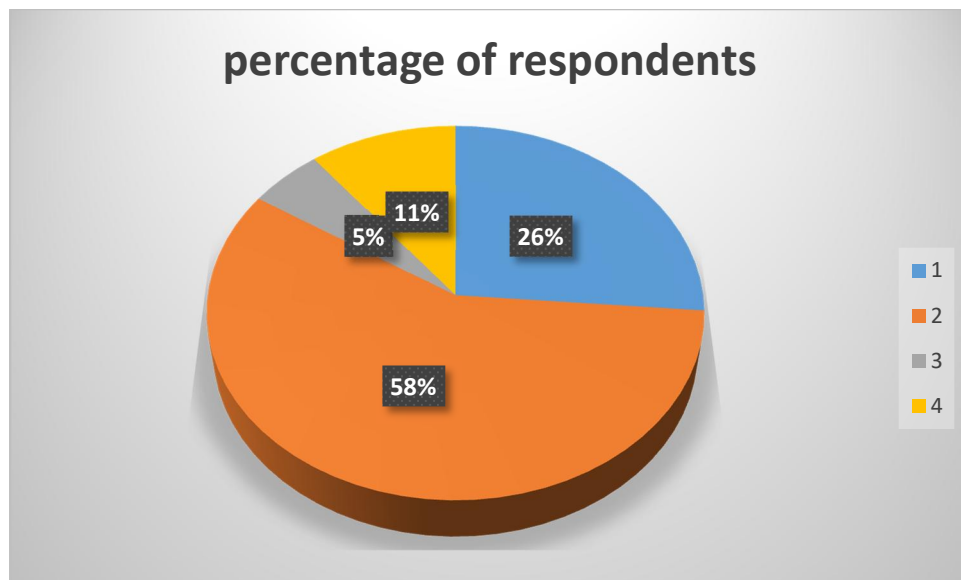


Figure 4.2.5

The chart shown that 27.77 from the total number of respondent has strongly agreed that they take lesson plan in the class. And a high percentage of 61.11% from the total respondent has agreed that they take lesson plan with them in the class. On the other hand, only 5.55 respondent have disagreed that they do not take lesson plan in the class. Besides, 11.11 % respondents have strongly disagreed that they do not take lesson plan in the class.

6. Do you arrange students in group discussion?

Opinion	Percentage%
Strongly agree	33.33%
agree	33.33%
disagree	16.66%
Strongly disagree	16.66%

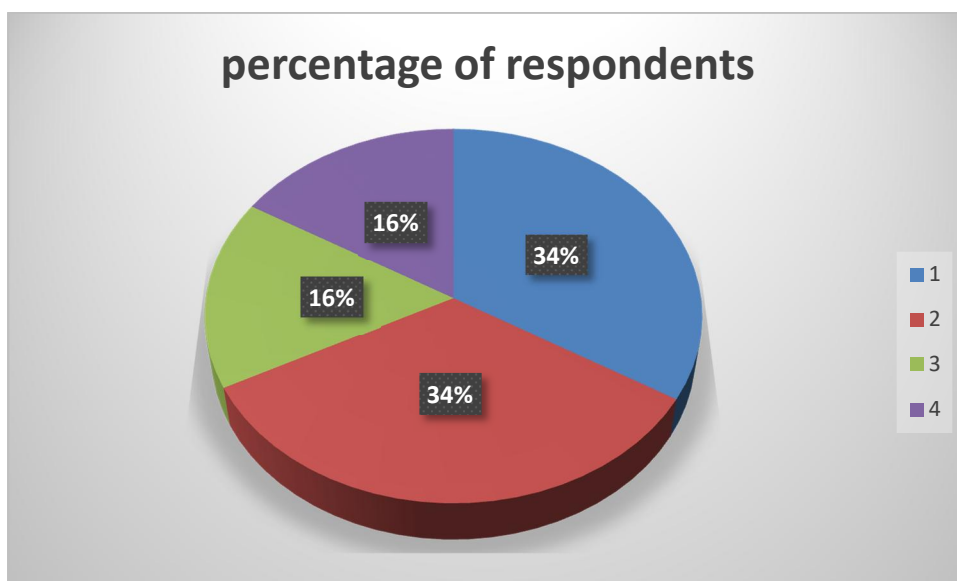


Figure 4.2.6

From the findings, show a percentage of 33.33 from the total number of respondents has strongly agreed that they arrange students in group work. Arranging students in group follows communicative language teaching method. And 33.33 respondents have agreed that they arrange students in group discussion. The pie chart show 16.16 respondents do not arrange students in group discussion. And there is a percentage of 16.16 of the participants that they strongly disagreed that they do not arrange students in group discussion.

7. Do you follow Communicative Method for English for Today?

Opinion	Percentage %
Strongly agree	61.33%

agree	27.77%
disagree	11.11%
Strongly disagree	00.00%

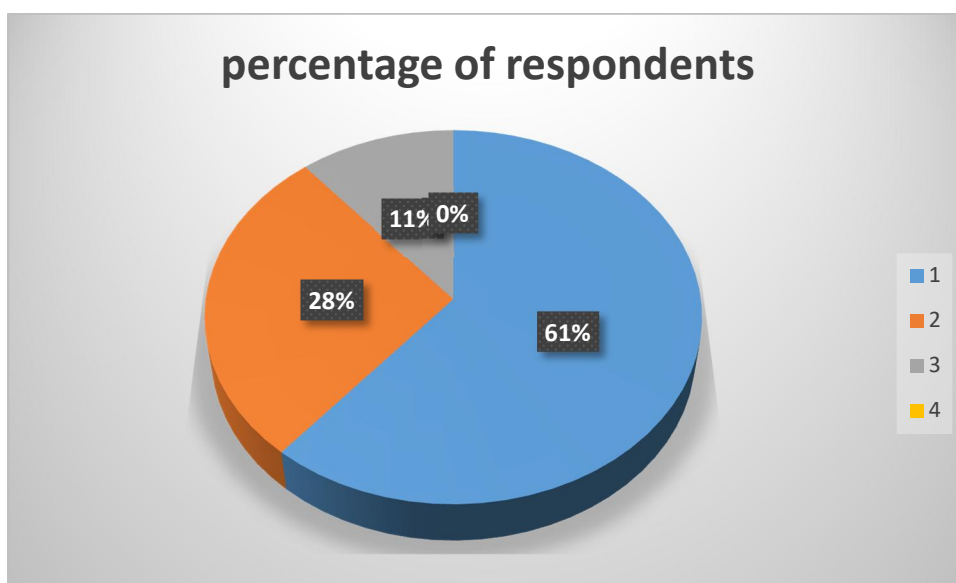


Figure 4.2.7

According to the right side pie chart a high percentage of 61.33 from the total number of respondents has strongly agreed that they follow communicative method for English for Today. We are informed that communicative method developed all the skills of learners like reading, writing, listening and speaking. But students' response proves that they are weak in speaking and listening. For students do not have enough listening practice tools and they are not getting enough communicative language teaching techniques in the class. And 27.77 percentage teachers have agreed that they follow communicative method for English for Today. Communicative method does not follow grammar class, but students are still doing grammatical exercises in the class. On the other hand, 11.11 respondents have

disagreed that they do not follow communicative for English Today. And there is a percentage 00.00 participant have strongly disagreed that they never follow communicative method four English for Today.

8. Do you speak English with your students?

Opinion	Percentage%
Strongly agree	66.66%
agree	5.55 %
disagree	16.16%
Strongly disagree	5.55%

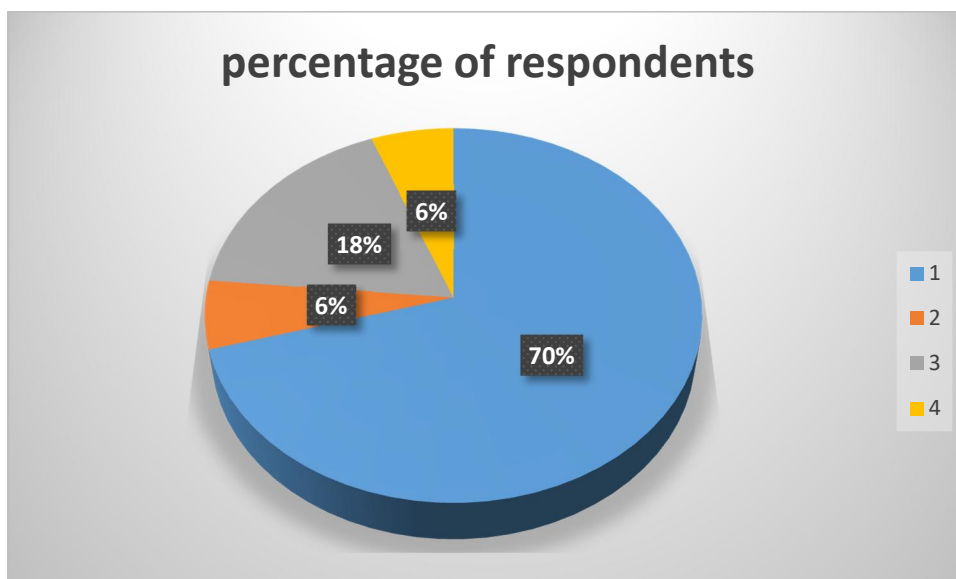


Figure 4.2.

According to the right side pie chart, the majority of respondents, 66.66 from the total number of respondents has strongly agreed that they speak English with students. But

leaners' response proves that they do not get proper instructions from teachers. As a result they have tacking in speaking. And 5.55 respondents have agreed that they speak English with their students. As there is a percentage of 16.16 of the participants that they have disagreed to speak English with their students. And 5.55 participants have strongly disagreed that do not speak English with their students.

9. Do you take lesson materials in the classroom?

Opinion	Percentage%
Strongly agree	44.44 %
agree	38.88 %
disagree	11.11 %
Strongly disagree	5.55 %

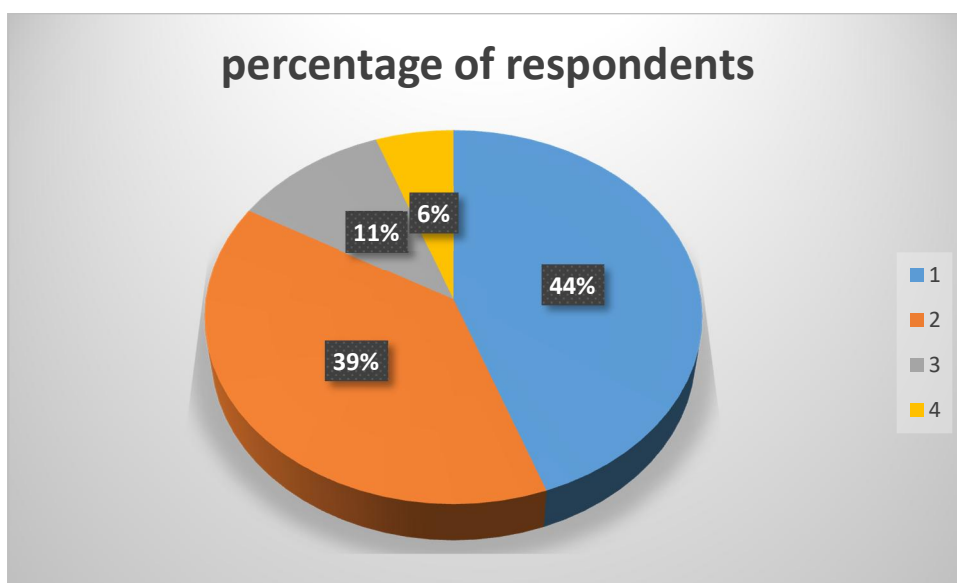


Figure 4.2.9

The findings show a high percentage of 44.44 from the total number of respondents has strongly agreed that take lesson materials in the class. Teachers bring lesson materials like grammatical rules, enormous vocabulary sentence structure, rules of tense and verb, translation of literary passage, reading comprehension or antonyms/synonyms, composition, paragraph etc. bringing in class follows Grammar Translation Method. Teachers are still using materials for taking class, it means they do not enough knowledge in CLT. Teachers do not bring toys or pictures in the classroom to understand the lecture easily and do not involve the students to under

10. Do you use sentence pattern to let students understands the grammatical topics?

Opinion	Percentage%
Strongly agree	66.66%
agree	33.33%
disagree	00.00%
Strongly agree	00.00%

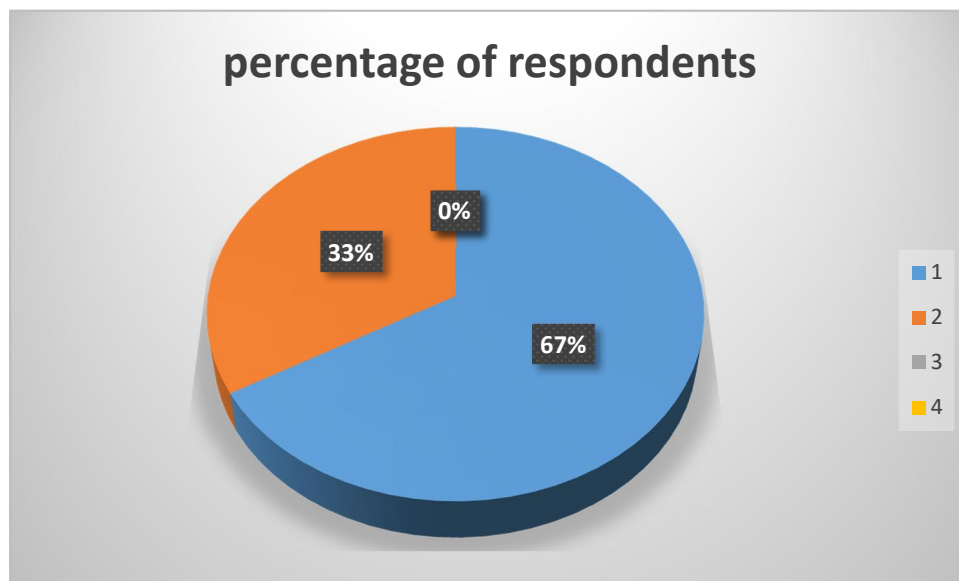


Figure 4.2.10

According to the right side pie chart, the majority of respondents, 66.66 percentage believe that teachers use sentence pattern to let students understand the grammatical topics. So we are getting same response from both teachers and learners that teachers use sentence pattern to let students' understand the grammatical rules. On the other hand, teachers tell students to memorize grammatical rules. And 33.33 respondents have agreed that they use sentence pattern to let students understand the grammatical topics. So students are very much conscious of grammatical rules of the target language. On the other hand, 00.00 respondents have disagreed that they do not use sentence pattern to let students understand the grammatical rules. And there is a percentage of 00.00 participants strongly disagreed that they do not use sentence pattern to let students' understand the grammatical topics.

11. Do you translate words for the students to understand the sentence?

Opinion	Percentage%
Strongly agree	50.00%
agree	38.88%
disagree	5.55 %
Strongly agree	5.55 %

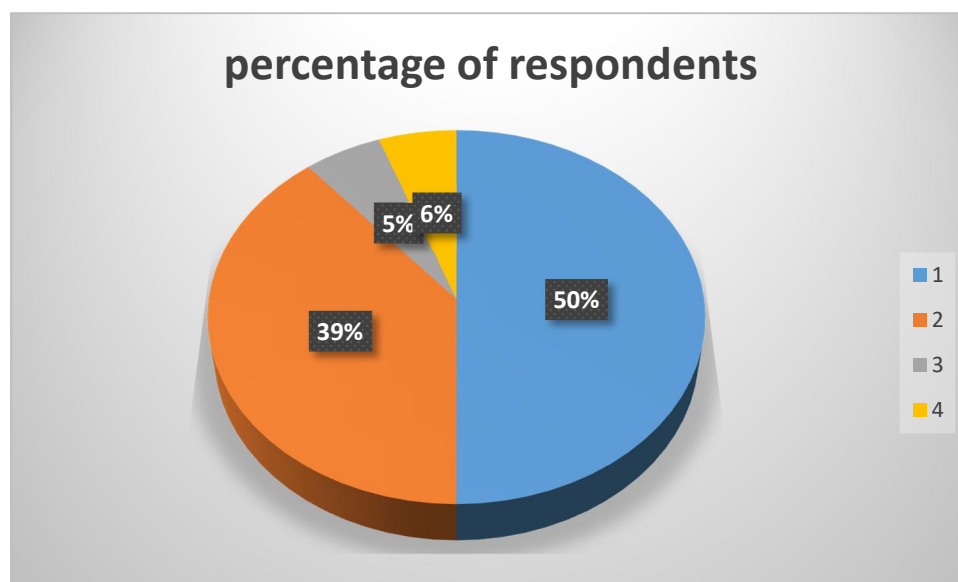


Figure 4.2.11

The findings show a high percentage of 50% from the total number of respondents has strongly agreed that they translate word for the students to understand the sentence. It is believed that CLT does not follow mother tongue in the class. Only GTM follows translate method for the students to understand the sentence. It is known to all that students are taught to translate from one language to another language. That is why teachers speak mother tongue in the classroom. It is clear to all that Bangladeshi teachers are still translating word for the students to understand the sentence. And

38.88 respondents have agreed that they translate word for the students to understand the sentence. On the other hand, 5.55 respondents have disagreed that they do not translate word for the students to understand the sentence. And there is a percentage 5.55 respondents that disagreed that they do not translate word for the students to understand the sentence.

12. Do you show any presentation in the class?

Opinion	Percentage%
Strongly agree	50.00%
Agree	33.33%
Disagree	5.55 %
Strongly agree	11.11%

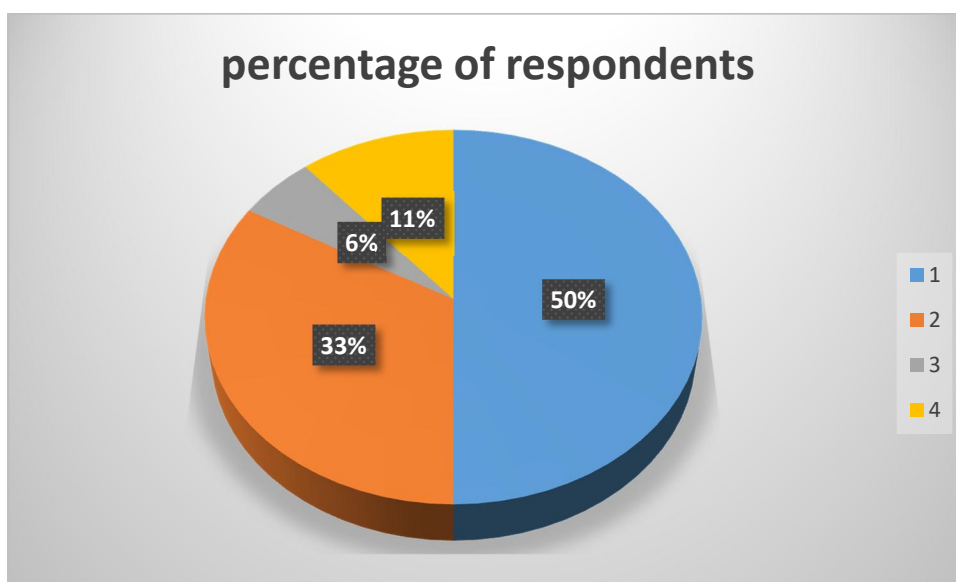


Figure 4.2.12

According to right side pie chart 50% from the total number of a respondents has strongly agreed that they show presentation in the class. It is believed that presentation makes students strong in speaking. About 72.00 students' have strongly agreed that they are very weak in speaking. They think that they are not getting proper environment for improving their speaking. CLT teachers work as a facilitator for the students. So it is being proved that grammar based class does not make students strong in speaking and listening. So GTM teachers does not work as a facilitator for students. Besides, 33.33 participants have agreed that they show presentation in the class. However, 5.55 respondents have disagreed that they do not show any presentation in the class. And there is a percentage 11.11 respondents have strongly disagreed that they do not show any presentation in class.

13. Do you provide opportunities for learners to develop fluency?

Opinion	Percentage%
Strongly agree	72.22%
Agree	22.22%
Disagree	5.55 %
Strongly agree	00.00%

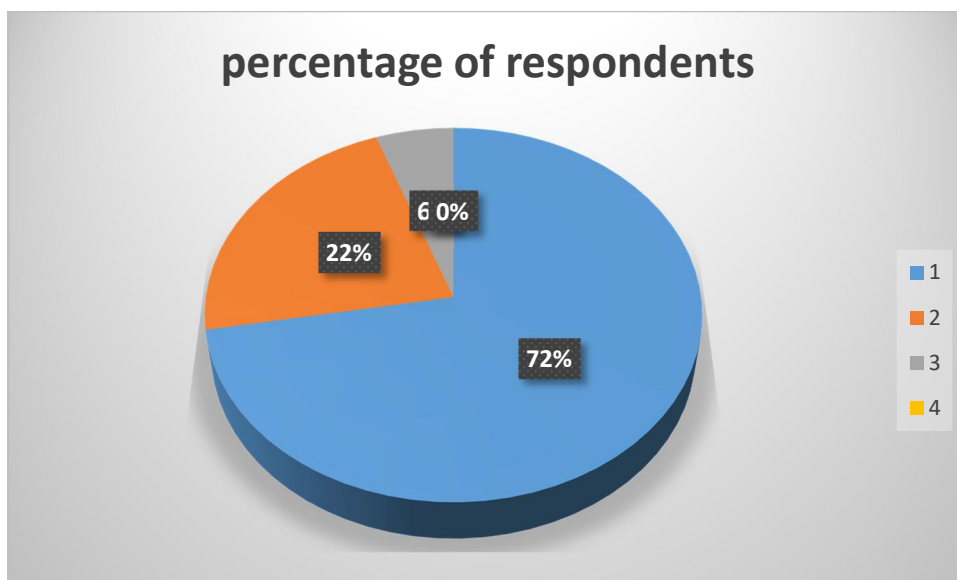


Figure 4.2.13

The findings show a high percentage of 72.22 from the total number of respondent has strongly agreed that they provide opportunities for learners to develop fluency. It is believed that there is much less attention is given to speaking and listening. So when teacher translate any passage, students develop their fluency by translating the passage. Otherwise, students do not have other option for developing their fluency. GTM class follows translation of a literary passage, reading comprehension, antonyms/ synonyms, fill in the blanks, use words in sentence, composition by these students develop their fluency. 22.22 respondents have this point. And 5.55 have disagreed with this point. 00.00 respondents have strongly disagreed with this point

14. Do you give grammatical exercise in the class?

Opinion	Percentage%

Strongly agree	77.77%
agree	22.22%
disagree	00.00%
Strongly agree	00.00%

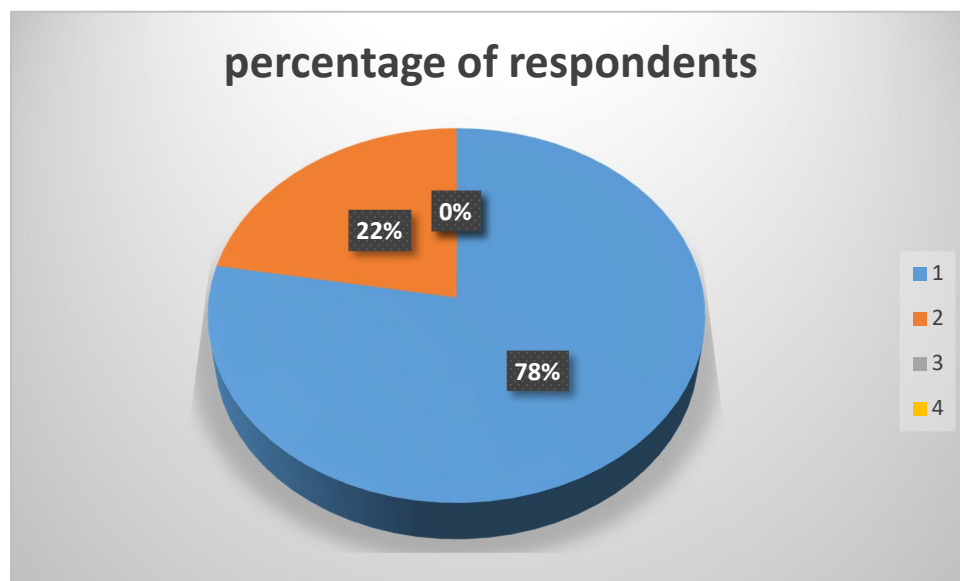


Figure 4.1.14

The finding show a huge percentage of 77.77 from the total number of respondent has strongly agreed that they give grammatical exercise in the class. So teachers response proves that firstly they teach grammatical rules, then teacher give grammatical exercise in the class. Therefore, there is no doubt that teachers are still using Grammar Translation Method in the class. So it is believed in GTM, students study grammar deductively; that means they memorize grammatical rules and apply it and then they do exercise. And 22.22 respondents have agreed that they give grammatical exercise in the class. On the other, 00.00 participants have disagreed that they do not give grammatical exercise in the class.

As there is a percentage of 00.00 of the participants strongly disagreed that they do not give grammatical exercise in the class.

15. Have you taken CLT training?

Opinion	Percentage%
Strongly agree	22.22%
agree	16.66%
disagree	16.66%
Strongly agree	44.44%

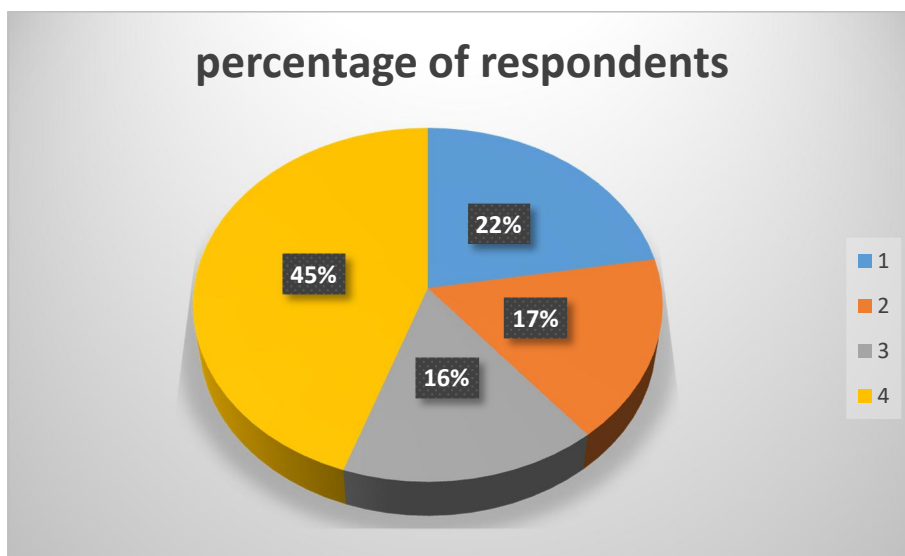


Figure 4.2.15

Based on the graph shown above it is clear that barely, 22.22 from the total number of respondents has strongly agreed that they do not have CLT training. As they do not have

CLT training, it is totally impossible for them to conduct the class according to CLT method. It is believed that there is huge different between CLT and GTM. As GTM old method, so teacher used to conduct the class according to GTM method. The techniques of CLT and the techniques GTM are not same. CLT follows authentic materials, scrambled sentence, Language games, pictures strip story, information gap, and role play etc. That is why GTM teachers do not have enough knowledge in CLT. Besides, only 16.16 respondents have agreed that they have taken CLT training. On the other hand, 16.16 respondents have disagreed that they do not have CLT training. A high percentage 44.44 from the total respondents has strongly disagreed that they do not have CLT training.

16. What types of steps do you take for improving listening?

Opinion	Percentage%
a. conversation	55.55%
b. audio & tape script	5.55 %
c. video	00.00%
d. loud reading	38.88%

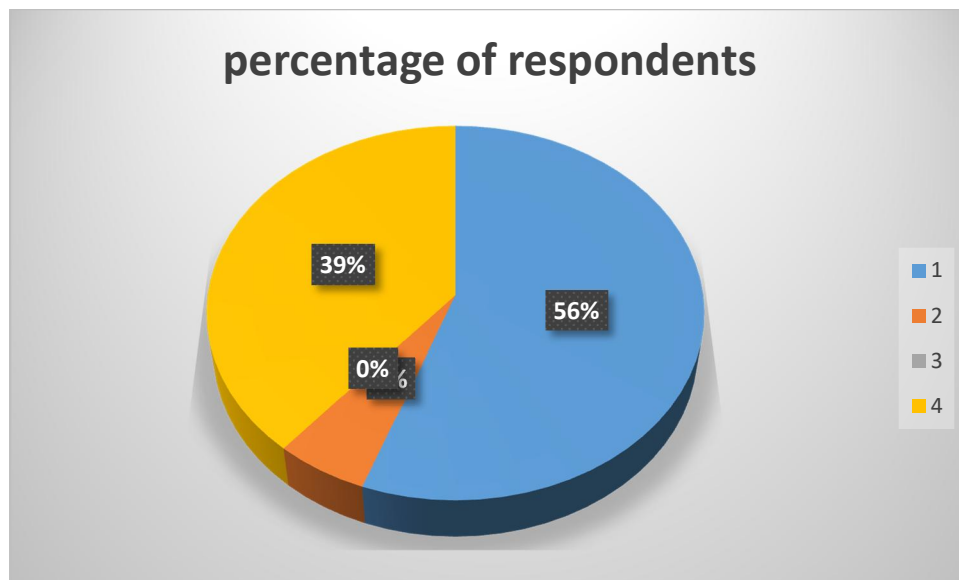


Figure 4.2.16

According to the right side pie chart, 55.55 from the total number of respondent has conversation for improving listening power. It is believed in GTM that the teachers' main purpose is to develop reading and writing. So conversation might not be a way for improving listening skill. Besides, only 55.55 respondents have audio and tape script for improving listening. So audio and tape script are one of the best way for improving listening power. But students have little opportunities using audio and tape script in the classroom. On the other hand, on one is using videos for improving listening power. As it is known to all that GTM class works for developing students' reading and writing. So they are using advanced technology for developing listening skill. And 38.38 participants are using loud reading for improving listening power. Loud reading develops reading skill nothing else.

Open ended questions presentation

1. Could you please give a definition of Grammar Translation Method?

Grammar Translation Method is a less effective method. In this method focus is on memorization not on understanding. Students first memorize the lesson and forget within a short while. The use of grammatical rules and pattern and method of translation from 1st language to 2nd language is called grammar translation method. A method that tries to make a language learners learn the language basically by applying its grammar rules and by translation is Grammar Translation Method. It's a very hard process for learning English. Grammar Translation Method is a traditional foreign language teaching based on explicit instruction in the grammatical analysis the target language. Though this is very old method, students are taught through grammar fast approach not to create that much support between students and teachers.

2. Could you please give me a definition Communicative Language teaching?

Communicative Language teaching method is applied to develop skills- speaking, listening, reading and writing. The importance of language as a tool for communication rather than a subject to be studied and using real-life language in situation rather than only learning grammatical rules is called Communicative Language Teaching. CLT is the opposite of GT which centers the teachers as a guide to help communication. CLT means where teachers and students can study sharing their ideas. Learners learn English by doing some activities in English. The practice of practical practice is more important than memorization. To them it is more effective learning method.

To speak in real-life situation. To improve speaking have to develop their listening power and have to enrich their vocabulary through open discussion and group work. They have to speak in English in everywhere without shame. Having conversation in in the class. All the four skills of language along with audio and video tape script. A simple conversation showing English in not different. Praise them for speaking. Presentation can also develop learners' speaking.

3. What strategy you find most effective for students to improve speaking?

To speak in real- life situations. To improve speaking students have to develop their listening power and enrich their vocabulary. Open discussion through group work. They have to speak in English in everywhere without shame and have to know more vocabulary. Having conversation in the class. All the four skills of language along with audio and video tape script. Communicative Language Teaching, daily conversation, role play, assignment focusing on daily affairs. Conversation can be a very useful process to improve speaking apart from videos with subtitles. Let them speak freely, engage them in group discussion and encourage them to present in front of others. Role play is important for improving speaking. Speaking is a habit. But it doesn't mean that we do not need certain strategies. To modify our students we need a simple conversation first, to show them English is not difficult. The point is keep using English as daily communication. Praise them for speaking. They should always try to speak in English, should think in English, and listen to English as much as they can.

4. Do you think EFT (NCTB) follows the mythologies of CLT? If yes, how?

Maximum teachers' answers are 'yes.'

EFT book is well organized. If a student follows all the instructions of the book step by step, he/she will undoubtedly do well. Mostly, because there are some lesson in EFT which is really for students' interactions, but should be improved more and more for learning. Here, students' four skills have been developed. It has many dialogues patterns, follow real –life situations. It also has some pair works, group woks, role play etc.

5. What are the limitations students face in Bangladesh in developing Listening and Speaking skills?

Students do not get chance for speaking in English in their real life situations. No class time is allocated to allow students to produce their sentence and less time is spent on oral practice. They have a little scope to do it as most of the teachers themselves do not know how to speak. In Bangladesh, our students haven't any scope to practicing their listening and speaking skills. Lack of communicative approach. Students gathering in the classroom. They do not come from the same backgrounding.

Students face numerous problems in developing listening and speaking skills as classroom or surrounding students are Bangla dominant. Besides, students feel shy and are not encouraged to speak English. Lack of CD, DVD player. They have- unfamiliar topics, different accents, speed of speech, hesitation and long listening and for speaking – less effort, hesitation, shyness etc. are responsible. They do not get proper atmosphere in listening and speaking English outside the classroom. That is why, they cannot do well.

6. Which method you prefer to teach with? Why?

Some teachers like to follow directly because in this method the teaching is done entirely in the target language grammar rules are avoided and there is emphasis on good pronunciation. Some teachers like GTM, here grammar rules are to be memorized and long lists of vocabulary should be memorized by heart. On the other hand, maximum teachers like CLT because students gradually learn to speak and get encouraged to learn English. Some teachers like eclectic method. CLT improves the four basic skills of the students.

7. Which method students like most to learn English with?

Students like Communicative Approach to learn English. Group discussion, and pair work also students like to most to learn. Interesting story with colorful pictures. They like making classroom funny, and they also like most in practicing by themselves and getting positive feedback.

8. What are the negative effects of Grammar Translation Method?

Students may forget rules. Its impact is not long lasting. Students need to acquire exact grammar concept which has huge practice and it can make the learners' boring. Word to word translation impedes natural learning flow. This method reduces students' creative power and by memorizing they cannot create their own sentence. Learners cannot use be fluent in speaking. It is also uninteresting method, no oral work takes place in the classroom. That is why learners try to develop by translating following grammar.

9. What makes the Communicative Methods more effective for language acquisition?

In communicative method, there are few more things shall be included, for this limited students are required. Students can directly communicate, and can practice

listening and speaking. Different types of activities in the classroom. Dialogues, based class activities for particular situation, matching, F/B with/without clues. It can also be role play, group work. It is based on the idea that learning language successfully comes through having to communicative real meaning. When learners are involved in real communicative their natural strategies for language acquisition will be used.

10. Which skills do Communicative Method help to develop?

CLT method helps to develop four skills and helps students to use them in real-life situation. It helps one to express precisely and follow the instruction properly.

11. What are the limitations of communicative method in Bangladesh?

It is not followed properly and regularly. There is no scope for practicing language. The basic limitation are intra- structural limitation, cultural conflict, class size and language teaching and learning and finally testing and assessment. Learners' so not have proper facilities and environment. No appropriate testing system. Large number of students in the classroom is a drawback for the method to follow communicative method. Besides, habitation in memorizing create problems to come out from the traditional system. Lack of testing system. Students do not want to speak. And various unwillingness of the teachers to accept a new system, inadequate training facilities, insufficient teachers aids, conflict with native culture.

12. What is your plan to develop your communicative skills communicative skills or teaching method?

Participation of the students to the class effectively. Communication skill would be more effective and to develop speaking skill. By preparing the students using small group instead of whole class discussion and allowing students to their own way to develop communication skills. And participating method will be applied in a regular basis. Teaching is a lifelong process. There is always something to learn as a teacher.

Interview questionnaires

1. Could you please tell me the duration of your class?

Most of teachers told the class takes 35 to 40 to complete.

2. Do you think short time makes problems for the learners?

Yes, because students do not get enough time for practice English.

3. In your opinion, what problem are the students having?

Most of the teachers frankly tell that students are very weak in speaking and listening. They do not know how to communicate in real-life situation. Maximum students do not know how to write creative answers. So GTM reduces students' thinking power.

Discussion

The current thesis wanted to find out whether GTM or CLT is being used in Bangladeshi language classrooms or not. Even though NCTB wants the application of CLT method in language classrooms in the secondary level, the author hypothesized the real situation to be different.

Data of the survey reveals that the aim of the government is hardly met by the teachers. Because they are choosing GTM instead of CLT. Teaching is still based on solving writing problems. There is no focus on developing listening and speaking skills. Hence, the most considerable fact is that teachers who participated in the surveys hardly believed in CLT method. They find it impossible to apply CLT method in Bangladeshi classroom. The reasons are the lack of training technology, crowded classroom etc. However, the considerable matters that have been noticed are that they lack new vocabularies and their classroom teaching skills not updated to allow them to teach as per CLT. Traditional GTM is still a big part of their classrooms. So, a clear instruction to teach the newly designed books might help the existing teachers in turning their focus back to a CLT-based classroom.

Central research question 1

Students' opinion is that their teachers asked them to memorize grammatical rules. Then they are given same exercise sheets. Their teachers tell them to follow their instructions and the grammatical rules to answer the questions. But they find unlimited variety of exercises.

Problems with grammar

Some roles are fairly straightforward, other seems to be horribly complex (Harmer, 2007, p. 15)

These exercises are full of new vocabulary. During their practices of exercises they memorize new words and their spelling.

Richards (2006) has explained that “people learn a language best when using it to do things rather than through studying how language works and practicing rules”. In CLT grammar is not important. Actually, people learn a language through communication. Here errors are not important is in speaking a language. Basically, it is concern with teaching activities should be meaningful and involve real communication. CLT gives importance on accuracy and fluency.

Wright (2000) has explained CLT is a “hybrid approach to language teaching, essentially ‘progress’ rather than ‘traditional’ (Breshnesh and Riasati)”.

So they find no relation between new exercises and grammatical rules. Unlimited, they memorize both rules and vocabularies and takes extra stress. For example in a question with instructions of transformation students are given

1. Question are

Q: make affirmative

A: they hardly know about him.

B: he is not an orphan

According to the grammar translating method for the questions B there is grammatical rules but for the question number A. students have to learn new vocabulary, because using no or not in question number B is easier for the students. On the other hand the word hardly indicates negative which is often a new word/ expression for the students.

Brown (2000) has explained that classes are taught in the mother tongue with little active use of the target. Much vocabulary is taught in the form of lists isolated words. Grammar provides the rules for putting together, and instrument after focuses on the form and inflection of words.

Research central question 2

With reference of my survey, it has been found that the students are victims of old traditional Grammar Translation Method, which they have to use for making sentences and translating.

But this method is criticized on various grounds. Marks (2008) observed that spoken language is more important than reading and writing as done under GTM. This method lacks speaking and listening. Secondly, it has a graded grammatical syllabus and students cannot acquire important skills of language. Memorization and translation is highly objectionable. Learners and speakers use another tongue which is detrimental for language learning (as cited in International Journal of Advanced Research, 2014, Volume 2)

KEN SEERIO (2012) found that Grammar Translation Method typically create a teacher-centric classroom, with no opportunity for speaking practice. And that learning tedious grammar rules and long lists of vocabulary does not prepare students to communicate in real-world situation. Again, that observation is largely true.

Even the Government of peoples' Republic of Bangladesh has given importance on teaching methodology of English to cope up with fast growing nations. In this regard, The National Education Policy 2010, NCTB has designed English books for the students of secondary and higher secondary levels with the concept of Communicative Language Teaching (CLT). However, it has been found that the teachers are not following the NCTB guidelines and just teaching according to GTM. As CLT is not the target method, the students are lagging behind. The teachers

are using traditional grammar books as well as guide books. As a result, students are remaining in dark about creative writing, which is encouraged in CLT. Grammar Translation Method is still dominating the language learning and teaching scenario in Bangladesh.

Finally, students are trying to escape from creativity to learn something easier to deal with. A combination of their desire for good marks and teachers' lack of interest in CLT is making them avoid creativity and memorize topics from guide books.

Research central question 3

From the history of GTM it has been found that students were scared of learning English because of the method. They felt bored due to some reasons as follows

1. Students fail to translate with proper meaning.
2. GTM teaches them word to word translation. So they fail to construct sentences.
3. They hardly develop speaking.
4. They hardly develop reading strategy
5. They hardly develop listening
6. They fail to generate ideas
7. They do not develop knowledge about casual and formal language.
8. They memorize words and phrases often forget
9. They do not get solution to all problems
10. GTM can be used for research, but not for learning English. For learners it hardly helps.

Chapter Five: Conclusion

In conclusion, I want to say that Communicative Language Teaching is much better than Grammar Translation Method. Because it is an easier way for learning English than GTM. CLT develops four skills like reading, writing, listening and speaking. On the other GTM does not develops four skills of learners. At present it is widely acceptable method in the world for learning language. That is why English for Today has been written according to the CLT. CLT does not teach grammatical rules rather teaches language as a natural way like mother tongue. From my finding it is noticed that teachers are still grammatical rules, vocabularies which is very difficult for learners to memorize. As a result, they are weak in speaking and listening. So, lots of problems of GTM has been discovered over the dissertation. On the other hand, the learners like to be encouraged by toys or pictures in the classroom to understand the lecture easily. They like to write creative answer. They want to increase their knowledge of power by writing creative answers. So GTM reduces thinking power. So there is no doubt that CLT is the best way for learning languages. CLT is the most effective way to acquire the skills of English it is fully practical oriented. Communication is the first condition for this method. Environment for learning is automatically created. I want to give a message by this dissertation that CLT would be most acceptable method in Bangladeshi classroom.

Many researchers have already introduced CLT method for teaching English in their grammar book. Government has taken steps now, it is our duty to cooperate with the aim of National Curriculum & Textbook Board. Yet Government should initiate training for the teachers at primary and secondary levels at least.

Recommendations

English For Today (National Curriculum Text Board) for class VI to IX following the instructions of EFT and listening to the audio available may help greatly to develop the language skills that are Speaking, Reading, Writing and Listening.

English Grammar & Composition:

For appropriacy of using diction for both oral and Writing Communications this book 'indigenous and undoubtedly perfect for school goers as well as primary learners.

For more studies

IELTS (Cambridge)

New Oxford Modern English (Oxford University Press)

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Appendices

Appendix A

Questionnaires for students

Name:

School Name:

Date:

Version:

1. Does the teacher tell you to memorize grammatical rules?
a) Strongly agree b) Agree c) Disagree d) Strongly disagree

2. Does the teacher translate whole text word-to-word?
a) Strongly agree b) Agree c) Disagree d) Strongly disagree

3. Are you given enormous vocabulary list in the classroom?
a) Strongly agree b) Agree c) Disagree d) Strongly disagree

4. Does the teacher conduct the class in native language?
a) Strongly agree b) Agree c) Disagree d) Strongly disagree

5. Does the teacher give stress in pronunciation?
a) Strongly agree b) Agree c) Disagree d) Strongly disagree

6. What do you improve from English class?
a) Writing, reading b) Speaking, listening c) writing, speaking d) reading, listening
7. What types of activities do you do in the class?
a) Reading practice b) writing practice c) comprehension practice d) rules practice
8. Are your listening or speaking from English class?
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
9. Does this class help you to communicate?
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
10. Do you have teacher-student activity in the class?
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
11. Does the teacher talk maximum in the class?
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
12. Do you think all the communicative skills are improving from English class?
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
13. Do you have student-student activity in the class?
a) Strongly agree b) Agree c) Disagree d) Strongly disagree

14. Does the teacher correct your errors?

- a) Strongly agree b) Agree c) Disagree d) Strongly disagree

15. Do you have listening practice in school?

- a) Strongly agree b) Agree c) Disagree d) Strongly disagree

16. Do you teacher bring toys or pictures in the classroom to understand the lecture easily?

- a) Strongly agree b) Agree c) Disagree d) Strongly disagree

17. Does the teacher help you to write a creative answer with clues?

- a) Strongly agree b) Agree c) Disagree d) Strongly disagree

18. Does the teacher involve you to understand through discovery or discussion?

- a) Strongly agree b) Agree c) Disagree d) Strongly disagree

19. Do you prefer learning through structure of grammar like sentence structure, rules of tense and verbs?

- a) Strongly agree b) Agree c) Disagree d) Strongly disagree

20. What way is better to practice English for learning?

- a) Strongly agree b) Agree c) Disagree d) Strongly disagree

21. Reading, writing, listening or speaking which skill is the most difficult for you?

Ans:

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.....

22. Do you learn through quiz, language games and discussion with friends to write answers?

a) Strongly agree b) Agree c) Disagree d) Strongly disagree

23. Do you prefer the way is taught in the class?

a) Strongly agree b) Agree c) Disagree d) Strongly disagree

24. Do you like to follow any guidebook for EFT (NCTB)?

a) Strongly agree b) Agree c) Disagree d) Strongly disagree

Appendix B

Questionnaire for teachers

Name:

School name:

Date:

Contact:

1. Which method do you prefer to teach English?

- a) Grammar Translation Method
- b) Direct Method
- c) Structural Method
- d) Communicative Approach

If any, please note

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2. Do you use Communicative Approach to teach English Language?

- a) Strongly agree b) agree c) disagree d) strongly disagree

3. Which activities do you undertake in the class for teaching English by Communicative?

- a) Pair work b) group work c) discussion d) role play

4. Do you think Communicative Approach is useful for developing following skills?

Skills	Yes	No
Listening		
Speaking		
Reading		
Writing		

5. Do you take lesson plan with you in the class?

- a) Strongly agree b) agree c) disagree d) strongly disagree

6. Do you arrange students in group discussion?

- a) Strongly agree b) agree c) disagree d) strongly disagree

7. Do you follow Communicative Method for English for Today?

- a) Strongly agree b) agree c) disagree d) strongly disagree
8. Do you speak English with your students?
- a) Strongly agree b) agree c) disagree d) strongly disagree
9. Do you take lesson materials in the class?
- a) Strongly agree b) agree c) disagree d) strongly disagree
10. Do you give dictation for writing practice?
- a) Strongly agree b) agree c) disagree d) strongly disagree
11. Do you use sentence pattern to let students understand the grammatical topics?
- a) Strongly agree b) agree c) disagree d) strongly agree
12. Do you translate words for the students to understand the sentence?
- a) Strongly agree b) agree c) disagree d) strongly agree
13. Do you provide opportunities for learners to develop fluency?
- a) Strongly agree b) agree c) disagree d) strongly disagree
14. Do you give grammatical exercise in the class?
- a) Strongly agree b) agree c) disagree d) strongly disagree
15. Have you taken CLT training?
- a) Strongly agree b) agree c) disagree d) strongly disagree
16. What types of steps do you take for improving listening?
- a) Conversation b) audio & tape script c) Video d) strongly disagree

Appendix C

Open ended question for teachers

1. Could you please give me a definition of Grammar Translation Method?

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2. Could you please give me a definition of Communicative Language Teaching?

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3. What strategy you find most effective for students to improve speaking?

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4. Do you think EFT (NCTB) follows the methodology of CLT? If yes, how?

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5. What are the limitations students face in Bangladesh in developing Listening and speaking skills?

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6. Which method you prefer to teach with? Why?

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7. Which method students like most to learn English with?

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8. What are the negative effects of Grammar-Translation Method?

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9. Which makes the Communicative Method more effective for language acquisition?

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10. Which skills do Communicative Method help to develop?

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11. What are the limitations of Communicative method in Bangladesh?

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12. What is plan to develop your communicative skills or teaching method?

Appendix D

Interview questionnaire for teachers

1. May I please know your name sir?
2. May I know your subject you teach in the class?
3. At what class do you teach?
4. Could you tell the duration of your class?
5. In your opinion, what problems are the students having?