

Teaching Techniques of EFL Classroom in Rangamati Schools.

Bargee Chakma
Student ID: 09363006

Department of English and humanities

April 2012



BRAC University, Dhaka, Bangladesh

Teaching Techniques of EFL classrooms in Rangamati Schools.

A Thesis

**Submitted to the Department of English and Humanities
Of
BRAC University**

**Submitted by
Bargee Chakma
Student ID: 09363006.**

**In Partial Fulfillment of the requirements
for the degree of
Masters of Arts in English**



**BRAC UNIVERSITY
April 2012**

Abstract

This research compares the views of 54 indigenous and 29 Bengali students and five teachers of four schools of Rangamati on the existent teaching techniques of English classes at the secondary level. The researcher has observed three English text based classes and two grammar classes. A total of 83 students and five teachers were given two different sets of questionnaires to collect responses. The finds show that all classes were conducted by the teachers in both English and Bangla languages, and the indigenous learners were more comfortable to have a teacher from their own community. Moreover, all the students wanted to have interactive games and tasks in class. Though such tasks are given in the NCTB book *English for Today*, the teachers do not try to use them at all as they think that it is time consuming. The research can be used in the indigenous schools as an example to implement the most preferred and effective teaching techniques in English classes.

Declaration

I certify that the work presented in this thesis is, to the best of my knowledge and belief, wherever contributions of other sources and information have been used, they have been acknowledged. I hereby declare that I have not submitted this material, either in a whole or part, for a degree or award at this or any other institution



Bargee Chakma

ID: 09363006

BRAC University

12th April 2012

Dedication

This thesis paper is dedicated to my beloved parents who have always been with me even in my vulnerable situation. They always provide me with all my needs and I do not have appropriate words to thank them.

Acknowledgment

First of all, I would like to recall Almighty God, whose kindness helped me to end an extensive effort. My gratitude to the many individuals, who have helped shape this thesis paper, cannot adequately be conveyed in a few sentences. I have surveyed five classes of different schools of Rangamati and I would like to thank the students who helped me through their valuable participation. In addition, I convey my great respect and gratitude to the principals of those schools for allowing me to observe English classes. I would also like to give my special thanks to Mesbah Kamal, Professor of Dept. of History, University of Dhaka, and Marufa Mazher, BRAC Education Program (BEP), BRAC Centre, for their valuable help. Moreover, my thesis paper will be incomplete if I do not give proper thanks to my supervisor, Sabreena Ahmed. This paper would never been strong if she did not provide her valuable time and effort to guide me throughout this paper. At last, I would like to thank my family to encourage me and giving me all kinds of supports.

Table of Contents

Abstract.....	i
Declaration	ii
Dedication	iii
Acknowledgement.....	iv
Chapter 1	
Introduction.....	1
Chapter 2	
Literature Review	2
2.1 Education in Indigenous Communities in the World.....	2
2.2 Education System	5
2.2.1 Education System of Bangladesh	5
2.2.2 Education system of Bangladeshi Indigenous communities-Rangamati.....	7
2.3. Different Methods of English Language Teaching.....	10
2.4. Teachers' Role	13
2.5. Teachers' Feedback and Error Correction	15
2.6. Motivation and Monitoring	15
2.7. Teachers' Instruction and the use of Language.....	16
2.8. Teachers' Talk Time	17
2.9. Interaction in Classroom	18
2.10. Role of Grammar Teaching.....	19
2.11. Second Language in the Classroom.....	20

Chapter 3

Research Design	21
3.1. Objective	21
3.2. Research questions	21
3.3. Significance of the Research	21
3.4. Methodology	21
3.4.1. The Instrument.....	21
3.4.2. Participants.....	22
3.4.3. Procedure.....	22
3.4.4. Method of Analysis.....	22
3.4.5. Limitation.....	22

Chapter 4

Findings and Analysis	23
4.1. Students' Responses.....	23
4.2. Analysis of teachers' Questionnaires	35

Chapter 5

Discussion	40
------------------	----

Chapter 6

Conclusion	45
References	46
Appendices	48

Chapter 1

Introduction

The significance of English language is spread out and dominantly present in the every sphere of our life. We are able to keep ourselves updated with recent developments around the world by using English in everyday communication. It is a very important language for national and international dealings that in the whole world it is considered as a lingua franca, the international language, the official language and the universal language. English is playing a huge role in this country in the economic, political, social and mostly educational sectors. It occupies an important position in our educational system and in the curricula at different levels and also for higher studies and research in the fields of science and technology. From elementary to college, most of the universities include English as one of their major subjects worldwide.

Bangladesh is one of the most compactly populated countries of the world. Approximately 160 million people live in this country which possesses verities in nationalities, in language, in culture (Kamal, et al., 2011, p.1). More than 45 ethnic indigenous communities are living along with Bengali people across this country for many years. This great number of indigenous communities lives mostly in the Chittagong Hill Tracts. In 2002, Kamal, Chakma, and Khisa concluded “the Chittagong Hill Tracts (CHT) located in the southeastern corner of Bangladesh, comprises 3 districts: Rangamati, Khagrachari, Bandarban”(p.5). From generation to generation, they have been living in the area with their own society, culture, custom, religion, language and with their ethnic identity. Their history of administration, social manners and customs, geographical surrounding, physical-and psychological state, politics, economical-religious lifestyle etc. are different and unique from the mainstream Bengali community. In spite of having a total different independent society and lifestyle they are deprived of the mainstream people’s present educational system (p.15).

This thesis will look at the English classrooms of four schools of Rangamati to find out the teaching techniques and problems of students related to that. To explore the features of local English class rooms, the researcher investigated three English text classes and, one grammar class of class-9 of three schools in Rangamati.

Chapter 2

Literature Review

2.1. Education in Indigenous Communities in the World:

Language is the most important component part of a culture. People express their views, beliefs and communicate through language. Culture and language are deeply allied to each other, a person's culture will be lost if language of the culture dies out. In this 21st century, in the field of education, choice of language is the most challenging issue (Campbell, 2001, p. 269). Campbell further says, "From all corners of the globe – South Africa to Hong Kong, Ukraine to Peru, Morocco to the USA – controversy has arisen over which language should be used as the language of schooling. Mother tongue vs. foreign language instruction, submersion vs. bilingual education, subtractive vs. additive bilingual instruction, dialect vs. standard are some of the prevailing areas of contestation around language in education" (p.269). However, this language issue is affecting much in many multilingual countries where languages spoken by the minority communities are threatened by the majority's languages and somewhere majority spoken language's community comes forward to protect the minority language speakers' groups.

For instance, Australia is a continent, where 250 different languages were spoken when Europeans first arrived in the Torres Island; now two-thirds of those languages are lost. (Hones, 2005, p.12). Donald F. Hones, Associate Professor in the Department of Curriculum and Instruction at the University of Wisconsin-Oshkosh has found that there are 40% Murri and 60 % Euro-Austarlian at the Kuranda state School of Queensland. The teachers of the school have noticed that the adoption of Djabugay culture in the curriculum has enriched students' self-esteem. The students of Kuranda are able to share their culture and language with students in other states of Australia through innovative uses of distance technology (p.13). It was mentioned in his book *Under One Dream* that

It will be in the long-term interests of Australia to encourage non-indigenous children to become familiar with aboriginal languages so that they will get the orientation of the original cultures of the land to some extent. and come to think of them as part of our common heritage. A new and richer idea of what it means to be Australian will develop (p.13).

There were "180 indigenous languages spoken out of 1300 languages when Europe conquered Brazil Now about 220 indigenous people, live in different distinct locations of Brazil" (Silvia, 2000, p.12). The Brazilian council for education has taken the responsibility to build

Teaching Techniques in EFL Classrooms of Rangamati

schools for indigenous people to remove their specificity to continue their education up to university levels (Silvia, 2000, p.21).

In 2005, Charlene Tan stated regarding Multilanguage of Singapore, "Singapore's language policy is described as one of "pragmatic multilingualism" where Malay, Mandarin, Tamil and English are designated as official languages and Malay is chosen as the national language" (p.42). One static/survey has shown that, there were 76.8% Chinese, 13.9% Malay, 7.9% Indian and 1.4% other. The government in Singapore has traditionally valued English primarily for its economic contribution and the mother tongues for their cultural contribution. Prime Minister Goh Chok Tong elaborated on the government's position towards English and the ethnic mother tongues:

English is not our native language nor are English culture and customs, our culture and customs. But for practical reasons, and because we are a multi-racial society, Singaporeans accept English as our working language. To ensure that Singaporeans remain grounded in our ancestral Asian culture and values, we require our young to study their mother tongues in schools, be they Mandarin, Malay or Tamil (as cited in Tan.C, 2004, p.54)

In 2001, during her research, Zaline M. Roy-Campbell visited one Tanzanian school and noticed that there are "Speak English Only" signs around the school compound. In Zimbabwe the teachers encourage students for speaking a language other than English (p.278). Kiswahili is the dominant language in Tanzania. Almost 90% people speak of it, but it is not acceptable any longer in the school environment, except in the Kiswahili and the Political Education subject. Students are forced to use English in the replacement of Kiswahili. Campbell mentioned further, "Both Tanzania and the United States have an objective of schooling that children should be able to utilize English effectively to access school knowledge" (p.272).

On the other hand, if we look at Africa, we would see that in some countries more than 400 languages were being spoken. So a child of that country naturally enters a school with varied languages. Besides they have to get introduced to some foreign languages as their official language too such as English, French or Portuguese (depending on the country) as the language of instruction. The child continues to speak his languages as well as at home and in the school ground with his friends. Some school policies forbid to use of local languages in the attempt to build foreign medium of instruction in the school (Campbell, 2001, p.269-270).

Teaching Techniques in EFL Classrooms of Rangamati

In this 21st century, the choice of language is the most crucial issue in education field. Barfield & Uzarski's in their book *Integrating Indigenous Cultures into English Language Teaching* said that "An estimated 7,000 of languages are spoken in the world today" (p.2). Reflecting on *The World Crisis in Education*, in the 1980s, Phillip Coombs (1985) contended:

The issue of what language or languages to adopt as the medium of instruction at successive levels of education is one of the most pedagogically difficult and potentially explosive political issues faced by schools in a great many countries. . . Paradoxically, however, the choice of language of instruction is also one of the least appreciated of all the major educational problems that come before international forums (p. 256 -269).

However, many scholars like Susan C. Barfield and Joelle Uzarski feel that the indigenous students in EFL classes are excellent resources to run learning language process (Barfield & Uzarski 2009, p.4). They said that the instructor or the teacher can help students to appreciate their cultural wealth and encourage them to share their own culture's story, rituals with the class. In this way, as learners' backgrounds are varied, there will be no generic indigenous person in the class. Clara Maciel, a scholar of Illinois state university uses Bantu oral narratives in trainings of EFL teachers in Mozambique. She advises EFL teacher trainers to help pre-service teachers to develop their sense of self-esteem, build pride of their cultural heritage, determinate cultural values and translate them into English (p.5). Teachers can also adopt local indigenous culture to relate to lessons. Like many indigenous learners wear beads or shell in their jewelry and cultural artifacts. These objects can be used in mathematics and English classes. The colors and patterns of beads always carry a specific meaning to different origins (p.7).

Still today, there is a hot debate for differences of non-native-teacher and native-teacher.

The positive self-identity of an indigenous student carries a positive conception of multiple dimensions of their own community. This positive conceptions lead to increasing student's confidence level in the class and also at home . As Purdie et.al said (2000) "When young people have positive conceptions of themselves both as Indigenous people and as students, attachment and commitment to school, and successful school performance will be more likely outcomes than when there are excessive contradictions or tensions between the various aspects of self"(p.4). One of the most important attempts to build this positive self-identity or positive self conception is teachers exhibit an acceptance and valuing of Indigenous people and their culture (p.11). Within the school context, teachers have the most powerful impact on the development of

positive self-identity. The attitude and behavior of significant others are the most important factors in the development and maintenance of a positive self-identity for indigenous students. As it is already pointed out that English has become a global language and the number of its learners is increasing day by day, English teachers are needed more than ever. Though there are fallacies that native English teachers were better in speaking, pronunciation, listening, vocabulary, and reading and their high command in the target language automatically make them better ESL teacher than non-native ESL teacher. But those non-native teachers are the same as those teachers who speak target language as their L1. Only they can make best use of L1 in L2 classroom for students' clarifications. Again at the same time they can make more intangible grammar classroom than native teachers. However, sometimes it is seen that when students come across non-native English teachers, they put less effort into learning because they do not find trust on the language proficiency of non-native teachers. As a result, many ESL countries hire native speakers for EFL classes with fat salaries where best EFL teacher already available in the country for L2 learners. Lydia Shen and Professor Savignon (2007) view that "Nonnative teachers, while acquiring most of their English in ESL/EFL countries, stress on the needs of grammar forms to guide students' learning process. They can provide students with explicit explanations, using both their personal experience as a language learner and grammar knowledge, when students have questions".

2.2. Education System:

2.2.1. Education system of Bangladesh: In Bangladesh, Primary, Secondary and Higher are the three major stages of education. Primary stage is set for 5 years and Secondary stage is set for 7 years with 3 stages; 3 years of junior of secondary, 2 years of secondary, and 2 years of higher secondary. After completing higher secondary level, a student enters the graduate level and chooses from engineering, agriculture, business studies, and medical streams that require 5-6 years to obtain a Masters degree. Along with that, Bangladesh government has the Vocational Education stream at the S.S.C. and H.S.C. level. Students who want to choose that stream, they study the vocational studies books of the government after class eight.

According to Kabir and Nath (2005),

In Bangladesh, secondary schooling covers seven academic years, from grade VI to grade XII where grade VI to VIII is called junior, grade IX and X is called

secondary and grade XI and XII is called higher secondary. It includes two public examinations the Secondary School Certificate (S.S.C) and the Higher Secondary Certificate (H.S.C.), (p.6)

The schooling sectors of Bangladesh education are divided into two sections, one is mainstream-governmental and another is non-governmental or private. Both are different in syllabus, curriculum, administration even in the Educational boards are different. In the mainstream (govt.) Primary level education is provided under by two major institutional (stream)-general and madrasa, while secondary education has three major streams: general, technical-vocational and madrasa. The medium of instruction for this education is Bengali. There are English version of Bengali medium institutions too which also is directed by same Bangladesh government. In the same way, the Higher education has 3 streams: general (inclusive of pure and applied science, arts, business and social science), madrasa and technology education. Technological education includes agriculture, engineering, medical, textile, leather technology and ICT. Madrasahs (Arabic for educational institution), functional parallel to the three major stages, have similar core courses as in the general stream (primary, secondary and post-secondary) but have additional emphasis on religious studies ("Education", 2008). On the other hand, the non-govt. schooling/private educations are from play to group to O' level, controlled by two international organizations; Oxford-Edexcel curriculum, and Cambridge curriculum. The higher secondary level of govt. and the private's O' level consider as same standard level and after these both levels, students can enter into general territory education.

There are Non-Governmental Schools (NGO) and Non-Formal Education Centers (NFE) Schools too and government has founded some of them. At present day, 400 NGOs are built to provide education for under-privileged, vulnerable groups, unreached out of school children and these NGO's schools are located near the learners' house. With the help of government these Non-government organizations operate five types of non-formal education: pre-primary, primary, NFE for adolescents, adult literacy and continuing education. There is diversity among these NGOs. National NGOs such as BRAC provide non-formal primary education (NFPE) to over one million children in 34,000 education centers nationwide. The government of Bangladesh also recognized the contribution of BRAC in the field of education to afford basic education among those under-privileged groups.

2.2.2. Educational system of Bangladeshi Indigenous Community-Rangamati

In CHT, 49% indigenous people live under the extreme level of poverty and 73% of them are landless. So, these poor indigenous people drag their children to different household works for their livelihood. Children spoil their time in household works instead of going to school. The long distance of school and inaccessible hilly roads make obstacles for those children to reach at school in time. Moreover, there are mismanagements in between schedule of school curriculum and essential lifestyle of indigenous peoples. For example, in “Joom” seasons most children work with their parents and at the same time their final school exam goes on (Greenhill, 2009, p.17).

In the Chittagong Hill Tracts (CHT), “Moidong” and “Doomdoommoh” are the most remote hilly areas of Jurchori sub-districts and these two unions can be contacted only by a walking route. These two unions are 50-100 kilometer far from the main sub-districts. People of these areas are deprived from Government and non-government advantages for these long inaccessible transportation systems (Greenhill, 2009, p.9).

There are different types of educational institutions such as Government, non-Government, (NGO) and other religious educational institution in CHT (Socio-Economic Baseline Survey of Chittagong Hill Tracts, 2009, p.117).

“Currently, the educational system is divided into four levels per stage. The first is in the primary level which incorporates grades 1 to 5. The second is the Secondary level which covers of Grades 11 and 12. If a student wishes to pursue further studies, tertiary education institutions are available” (Socio-Economic Baseline Survey of Chittagong Hill Tracts, 2009, p.117).

In 2004b, Kamal et al. mentioned that “Majority of the indigenous students are enrolled in government primary school (44%) the second and the third largest groups are enrolled in NGO School (24%) and mission school (21%) respectively besides 9 % students are enrolled in non-government high schools, 5% in satellite Schools and 2% in primary sections attached with the government high schools” (Education and Language Needs of the Indigenous Peoples in Bangladesh, p. 24).

According to Kamal et al (2004b), “the indigenous people are facing serious violation of human rights in the respect of land grabbings, threats, evictions and killing to such an extent that their existence is currently at stake” (p.23). But education is one of the basic human rights. Insufficient hostile educational environment, inappropriate educational materials, unattainable

location of schools, extreme poverty, individual culture, lack of education in mother tongue, inelasticity in social, economical and political sectors etc. became obstacles to make a helpful educational environment for CHT indigenous children.

These indigenous children are brought up in an atmosphere of their own lifestyle and customs. The concept of 'school' baffles them because when they go to school they discover the teacher's language which is unfamiliar to them and at the same time teacher cannot get the children's language. As a result the concept of school became scary to those children and because of the language problem they gradually drop out. Bangla is not only the medium of instruction and curriculum in the primary and secondary institutions but also an official language in Bangladesh. Professor Mesbah Kamal (2004a) dept. of history, University of Dhaka, has found that the learners having education in their mother tongue, are not good enough in Bengali and again on the other hand, they are not good enough in their own mother language (p.9). As both the teachers and students are from two different communities, (e.g. Bengali and different indigenous communities) their language, mentality, geographical features, thoughts are different from each other (Greenhill, 2009, p.16). Generally, the text books, curriculums are made according to the language, culture of the majority of the Bengali people. As the indigenous learners are not familiar with that language and culture, they drop out in the beginning of the learning. The whole process is the result of high rate of educational failure, unemployment, economic crisis and social frustration among the existing indigenous communities in the country (Kamal, Sikder and Nasreen, 2004a, p. 26). The communication gap of language is not a problem only in educational sectors but also in their practical life. At beginning of their study life, the indigenous students are introduced to second language in the school. Moreover, they have to learn a third language/ English as a compulsory subject of government curriculum. They have to focus on two different languages at the same time which are quite difficult.

However, in 2004a Kamal, Sikder and Nasreen concluded "Most of the parents of the indigenous children showed their opinion in favour of both the languages (Bengali and their own language). They believed that indigenous children should read and write in their mother tongue in the school, but at the same time they must learn Bengali considering the existing reality. They also emphasized on English to some extent"(p.9). The importance of English is valued everywhere so in every elementary level of educational institutions English is one of the major subjects and this happened in CHT schools too. But the ethnic learners are already facing troubles to learn L2 so learning L3 would be problematic for them. The indigenous learners start

Teaching Techniques in EFL Classrooms of Rangamati

learning 3 languages (1st: mother tongue, 2nd: Bangla, 3rd: English) in school at a time. In 2010, with the help of BRAC organization, Mesbah Kamal had made a bridging plan to implement mother tongue in the primary level to show the advancement of language learning. According to his “Bridging Plan” the students start with 10% English but it increases to only 20% till standard-5 (p.9).

Table 1: Language Development: Bridging Plan

Pre-Primary Duration 1 year	Class-1 Duration 1 year	Class-2 Duration 1 year	Class-3 Duration 1 year	Class-4 Duration 1 year	Class-5 Duration 1 year
Mother Tongue 100%	Mother tongue 70% Bangla 20% English 10%	Mother tongue 50% Bangla 30% English 20%	Mother tongue 20% Bangla 60% English 20%	Mother tongue 10% Bangla 70% English 20%	Mother tongue 5% Bangla 75% English 20%
1 st part: prebiding and prewriting (resident)	Start Bangla orally TPR	Literacy on Bangla	Literacy on English		
Middle part: start literacy with mother tongue, make known about familiar subjects through mother tongue	Start Bangla orally TPR Bangla: use of common language for significant communication. Mother tongue : for creative exercise make expert in M T.	Start English orally TPR Bangla and English: Use of common language for significant communication. Bangla : for creative exercise keep making expert in MT.	Bangla and English: Use of common language for significant communication. Bangla : for creative exercise make expert in M T. Keep making expert in MT.	Bangla and English: for creative exercise make expert in M T. Keep making expert in MT.	Bangla and English: for creative exercise make expert in M T. Keep making expert in MT.
Final part : use of primer (make the habit to speak in mother tongue fluently)	Transfer primer Recognition of Bangla transcript	Literacy on Bangla and English : use of Primer	Literacy on Bangla and English : use of Primer	Literacy on Bangla and English : use of Primer	Literacy on Bangla and English : use of Primer

Source: Bridging Plan of Mesbah Kamal (2010, p.9)

2.3. Different Methods of English Language Teaching

More than 500 years ago, in the Western world, the Latin was the most dominant language in the field of education, commerce, religion and government but in the sixteenth century French, English, Italian languages captured the position of Latin and finally now, English became the demanding language of the whole world. The Language teaching had been innovated in the twentieth century as a profession to improve the principles and procedures for the design of teaching methods and materials (Richard and Rodgers, 2001). In this regard, many approaches methods, and techniques have been developed such as Grammatical Translation Methods, Direct Methods, Audio Lingual Methods, and Communicative Language Methods and so on.

In the 17th, 18th and 19th centuries, the foreign language learning to understand the classical text, grammar of Latin and translation was associated with the learning of Latin and which was believed to develop intellectual abilities which is called Classical Method (Richard and Rodgers, 2001, p.4). Then at a time Latin lost its own appeal and other languages like English got the popularity. Although English got the popularity, but the same way it was taught as Latin was used to teach and gradually Classical Method turned into Grammar Translation Method (Brown.H.D., 2007, p.16). As it emerged from the teaching of Latin and, it focused on the teaching of the grammar of English, too. Reading and writing were more important than listening and speaking. Maybe the only listening-speaking activity was reading sentences aloud that would be translated. Memorization of the words was very important. The main purpose of this method was to make students able to read literature in the target language (Larsen and Freeman, 2004, p.15-21).

Later in the 19th century many linguists such as Henry Sweet (England), Wilhelm Viëtor (Germany) and Paul Passy (France) began to provide reformist ideas to improve the teaching Modern Language and they begun to put emphasis on spoken language skill, they avoided translation, took the help of phonetics and believed that grammar should be taught inductively. But apart from all these beliefs, many other reformists were interested in developing naturalistic principles for language teaching and Maximilian Berlitz and Gouin had introduced the Natural Approach / method which was known as Direct Method (as cited in Richard & Rodgers, 2001, p.11). The Direct method is not the new method as well as the Grammar Translation Method. It has some opposite ideas to Grammar Translation method such as, grammar is taught deductively, target language is the medium of classroom interaction, and accuracy in grammar

Teaching Techniques in EFL Classrooms of Rangamati

and pronunciation is emphasized. Direct Method gives more importance to oral communication, and the usage of objects (realia or picture) in the class was a good progress for language teaching than GTM (Larsen and Freeman, 2004, p.26-32).

According to Richard & Rodger (2001) there must be a reason behind learning a language, like in World War II, USA were needed to have personnel but those personnels were supplied who had fluency and accuracy in other languages other than English. Then it was necessary to establish special language training programs and in this way the Audio-Lingual Method came into use (Richard and Rodgers, 2001, p.44). As the language learning method was invented to train the army so it also known as “Army Method” where in this method new vocabulary and structural patterns are presented through dialogues and these dialogues are learned through imitation and repetition drills: repetition, backward, build-up, chain, substitution, transformation, and question-and –answer drills. ALM is a process of habit formation, though varieties of drill learners form their new habits of speech through various drills. The teacher would focus on pronunciation, intonation and fluency, and would correct immediately (Larsen and Freeman, 2004, p. 42-49).

In the late 1960, the Communicative Language Teaching (CLT) emerged has origin from the British language teaching tradition (Richard and Rodgers, 2001). Hymes (1972) has referred it as “communicative competence” more than “linguistic competence”. It emphasizes on the importance of students’ interactive ability to express their own ideas in the target language in different social settings more than grammar and vocabulary. Here error is tolerated and seen as a natural outcome of development of communication skills. The goal of communicative language teaching is to teach real-life communication skills (p.159).

As the CLT is a main stream approach of teaching English, which is that aims at cultivating students’ ability in target language in different situations, many researchers have indicated that it is better to use CLT in ESL/EFL classrooms. But British linguist Vivian Cook viewed (1996) “A teaching method has to suit the beliefs of the society about what activities are proper for classrooms” (p.132). Sujit Kumar Dutta (2006) asserts that “CLT is based on the assumption that we learn a language best by practicing it”. The main focus of CLT has been to encourage students to use, as much as possible, the target language in the classroom by creating a variety of language activities. The activities are carried out in all the language skills—speaking, listening, reading and writing, which facilitate an all round development of the students' performance in

the target language” (p.1-23). He has also said that now-a-days learners learn a second/foreign language not only to be good translators or memorizers of the grammatical rules of the target language but to be good and effective communicators, to be skilled users in the target language.

The standard of *English for Today* for the secondary level has implemented Communicative Language Teaching (CLT) instead of Grammar Translation Method (GTM) in 2001 (NCTB). The book follows the communicative approach to teaching and learning English in Bangladesh. It is designed with a variety of materials such as reading texts, dialogues, tasks and activities. Moreover, there are effective materials for practicing four basic language skills: listening speaking, reading and writing which are emphasized equally in CLT. Ahmed. S.S. (2004) says “Instead of treating grammar as a set of rules to be memorized in isolation, the book has integrated grammar items into the lesson activities allowing grammar to assume a more meaningful role in the learning of English. Thus students develop their language skills by practicing language activities and not merely by knowing the rules of the language” (p.17-23).

According to Haque and Maniruzzaman (1999),s “It is traditionally assumed that successful second/foreign language (SL/FL) learning depends entirely upon the 'teacher' with his/her target language proficiency, professional qualifications, scholarship and teaching methods, and the 'curriculum/syllabus' including its materials, evaluation tools and logistics”(p.1).

In fact, knowledge of methods is the part of knowledge base of teaching. It serves as a foil for reflection that can aid teacher in bringing to conscious awareness the thinking that underlines their actions (Larsen and Freeman, 2004). When teachers are exposed to methods they become engage with their teaching techniques actively and be aware of their own fundamental assumptions, values and beliefs (Larsen and Freeman, 2004, p. ix).

So we can see that a learner can be proficient in the target language if s/he gets a teacher who is a good source of correct and fluent target language for him. Moreover teachers must be concerned about what kind of language examples they want to introduced to students do with language and how they want to teach it. There would be many reasons behind learning any language. Generally, the purpose of learning a language is to enable learners to take part in exchanges of information in target language like, talking with friends, reading instructions on a packet of food, understanding direction, writing a note to colleagues, etc (Scrivener,1994,p.32). Gower, Phillips and Walters (1995) also exemplify similar task put in that, “Language learning is also concerned

with becoming proficient in certain skills (writing, speaking, listening, and reading) which is perfected through practice” (p.v).

2.4. Teachers' Roles:

Learners come to language classes to learn a new language and naturally no one would like to get bored in the language classroom. So it is important how that a teacher makes genuine language learning interesting in the classroom. Scrivener (1994) views that, “the teacher who constantly talks a lot, telling stories and jokes, amusing the class with antics, etc. can provide a diverting hour, but it may simply cover up the fact that very little has been taken in and used by the students” (p.16).

The teacher has many roles in a language classroom which are given by Richards and Lockhart (1997). Such are:

Needs analyst: the teacher determines learners' needs before starting the class or during the task.

Curriculum developer: teacher develops the curriculum in accordance with the learners' proficiency level and needs.

Material developer: teacher develops his/her own classroom materials.

Counselor: teacher identifies those learners who are facing problems to learn the target language and offer them individual counsel.

Monitor: the qualified teacher helps less qualified teacher professionally.

Team member: teacher encourages other teachers to work together as a team in many cooperative activities in the school.

Researcher: teacher is encouraged to conduct research related to language learning and teaching including his/her own classroom.

Professional: teacher should not only be professional but also have to develop him/her professionally.

Moreover, Barilett and Butler (1985), also have found some required areas for a teacher, those are:

Teaching Techniques in EFL Classrooms of Rangamati

Needs assessment skills: The teachers required instruments and procedures for conducting needs analysis.

Course guidelines: Teacher requested to a framework to use in developing curriculum.

Bilingual help on negotiating the curriculum: Bilingual assistance was requested to enable teachers to negotiate the curriculum with their learners.

Continuity in the programme: to prevent the needs-based model from leading to fragmented program, some form of program-management was requested.

Educational counseling: Because of the range and diversity of student needs, teachers requested the support of educational counselors, people who might themselves be curriculum developers and who could direct students into groups that match their needs.

Conflict resolution: The concept of negotiated curriculum sometimes led to instance of conflict which teacher requested to help in solving.

Teacher specifications: Teacher requested specifications of their roles (p.112-113).

On the other hand, Breen and Candin (1980) believe that “The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts (p.99). The second role is to act as an independent participant within the learning-teaching group” (Richards and Lockhart, 1997, p.99).

An American psychologist, Carl Rogers suggested that there basic features which can help to create an effective language learning environment:

Respect: a positive and non-judgmental respect for each other.

Empathy: the power of understanding other's views.

Authenticity: faithfulness (as cited in Scrivener, 1994.p.24)

The combination of these three qualities makes the educational environment positive, supportive and forward looking. With less fear learners are able to take risk and facing challenges in the classroom. In this regard, Brown (2007) has said that “if a learner feels he or she is capable of carrying out a given task, in other words, a high sense of self-efficacy, an appropriate degree of

effort may be devoted to achieving success”(p.156). Teachers should be aware of learners’ positive and negative attitudes too. In Second Language Acquisition, learners are benefited from positive attitudes and while negative attitudes of teachers’ reduce their inspiration motivation to learn a language (p.193).

2.5. Teachers’ Feedback and Error Correction:

The role of feedback on learners’ performance in the EFL/SLA classroom is a great specialty of teachers. It is one of the major responsibilities that a teacher has to provide to the class to evaluate learners’ progress and success (Richards and Lockhart, 1997, p.188). Generally it is given soon after teachers have finished teaching a lesson. Gower, Philips and Walters (1995) say, “the aim of feedback is to bring about self-awareness and improvement”. They have advised to always give positive feedback which makes learners thrive. Learners get motivated to receive genuine praise and encouragement from the teacher.

Second Language Learning is the same as First Language Learning. Making error or mistake in the EFL/SLA class is normal in fact the CLT counts it as a part of language learning process. Teachers must understand the mistakes made by learners because of mistakes made could have been the key to understanding the second language acquisition. However, teachers should not mock at their errors or mistakes, otherwise it might threaten their learning process. Again, Gower, Philips and Walters (1995) have introduced three types of corrections which can applied in EFL/SLA classroom, they are:

Self-correction: students should have the chance to correct their mistakes themselves.

Student-student correction: involving all students in the correction process, can make learning more co-operative and reduce students’ dependency on teachers.

Teacher correction: teacher correction is most important if students cannot correct mistakes themselves.

2.6. Motivation and Monitoring:

Teacher’s motivation is very important to generate interest in students’ mind in L2 classrooms. Many L2 learners have no particular contact with the target language or culture for this reason they are not interested to learn the second language. In this regard, Cook talks about *instrumental* and *integrative motivation*; *Integrative motivation*: learning the language in order to

Teaching Techniques in EFL Classrooms of Rangamati

take part in the culture of its people, *instrumental motivation*: learning the language for the career goal or the practical reason. These two terms have been introduced by Lambert and Gardner, (1972) which will help students to learn a second language in a classroom (as cited in Cook, 1996, p.98). Again Cook argues that L2 learners should not be forced to choose between these two motivations. Both are important for, a student to learn second language.

Monitoring is the one of the important techniques in EFL classroom because when learners are engaged in an activity or any class task. Monitoring is important to see whether learners have understood the instruction well or not (Gower, Philips and Walters, 1995, p.49). Gower, Philips and Walters (1995) have also suggested that during the time of any group or pair work teacher should not interrupt directly unless they need teacher's help, teacher should spread his/her attention all over the classroom, stand back to monitor them.

2.7. Teachers' Instruction and the Use of Language:

The language classroom is rich in language for learners. Students learn a lot of their language from what they hear teacher say, the instructions, the asides, the discussions, the jokes, the chit-chat, the comment etc. (Scrivener, 1994, p. 84). Teacher's use of target language in the classroom facilitates learners to acquire the language, help to negotiate classroom interaction with teachers and other students so it is vital to use the target language for giving instruction, modeling target language patters and giving feedback on learners' performances (Richards and Lockhart, 1997, p.182). Again, Scrivener (1994) says that in the classroom learners' first language can be a useful resource. While other linguists and many language learning mythologies prefer target language in their classroom, he always likes his learners to use their own language whenever they want. But he surprises others by create an environment in his class that compels learners to use English that in the class. In this context, he wants to emphasize that students do not get frightened to use English as he has created normal and natural environment for speaking in English in his class. A confident, natural voice of teacher can develop a fair relationship with students to drive out a language classroom. Maley (2000) said, "A tired voice conveys a lack of enthusiasm which students pick up immediately. A richly textured voice, resonate with confidence and vitality, raises the energy levels of those who come into contact with it" (p.vii). His voice should be clear enough to reach each student of the class and each word of teacher must be understandable to learners.

Teachers should be clear in their mind that they are usually teaching people how to use two languages not how to use one in isolation. The person who can speak two languages has the special ability to communicate in two ways. A multilingual can understand different aspects of two cultures than any monolingual. People often try to duplicate the native speaker thus they learn functions of English, rules of grammar to native speaker teacher. The goal should be to gain the ability to use two different languages without losing their own identity and not to produce native speakers (Cook, 1994, p.149-150).

Repetition is another strategy that is used by a teacher to make his/her directions and instructions clear to teacher and Richards and Lockhart (1997) also have added other strategies of Chaudron (1988) with their term repetition, they are

Speaking more slowly: Teacher's slower rate of speech or lecture can help learners to understand.

Using pauses: In delivering lecture, teachers' use of pause promotes the understanding process of learners.

Changing pronunciation: Sometimes teacher focuses on some standard styles of speech which can help learners to get the major point that teacher wants to mean.

Modifying vocabulary: Easy words will be clearer to learners than difficult words.

Modifying grammar: Simplifying grammatical structure of a sentence in the language classroom.

Modifying discourse: Teacher should clear their lecture to learners to understand (p.183-184).

2.8. Teachers' Talk Time (TTT):

Generally teacher's language in the classroom for the learners to instruct is known as teacher talk and TTT stands for Teacher Talking Time. According to Rod Ellis (1985) "The language that teachers address to L2 learners is treated as a register, with its own specific formal and interactional properties" (p.145). Teacher talk is a special feature to communicate with students and develops students' target language proficiency.

There is no doubt that plenty of talk goes on in communicative language classroom but for building a successful L2 learning environment linguists prefer STT (Students Talk Time) more than TTT because a large amount of TTT destroy students' chance to produce L2 (Gower,

Philips & Walters, 1995). Most teachers view that the students should receive as much opportunity as possible to speak in the second language classroom. In addition, Xiao-yan (2006) states that “Teachers adopt the target language to promote their communication with learners. In this way, learners practice the language by responding to what their teacher says” (p.6). However, questions of teachers are also a part of teacher talk time and it is very important device to keep eye on learners’ learning process. In this regard, Richards and Lockhart’s classification classified teachers’ questions into three categories: procedural, convergent, divergent. The procedural question is asked by the teacher to see the flow of teaching process, e.g. in between the lecture the teacher asks, Okay, did you understand? Convergent question is used to motivate learners to learn, e.g. Good, have you done it? Divergent questions encourage students and same time makes them think critically and students provide their own view, e.g. Very good. What do you think about this matter? (as cited in Xiao-yan, 2006, p.19)

2.9. Interaction in Classroom:

Second language learning is highly interactive process and it involves the interactions of both teacher and learners, and among all learners themselves (Richards & Lockhart, 1997, p.138). Scrivener (1994) has listed some ideas which maximize students’ interaction in the class. They are:

- Encourage a friendly and relaxed learning environment.
- Ask question rather give explanations.
- Allow students to think, listen, process their answer and speak.
- Allow silence sometimes to get the point clear.
- Increase opportunities for learners talking time.
- Use pair, group works more than individual works to maximize opportunities for students to speak.
- Sometimes let the whole class focused rather than teacher.
- Encourage students-students interaction more than teacher-students (p.86).

Mostly, the Second Language Learning classroom in a society, where the second language is in actual use is not as significant as the classroom where students learn L2 for educational benefit or personal profit. Cook (1996) viewed that “only instructions should not take place in the classroom to develop the fluent communication in the target language” (p. 129). Students are not studying L2 as closely in the natural way that a native speaker learns. Some teaching methods like grammar-translation teaching, exploit the natural process of learning second language. L2 learners should use the target language with their own environment in daily practical life.

2.10. Role of Grammar Teaching:

Stephen Krashen (2009) has referred grammar as a synonym for conscious learning (p.89). For Vivian Cook, “An important part of grammar is most languages is the order of words” (Cook, 1996, p.14). She says that learning grammar is much easier than any other aspect of language for the L2 learners, because it is highly systematic. For this reason many linguists focus on grammar to learn Second Language. All the methods around 1960's such as Grammar Translation Method, Audio-lingual Method, Situational Approach emphasized on the need of grammar. But like many researchers, in 1966, Newmark claimed that learners need not engage in learning grammar in the case of the acquisition of second language. It is cited by Rod Ellis in his *SLA Research and Language Teaching* (1997) that, “grammatical structures should be graded in accordance with the order in which SLA had shown them to be learnt. In this way, teachers could be confident that learners would learn the structures they were taught” (as cited in Richard and Lockhart p.43). That mean learners should learn grammatical structures in the same order in which they learn the language. In this order, a number of SLA researchers (e.g. Dulay & Burt 1973. Krashen 1982) and linguistics like Prabhu 1987, have advanced a proposal “Zero Option” that says “the grammatical instruction should be abandoned in favour of creating opportunities for natural language use of the kind found in untutored settings” (p.47). Again in this regard Beretta (1989) said “form can be best learnt when the learner's attention is focused on meaning” (p.233).

According to Cook (1996), “one of the great dilemmas in L2 learning is the nature of the relationship between unconscious and conscious grammar, and how it can be exploited in language teaching”(p.19). A native speaker does not need to study the grammar of their own language, because of the *linguistic* or *grammatical competence*; the speaker knows the system of language. But for a non-native speaker it is not possible to produce a single English sentence without knowing English grammar in this sense so L2 learners need to learn grammar to produce

sentences. It is very amazing that if L2 learner is asked to explain the grammatical term that he/she has produced, the non-native speaker can explain it properly more than the native speaker, because having the sense of grammar is the native speaker's implicit knowledge (p.18).

2.11. Second language in the classroom

Cook advises the teachers to use L2 for the classroom management and instructions; L1 deprives the students from genuine use of the target language. Again, overuse of L2 might destroy the natural output of learners. So "Be aware of the two levels at which language enters into classrooms" (p.130).

Now-a-days it is not a big deal to have skill on two languages or more than two languages. Brown (2007) says that those can separate the contexts for the two languages that are learning second language. It has been also pointed out by Cook (1996), "children who know a second language are better at separating semantic from phonetic aspects of the words, as tasks involving classification and at test creativity; they have sharpen awareness of language " (p.135).

In this regard Lambert's (1981) talks about *additive* and *subtractive* bilingualism (as cited in Cook, 1996, p.99). *Additive* bilingualism: L2 learning that adds to the learner's language ability, *Subtractive* bilingualism: L2 learning that takes away learners' own ability. She supports *additive* bilingualism which works successfully in L2 classroom. But Subtractive bilingualism is related to too many immigrants or multi-ethnic situation and some ethnic groups think that by learning second language they are losing their own language and their identity. Lambert says about the minority groups that "the best way I can see the potential of bilingualism is to transform their subtractive experiences with bilingualism and biculturalism" (p.99).

Culture is another essential point in the second language learning classroom that both teacher and students have to understand that students are not of the same capacities in an ESL class. Each teacher must understand the identities of the learners in terms of their socio-cultural background (Brown, 2007, p.192). According to H. Douglas Brown, "culture learning is a magic carpet ride to another culture" (p.194). Most of the students learn the target/foreign/second language with no sense of the depth of the culture of the target language. Second language learning involves the learning of the culture of the second/ target language.

Teaching Techniques in EFL Classrooms of Rangamati

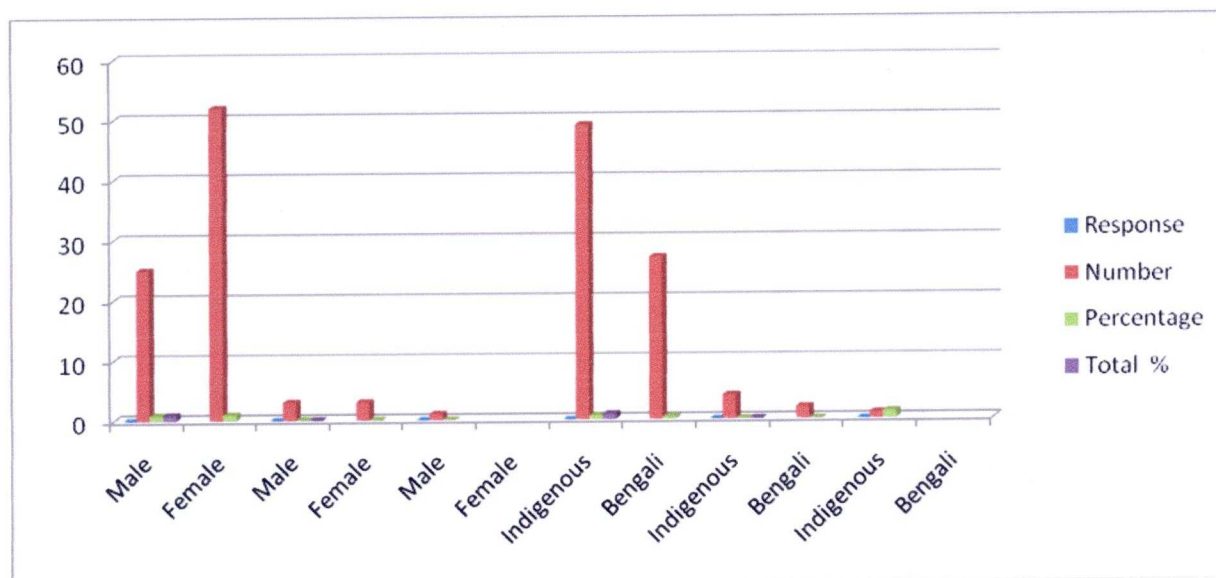


Figure 1: Enjoyable class

In Table-1 and Figure 1, we see that **86.9%** students enjoy the English class while **3.6%** do not. Moreover, it is noticeable that Indigenous students (**54.2%**) like the class more than Bengali students (**33.7%**). And the percentages of male **89.6%** female **85.4%** that enjoy the English class are almost the same.

Table 2: Being comfortable with the teacher

Students	Response	Number	Percentage	Total%
Male	Yes	12	41.3%	69.0%
Female		46	83.6%	
Male	No	15	51.7%	25.3%
Female		6	10.9%	
Male	No comments	2	6.8%	6.0%
Female		3	5.4%	
Indigenous	Yes	36	43.3%	67.4%
Bengali		20	24.0%	
Indigenous	No	14	16.8%	26.5%
Bengali		8	9.6%	
Indigenous	No comments	4		
Bengali		1		

wrong if someone generalizes its result and thinks that all the indigenous schools of Bangladesh will have the same situation.

Chapter 4

Findings and Analysis

4.1. Students' Responses:

Table 1: Enjoyable class

Students	Response	Number	Percentage	Total %
Male	Yes	26	89.6%	86.9%
Female		47	85.4%	
Male	No	3	10.3%	3.6%
Female				
Male	No comments			9.6%
Female		8	14.5%	
Indigenous	Yes	45	54.2%	87.9%
Bengali		28	33.7%	
Indigenous	No			
Bengali		3	3.6%	
Indigenous	No comments	7		
Bengali		1		

Teaching Techniques in EFL Classrooms of Rangamati

i) Questionnaire for the students: The researcher employed questionnaire-1 consisting of 1 open ended question and 22 multiple choice questions.

ii) Questionnaire for the teachers: Questionnaire-2 was used by the researcher. It had 1 open ended question and 18 multiple choice questions.

iii) Observation form: A form comprising main criteria of observing a classroom was used for collecting data of this research.

3.4.2. Participants:

The participants of this research were 81 students of class-9 from four government schools of Rangamati. There were 54 female students and 27 male students. The number of total indigenous and bengali students 54 and 29 respectively. There were 2 female teachers and 3 male teachers from whom the researcher has collected information.

3.4.3. Procedure:

The researcher had distributed questionnaire-1 among the students and questionnaire -2 among the teachers. The criteria for the observation of the class had the researcher to collect data from the classroom.

3.4.4. Method of Analysis:

Microsoft Excel was used to organize the raw data and graphs of the research. Percentages of the students' and teachers' responses were calculated by using the same software. Then the data was arranged in tables in the data analysis section. A mixed method was used for analyzing the data that combines both quantitative and qualitative methods together. The information collected by observing the class was analyzed as well.

3.4.5 Limitation:

The survey was conducted at the end of the year of 2011, when the school syllabuses of most schools were almost over. All primary levels (class-5) were talking preparation for the Junior School Certificate Examination. So students of class-10 were busy and the researcher could not get in touch with these students from different schools. Moreover, researcher could not get the opportunity to visit the sub-districts/Thana schools far from the Rangamati main town for collecting more data. This research has looked at only four schools of Rangamati. It will be

Teaching Techniques in EFL Classrooms of Rangamati

People have to migrate to other country to have better life style or for their profession or may for other personal reasons and often they remain there for the rest of the life. And they have to be accustomed to particular culture, environment even with the language to stay there long time. Many minority languages' parents want their children to speak in the majority as the parents want to extend their child's education through the second language which spoken by the majority group (Cook, 1996, p.136).

Chapter 3

Research Design

3.1. Objective: - To evaluate the teaching techniques of EFL classes in the schools of Rangamati on the basis of students' and teachers' perspectives.

3.2. Research questions:

1. How effective the interactions of teachers and students are in Rangamati's EFL classrooms?
2. How do the indigenous students feel about English language classroom?
4. How do the Bengali students feel about the English language classroom?
5. Which method the course instructor is applying in the EFL classroom?
6. What do the teachers think of the texts used in the classroom?
7. Which technique of teaching is preferred by the teachers/ students?

3.3. Significance of the Research:

This research will help to evaluate how teaching technique of EFL classrooms influence indigenous students' language learning. The teachers in indigenous schools can know about students' perspectives on the teaching techniques from this research and improve their style of teaching.

3.4. Methodology:

3.4.1. The Instrument:

Teaching Techniques in EFL Classrooms of Rangamati

People have to migrate to other country to have better life style or for their profession or may for other personal reasons and often they remain there for the rest of the life. And they have to be accustomed to particular culture, environment even with the language to stay there long time. Many minority languages' parents want their children to speak in the majority as the parents want to extend their child's education through the second language which spoken by the majority group (Cook, 1996, p.136).

Chapter 3

Research Design

3.1. Objective: - To evaluate the teaching techniques of EFL classes in the schools of Rangamati on the basis of students' and teachers' perspectives.

3.2. Research questions:

1. How effective the interactions of teachers and students are in Rangamati's EFL classrooms?
2. How do the indigenous students feel about English language classroom?
4. How do the Bengali students feel about the English language classroom?
5. Which method the course instructor is applying in the EFL classroom?
6. What do the teachers think of the texts used in the classroom?
7. Which technique of teaching is preferred by the teachers/ students?

3.3. Significance of the Research:

This research will help to evaluate how teaching technique of EFL classrooms influence indigenous students' language learning. The teachers in indigenous schools can know about students' perspectives on the teaching techniques from this research and improve their style of teaching.

3.4. Methodology:

3.4.1. The Instrument:

i) Questionnaire for the students: The researcher employed questionnaire-1 consisting of 1 open ended question and 22 multiple choice questions.

ii) Questionnaire for the teachers: Questionnaire-2 was used by the researcher. It had 1 open ended question and 18 multiple choice questions.

iii) Observation form: A form comprising main criteria of observing a classroom was used for collecting data of this research.

3.4.2. Participants:

The participants of this research were 81 students of class-9 from four government schools of Rangamati. There were 54 female students and 27 male students. The number of total indigenous and bengali students 54 and 29 respectively. There were 2 female teachers and 3 male teachers from whom the researcher has collected information.

3.4.3. Procedure:

The researcher had distributed questionnaire-1 among the students and questionnaire -2 among the teachers. The criteria for the observation of the class had the researcher to collect data from the classroom.

3.4.4. Method of Analysis:

Microsoft Excel was used to organize the raw data and graphs of the research. Percentages of the students' and teachers' responses were calculated by using the same software. Then the data was arranged in tables in the data analysis section. A mixed method was used for analyzing the data that combines both quantitative and qualitative methods together. The information collected by observing the class was analyzed as well.

3.4.5 Limitation:

The survey was conducted at the end of the year of 2011, when the school syllabuses of most schools were almost over. All primary levels (class-5) were talking preparation for the Junior School Certificate Examination. So students of class-10 were busy and the researcher could not get in touch with these students from different schools. Moreover, researcher could not get the opportunity to visit the sub-districts/Thana schools far from the Rangamati main town for collecting more data. This research has looked at only four schools of Rangamati. It will be wrong if someone generalizes its result and thinks that all the indigenous schools of Bangladesh will have the same situation.

Chapter 4

Findings and Analysis

4.1. Students' Responses:

Table 1: Enjoyable class

Students	Response	Number	Percentage	Total %
Male	Yes	26	89.6%	86.9%
Female		47	85.4%	
Male	No	3	10.3%	3.6%
Female				
Male	No comments			9.6%
Female		8	14.5%	
Indigenous	Yes	45	54.2%	87.9%
Bengali		28	33.7%	
Indigenous	No			
Bengali		3	3.6%	
Indigenous	No comments	7		
Bengali		1		

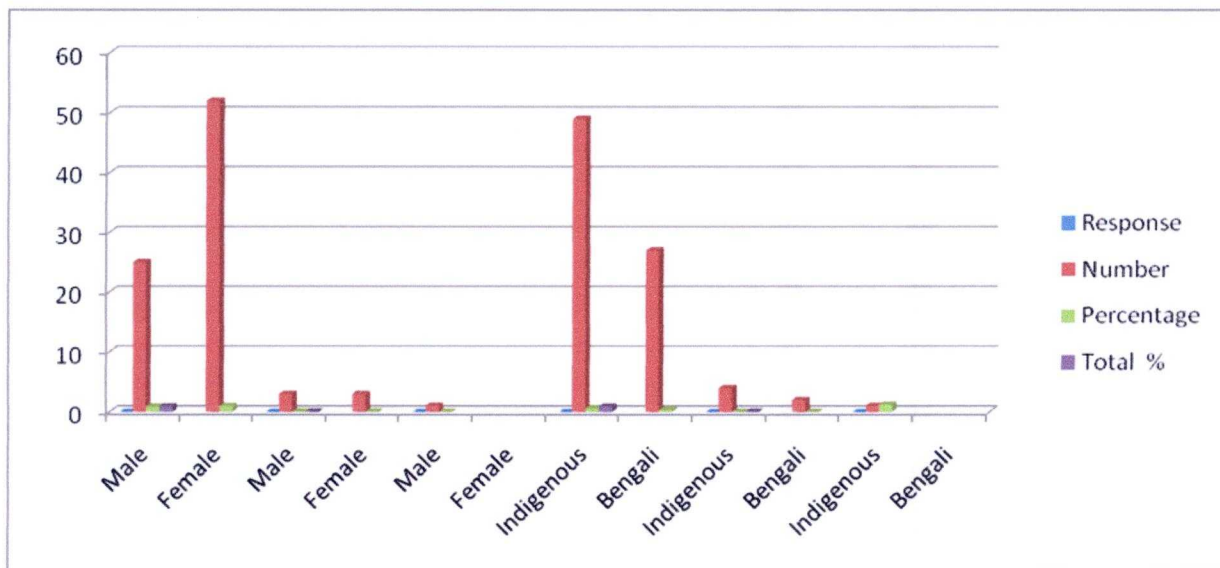


Figure 1: Enjoyable class

In Table-1 and Figure 1, we see that **86.9%** students enjoy the English class while **3.6%** do not. Moreover, it is noticeable that Indigenous students (**54.2%**) like the class more than Bengali

Teaching Techniques in EFL Classrooms of Rangamati

students (33.7%). And the percentages of male 89.6% female 85.4% that enjoy the English class are almost the same.

Table 2: Being comfortable with the teacher

Students	Response	Number	Percentage	Total%
Male	Yes	12	41.3%	69.0%
Female		46	83.6%	
Male	No	15	51.7%	25.3%
Female		6	10.9%	
Male	No comments	2	6.8%	6.0%
Female		3	5.4%	
Indigenous	Yes	36	43.3%	67.4%
Bengali		20	24.0%	
Indigenous	No	14	16.8%	26.5%
Bengali		8	9.6%	
Indigenous	No comments	4		
Bengali		1		

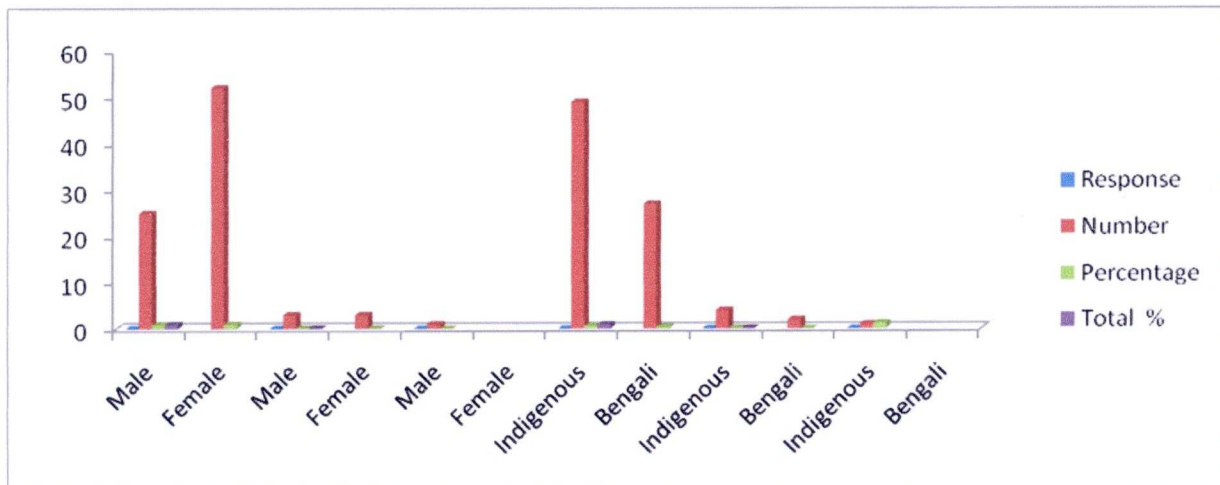


Figure 2: Being comfortable with the teacher

The students were asked if they were comfortable with their teachers and Table 2 and Figure 2 show that total 69.0% students were comfortable with their class teacher but 25.3% were not. 83.6% female students were relaxed with their teacher but 41.3% male students were not. And again, 43.3% Indigenous students and 24.0% Bengali students were happy with their teacher, but 16.8% Indigenous students and 9.6% Bengali students were not comfortable. Here we can see that the Bengali students were not comfortable with their teachers. The reason behind this is perhaps that 3 out of 5 observed teachers were indigenous with whom Bengali students were not comfortable.

Table 3: Acceptance of the English Text book

Students	Response	Number	Percentage	Total%
Male	Yes	28	33.7%	100%
Female		55	66.2%	
Male	No	0	0%	0 %
Female		0	0%	
Indigenous	Yes	53	63.8%	100%
Bengali		30	3.6.1%	
Indigenous	No	0	0%	0%
Bengali		0	0%	

In the above table, we can see that total **98.8%** students said that they like their text book and all female (**100%**) students like the book most. Besides **63.8%** Indigenous students like their English text book but **3.6%** Bengali students do not.

Table 4: Educational Games

Students	Response	Number	Percentage	Total %
Male	Yes	8	27.5%	15.6%
Female		5	9%	
Male	No	21	72.4%	84.3%
Female		49	89%	
Male	Nil			
Female		1		
Indigenous	Yes	11	13.6%	14.4%
Bengali		1	1.2%	
Indigenous	No	42	50.6%	84.3%
Bengali		28	33.7%	

In **Table-4**, we see that **15.6%** students say that they do not have educational games in their classroom but **84.3%** disagreed that they have educational games. Moreover, **50.6%** Indigenous and **33.7%** Bengali students say that there is no educational game in classroom but **13.6%** Indigenous and **1.2%** Bengali students confirm this. Only the students of Laker's Public School run by the Bangladesh Army said that they have educational games in English classes.

Table 5: Discussion in class

Students	Response	Number	Percentage	Total%
Male	By giving student chance	11	37.9%	25.3%
Female		10	18.1%	
Male	Interactive Games	9	31.0%	52.6%
Female		38	69.0%	
Male	Only by Lecture	1	3.4%	4.8%
Female		3	5.4%	
Male	Teaching from Book	4	13.7%	9.6%
Female		4	7.2%	
Indigenous	By giving chance To students	10	12.0%	26.5%
Bengali		12	14.4%	
Indigenous	Interactive Games	34	40.9%	55.1%
Bengali		12	14.4%	
Indigenous	Only by Lecture	3	3.6%	7.2%
Bengali		3	3.6%	
Indigenous	Teaching from Book	4	4.8%	9.6%
Bengali		4	4.8%	

In table-5 , it is mentioned that, **25.3%** students want to allow discussing about their lessons in the class with each other, **52.6%** students required interactive games as addition to the lesson of the text books. **9.6%** students prefer teaching from the book and **4.8%** students like being taught only by lecture. And **40.9%** indigenous students and **14.4%** Bengali students wish for interactive games while **14.4%** Bengali and **40.9%** indigenous students wish to have chance in the classroom to discuss lesson with each other. Amazingly the percentages of Bengali and indigenous students who prefer teaching only by lecture are same (**3.6%**). And again in the same way the Indigenous and Bengali students who require teaching from book are same **4.8%**.

Table 6: Teacher teaches only from the text book

Students	Response	Number	Percentage	Total%
Male	Yes	23	79.3%	93.9%
Female		55	100%	
Male	No	6	20.6%	7.2%
Female				
Indigenous	Yes	51	61.4%	93.9%
Bengali		27	82.5%	
Indigenous	No	4	4.8%	7.2%
Bengali		2	2.4%	

Here, in table-6, **69.8%** students said that the teacher teaches only from the book and **7.2%** students say teachers do not teach so. But total **100%** female students state that their teachers teach from their own text book. Again, **61.4 %** Indigenous students agree that teacher teach only

Teaching Techniques in EFL Classrooms of Rangamati

by using the text book and **4.8%** said that they do not. And **82.5%** Bengali students say that their teachers teach from book but **2.4 %** Bengali students say teachers do not teach so.

Table 7: Asking questions in the middle of the lecture

Students	Response	Number	Percentage	Total%
Male	Yes	28	96.5%	97.5%
Female		53	96.3%	
Male	No	1	1%	3.6%
Female		2	3.6%	
Indigenous	Yes	54	65.0%	97.5%
Bengali		27	32.5%	
Indigenous	No	1	1.2%	2.4%
Bengali		1	1.2%	

Here, Table -7 shows that **97.5%** students say that they are asked questions by teacher in the middle of the lecture to see if they have understood. The percentages of male and female are almost same (around 96.5%). Similarly, **65.0%** Indigenous and **32.5%** Bengali students are asked by the teacher to see what the students have understood. And the rest of the student which is around **2.4 %** of both Bengali and Indigenous students is not asked question in between the lessons.

Table 8: Responding to teacher's question instantly

Students	Response	Number	Percentage	Total%
Male	Yes	25	86.2%	86.7%
Female		47	85.4%	
Male	Afraid	4	13.7%	10.8%
Female		5	9.0%	
Male	Scare	5	6.0%	14.4%
Female		7	12.7%	
Indigenous	Yes	48	57.8%	90.3%
Bengali		27	32.5%	
Indigenous	Afraid	4	4.8%	10.8%
Bengali		5	6.0%	
Indigenous	Scare	6	7.2%	9.6%
Bengali		2	2.4%	

In the above table, we see that **86.7%** students try to respond to teacher's question instantly, but **10.8%** do not respond. Moreover, only **12.7%** female and **6.0%** male are scared to respond to teacher's question. And **57.8%** Indigenous & **32.5%** Bengali students respond to teacher's

Teaching Techniques in EFL Classrooms of Rangamati

question instantly and **4.8%** Indigenous & **6.0%** Bengali students are afraid to answer and the left **7.2%** Indigenous & **2.4%** Bengali are scared to respond to teacher's questions.

Table 9: Meet with teacher for solving problems

Students	Response	Number	Percentage	Total%
Male	Yes	10	34.4%	38.5%
Female		22	40.0%	
Male	No	17	58.6%	59.0%
Female		32	58.1%	
Male	I'm scared			1.2%
Female		1	1.8%	
Male	Nil	2		
Female				
Indigenous	Yes	23	27.7%	36.1%
Bengali		7	8.4%	
Indigenous	No	29	24.9%	60.0%
Bengali		21	25.3%	
Indigenous	I'm scared	1	1.2%	
Bengali		0		

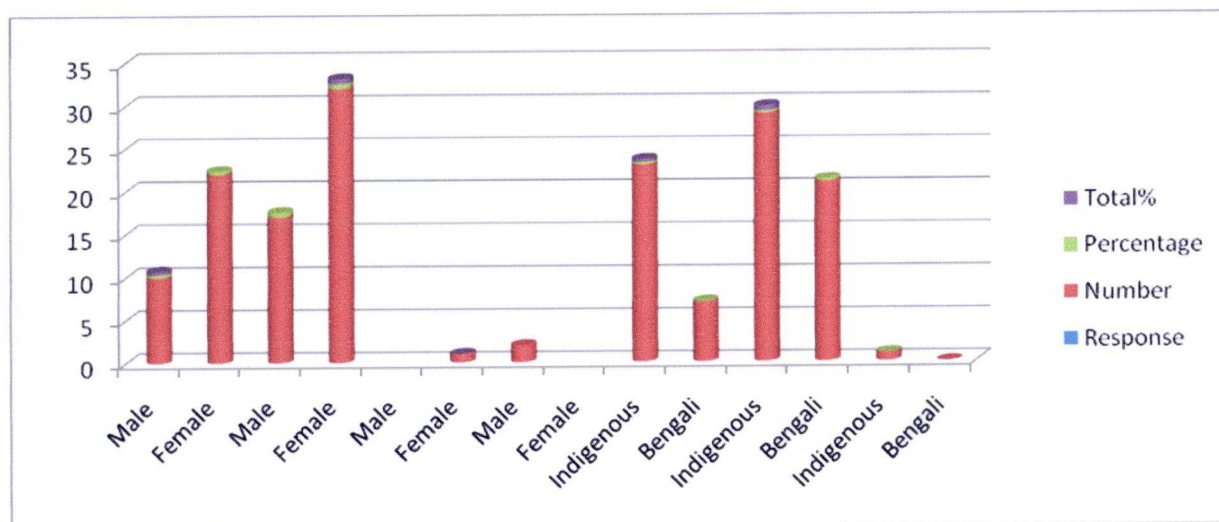


Figure 4: Meeting the teacher for solving problems

Table-9 and Figure 4 show that **38.5%** of students meet their teacher, outside classroom, for discussing their problems of learning English and **59%** students do not meet the teacher. The percentage of male and female students who do not go to their teacher for solving problems is almost the same (58.6%) Moreover, **27.7%** indigenous students and **8.5%** bengali students meet their English teacher for their problems while **24.9%** indigenous students and **25.3%** bengali students do not meet up. And among the total students, only **1.2%** indigenous students are scared to see their class teacher outside classroom.

Table 10: Teacher's medium of instruction in class

Students	Response	Number	Percentage	Total%
Male	English	8	27.5%	54.2%
Female		37	67.2%	
Male	English + mother tongue	21	72.4%	46.9%
Female		18	32.7%	
Indigenous	English	26	31.3%	54.2%
Bengali		19	22.8%	
Indigenous	English + Mother tongue	28	33.7%	34.1%
Bengali		1	1.2%	

In table-10, we see that **54.2%** students say that teacher uses English language in the classes and **46.9%** say that teacher mixes English and mother tongue in her/his lecture. **31.3%** indigenous students and **22.8%** bengali students state that teacher applies just English in the classes but among them only 1(1.2%) bengali student says that teacher blends English with her/his mother tongue while **33.7%** indigenous students also affirm so.

Table 11: Teachers encourage speaking in English

Students	Response	Number	Percentage	Total%
Male	Yes	11	10.3%	36.1%
Female		19	7.2%	
Male	No	11	27.5%	26.5%
Female		11		
Male	Sometimes	18	62.0%	81.9%
Female		50	90.9%	
Male	Nil			
Female		2		
Indigenous	Yes	22	40.7%	36.1%
Bengali		8	27.5%	
Indigenous	No	11	20.3%	26.5%
Bengali		11	3.7%	
Indigenous	Sometimes	21	38.8%	36.1%
Bengali		9	31.0%	

Table-11, depicts that **8.4%** students are encouraged by the teacher to speak in English outside the classroom while **10.8%** are not encouraged. But remarkably, **81.9%** students are supported by the teacher to speak in English. Again **26.5%** indigenous and **9.6%** bengali students are promoted by English teacher to chat in English outside the class. The percentage of the bengali

Teaching Techniques in EFL Classrooms of Rangamati

and indigenous students who are not encouraged to speak in English is same which is **13.2%**. Moreover, **24%** indigenous and **10.8%** bengali students are motivated by the class teacher to speak in English.

Table 12: Technique of Teaching Grammar

Students	Response	Number	Percentage	Total%
Male	Inductive	4	13.7%	9.6%
Female		4	7.2%	
Male	Deductive	25	86.2%	91.5%
Female		51	92.7%	
Indigenous	Inductive	8	9.6%	13.2%
Bengali		3	3.6%	
Indigenous	Deductive	46	55.4%	86.7%
Bengali		26	31.3%	

In the above Table, total **91.5%** says that teacher teaches grammar deductively but **9.6%** says that they prefer inductive way of teaching grammar where rule is given prior to example. **55.4%** Indigenous students also say that teacher teaches grammar deductively and **9.6 %** says that it is taught inductively. Again, **31.3%** Bengali students states that teacher teaches grammar deductively and **3.6%** states inductively.

Table 13: Getting punished for making mistakes

Students	Response	Number	Percentage	Total%
Male	Yes	2	6.8%	2.4%
Female				
Male	No	21	72.4%	75.9%
Female		42	76.3%	
Male	No comments	6	20.6%	10.8%
Female		3	5.4%	
Indigenous	Yes	2	3.8%	2.0%
Bengali				
Indigenous	No	47	56.6%	86.7%
Bengali		25	30.1%	
Indigenous	No comments	6	7.2%	10.8%
Bengali		3	3.6%	

In table-13, we see that **75.9%** students demand that they do not get punishment when mistakes occur in the English language classes while **2.4%** says they get punishment and left **10.8%** put no comments. **56.6%** indigenous and **30.1%** bengali students claim that they are not punished by teacher if any mistakes take place in the learning of English language. Besides, **7.2%** indigenous and **3.6%** bengali students had no comment about it whereas among the class only **2%** indigenous students claim that they get punishment.

Table 14: Punishment scares the students in English classes

Students	Response	Number	Percentage	Total%
Male	Yes	6	20.6%	13.2%
Female		5	9.0%	
Male	No	17	58.6%	32.5%
Female		10	1.8%	
Male	Nil	5		12.0%
Female		5		
Male	It's ok to get Punishment	1		31.3%
Female		25	45.4%	
Indigenous	Yes	7	8.5%	10.8%
Bengali		2	2.4%	
Indigenous	No	25	30.1%	42.1%
Bengali		10	12.0%	
Indigenous	Nil	5	6.0%	
Bengali		5	6.0%	
Indigenous	It's ok to get Punishment	15	18.0%	30.1%
Bengali		11	13.2%	

Table-14 shows that **13.2%** students are scared of getting punishment in the English class for their mistakes, **31.3%** thinks that it is alright to get punishment for better learning but **32.5%** claim that they do not get punishment. In the same way **18 %** indigenous and **13.2%** bengali students also think that it is alright to get punishment. Moreover, **8.5%** Indigenous and **2.4%** bengali students claim that they get punishment but **30.1%** indigenous and **12%** bengali students say they do not get it.

Table 15: Teacher corrects mistakes

Students	Response	Number	Percentage	Total%
Male	With smile	14	48.2%	60.2%
Female		36	65.4%	
Male	Immediately	9	31.0%	19.2%
Female		7	12.7%	
Male	Discuss & correct Later	2	6.8%	13.2%
Female		9	16.3%	
Male	Get angry	4	13.7%	7.2%
Female		2	3.6%	
Indigenous	With smile	32	38.5%	61.4%
Bengali		19	22.8%	
Indigenous	Immediately	9	10.8%	18%
Bengali		6	7.2%	
Indigenous	Discuss & correct later	10	12.0%	13.2%
Bengali		1	1.2%	
Indigenous	Get angry	3	3.6%	7.2%
Bengali		3	3.6%	

In the above table, **60.2%** students state that the teacher corrects their mistakes with smile while **7.2%** says that teacher gets angry to see their mistakes. **19.3%** students say that teacher corrects their mistakes immediately and **13.2%** say that the teacher discusses the mistakes later and also corrects it later. Similarly, **12 %** indigenous and **1.2%** bengali students say that the teacher discusses and corrects it later. Again, **7.2%** indigenous and bengali students claim that the teacher gets angry to see their mistakes though **10.8%** indigenous and **7.2%** bengali states that teacher correct their mistakes immediately.

Table 16: Teacher gives compliment to encourage

Students	Response	Number	Percentage	Total%
Male	Yes	21	72.4%	62.6%
Female		31	56.3%	
Male	No	2	6.8%	2.8%
Female				
Male	Sometimes	6	20.6%	40.9%
Female		28	50.9%	
Indigenous	Yes	33	39.7%	61.4%
Bengali		18	21.6%	
Indigenous	No	1	1.2%	2.4%
Bengali		1	1.2%	
Indigenous	Sometimes	21	25.3%	37.3%
Bengali		10	12.0%	

Here, the table-16, shows that **72.4%** male students and **56.3%** female students say that they (total **62.6%**) they are given compliment as encouragement by teachers and **40.9%** are given compliment sometimes but **2.8%** students claim that the teacher does not praise them to encourage. Both **1.2%** same percentage of indigenous and bengali students also claim that they are deprived of the compliment. Comparatively, **39.7%** indigenous and **21.6%** bengali students state that they are always used to getting compliments from teacher and **25.3%** indigenous and **12%** bengali students are given compliments sometimes by teacher as encouragement.

Table 17: How does the teacher give compliments

Students	Response	Number	Percentage	Total%
Male	Yes; very good; Well-done;	26	89.6%	83.1%
Female		43	78.1%	
Male	With smile	1	3.4%	15.6%
Female		12	21.8%	
Male	Nil	2	6.8%	
Female				
Indigenous	Yes; very good	44	53.0%	81.9%
Bengali	Well-done;	24	28.9%	
Indigenous	With smile	9	10.8%	15.6%
Bengali		4	4.8%	

The above table shows that **83.1%** students state that teacher gives compliments by saying 'yes, very good', 'well done' in front of everyone and **15.6%** are praised with a smile. Moreover, **10.8%** indigenous and **4.8%** bengali students are praised by teacher with a smile. Again **53%** indigenous and **28.9%** bengali students are given compliment by saying 'yes, very good', 'well done'.

Table 18: Teacher can control the classroom

Students	Response	Number	Percentage	Total%
Male	Yes	25	86.2%	92.7%
Female		52	94.5%	
Male	No comments	3	10.3%	7.2%
Female		3	5.4%	
Male	No	1	3.4%	
Female				
Indigenous	Yes	49	59.0%	91.5%
Bengali		27	32.5%	
Indigenous	No Comments	4	4.8%	7.2%
Bengali		2	2.4%	
Indigenous	No	1	1.2%	
Bengali				

Teaching Techniques in EFL Classrooms of Rangamati

In the above table, **92.7%** students say that the teacher can control the classroom and **7.2%** puts no comments about it. Equally, **59%** indigenous and **32.5%** bengali students demand that teacher can control class but **4.8%** indigenous and **2.4%** bengali select “no comments” as their option.

Table 19: Teacher's instruction & lecture are clear

Students	Response	Number	Percentage	Total%
Male	Yes	16	55.1%	80.7%
Female		51	92.7%	
Male	No	6	20.6%	8.4%
Female		1	1.8%	
Male	To some extent	5	17.5%	7.2%
Female		1	1.8%	
Male	Nil	1	3.6%	
Female	No comments	2		
Indigenous	Yes	39	46.9%	73.4%
Bengali		22	26.5%	
Indigenous	No	4	4.8%	8.4%
Bengali		3	3.6%	
Indigenous	To some extent	10	12.0%	16.8%
Bengali		4	4.8%	

In this table-19, we see that **80.7%** students understand teacher's instruction and lecture clearly, **7.2%** students understand to some extent and the rest of the students (**8.4%**) are not clear about teacher's lecture and instruction. Similarly, **46.9%** indigenous and **26.5%** bengali students understand teacher's instruction and lecture while **4.8%** indigenous and **3.6%** bengali students can get teacher's point. Besides, **12 %** indigenous and **4.8%** bengali understand teacher to some extents.

Table 20: How are the EFL classes

Students	Response	Number	Percentage	Total%
Male	Horrible	15	51.7%	49.3%
Female		26	47.2%	
Male	Interesting	14	48.2%	51.8%
Female		29	52.7%	
Indigenous	Horrible	25	30.1%	45.7%
Bengali		13	15.6%	
Indigenous	Interesting	29	43.9%	54.2%
Bengali		16	19.2%	

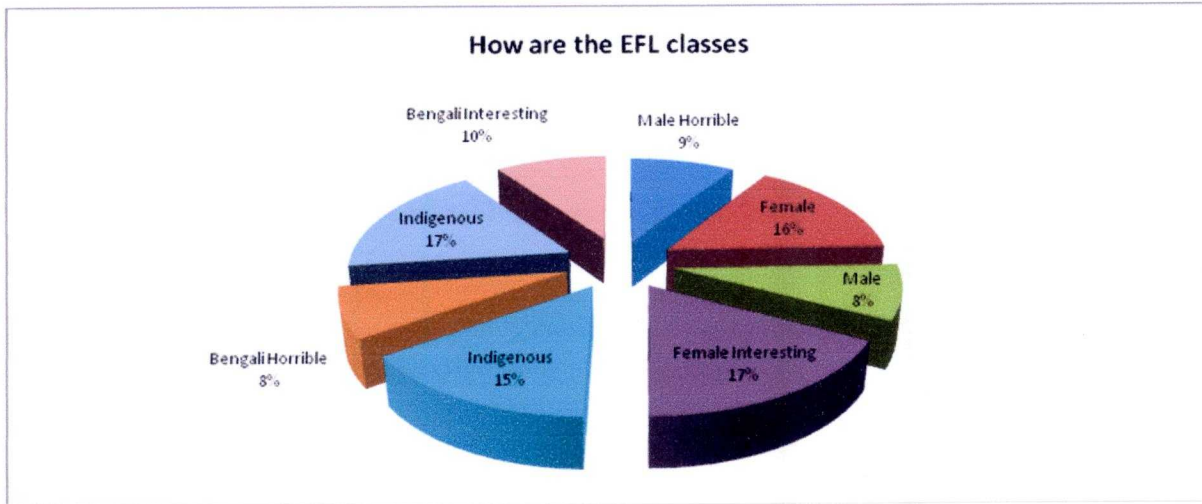


Figure 5: How are the EFL classes

The students were asked how they feel about their English class. **49.3%** students responded that English class is horrible. English class seems interesting to **51.8%** students. Furthermore, **43.9%** indigenous students and **19.2%** bengali students feel that the English class is interesting. Again, to **30.1%** indigenous and **15.6%** bengali students, the English is horrible.

4.2. Analysis of teachers' questionnaires

Question – 1

Do you enjoy your teaching profession?

Each teacher strongly agreed that they enjoy their professions.

Question-2

Which teaching method you are applying in your EFL classroom?

Here, also all teachers agreed that they apply CLT method in the language classroom. But it is matter of concern that all teachers do not have enough knowledge on CLT. Probably, the NCTB text book has followed the communicative approaches to teaching and learning English so they said that they applied CLT in language classroom.

Question-3

Do you deliver your lecture or instruction in English?

Among the 5 teachers, only one indigenous female teacher said that she delivered her lecture or instruction in English, and one male and one female teacher (bengali teacher) said they mix

Teaching Techniques in EFL Classrooms of Rangamati

English and mother tongue to deliver lecture and instruction. Perhaps for these two bengali teachers, it is comfortable to use their mother tongue with the target a to deliver lecture. Another two male teachers said they often use English to deliver lecture and instruction and the reason behind may be they emphasis on the importance of lesson more than the language accuracy.

Question-4

In which language you feel comfortable to deliver your lecture in the EFL class?

Except one female bengali teacher, all teachers said that they were comfortable to deliver lecture in English language in the classroom.

Question-5

Do you like the texts, curriculum and syllabus of the EFL classroom?

Everyone responded that they like the NCTB text book. One female teacher even praised it and said that the book contains the tasks of four language skills so students need not look for other sources to build their language skills. The two other male indigenous teachers from the same schools think that the book is full of different language skills tasks and through practicing of each task students can enrich their language proficiency.

Question-6

Which one is your target for each English class?

Here, in this question all teachers answered that their target for each English class is to make students clear about the lesson. But in the observed the researcher found that some teachers had skipped some tasks of chapter as she had to finish the lesson in time.

Question-7

Do you make any plan before entering the English classes?

All teachers said that they never come in the English classes without preparation. There is a guide book for teachers where all instructions are given to conduct each task of each lesson and all teachers held the opinion that they followed that guide book before entering the classroom.

Teaching Techniques in EFL Classrooms of Rangamati

Question-8

How would you like to practice any task of the lessons in the classes?

One female bengali teacher preferred to give lecture to the class as a whole. One indigenous female and bengali male teachers said they liked to practice tasks in group/pair work .Other two male indigenous teachers said that they depended on the lessons to practice the tasks.

Question-9

Do you practice any task with the students in the EFL class for their development in learning English language outside the syllabus?

Only one female teacher said that she always practiced task out of the syllabus with the students for their development in learning English language. While other said they tried to manage to practice some tasks out of the syllabus but because of the short duration of class period sometimes they could not manage such kind of tasks.

Question-10

Are you available to help out the students with their problems outside class time?

All male teachers said that they are always available to help students outside of the classroom while female was not available to help students. One female teacher said that she had to run household work along with her responsibility of teacher at same time and for this reason she could not manage time for students to help outside the classroom.

Question-11

Do you encourage them to speak in English not only in the classroom even outside the class?

All teachers encourage learners to speak in target language. But the researcher found that one teacher was talking with students in Bangla outside the classroom.

Question-12

What you do when they continue the same mistakes or are not able to understand any point?

Teaching Techniques in EFL Classrooms of Rangamati

All teachers said that they tried to make the point clear to students when they repeat a mistake. The question was asked to see what the teachers do with their weak students when they repeat the mistakes.

Question-13

How do you give feedback/ praise/ correction for their work?

Most of the teachers said they let students to find out their own mistakes and on this matter teachers interviewed that they preferred to find learners' mistakes by themselves so further they will be careful for the same mistakes that they had made. Other teachers gave immediate feedback on their mistakes and put no comments on it.

Question-14

How do you teach grammar?

Only one teacher said he teach grammar deductively and other taught grammar inductively. One female teacher said she sometimes like to teach grammar elements from the passage.

Question-15

How do you teach paragraph, essay writing to the students?

Here, all teachers generated ideas first before writing a paragraph or essay except one female teacher who taught paragraph or essay by memorizing. She said that it is impossible to make the students write essays without memorization.

Question-16

Do you think that the present Bangladesh Education Board's syllabus of promoting critical thinking is successful?

In this question, all teachers were not satisfied with that the present Bangladesh Education Board's syllabus and all of them were indigenous teachers. They said that, in the NCTB, there was nothing cultural related topic/items for the indigenous learner which can make them think critically. Again they believe that an indigenous learner does not find any interest if s/he do not see any related topic/lesson with own culture.

Question-17

Teaching Techniques in EFL Classrooms of Rangamati

Do you think the indigenous students in class can relate to the text book fully?

A teacher of Laker's public school said that indigenous students can relate to the text books fully while other said hardly learners can relate the text book fully.

Question-18

Do you follow the instructions given in the English text book to conduct class?

All teachers emphasised that they followed the all instructions that given in the English text book. But in the observed classes researcher found that teacher skipped some tasks of lesson to finish classes within a particular time.

Question-19

Generally what the problem hamper students (both bengali & indigenous) learning English?

It was an open ended question. Here are

- Both bengali and indigenous learners were not habituated with English language environment.
- Indigenous students faced problem to learn English and Bangla languages.
- Teachers hold an opinion that because of shyness, less confidence and lack of understanding in target language the indigenous students failed to acquire the accuracy in English language.
- As third language, the indigenous students have problems in pronunciation and listening skills.

Chapter-5

Discussion

In this chapter all the results will be discussed in the light of theories. When the students were English classes are enjoyable or not majority of them said they enjoy the class but it was found that only 34% Bengali students enjoyed English classes. When they were asked if they were comfortable with teacher, 24% bengali students said that they like their English class teacher as opposed to 43% indigenous students. 3 out of 5 observed teachers were indigenous in race. Probably, Bengali student were not comfortable with the indigenous teachers.

All students responded that they like their text book *English for Today* very much. They like to play the educational games in the class. But in table-4, 84.3% students said that there are no educational games in the English language classroom. Introducing educational games to the students is the basic strategy to make CLT classrooms interactive which can develop learners' second language learning. As Hymes (1972) mentioned that students' interactive ability in target language develop through social interactions. Educational games and communicative tasks teach the students to use target language in different social contexts. Bangladesh Government has implemented communicative activities the text book *English for Today* from 2001. The researcher found that all the interviewed teachers enjoyed their teaching and they like the NCTB books. All of them apply CLT (Communicative Language Teaching) method from the NCTB text book. Though all teachers are saying that they are applying CLT method in EFL class, the researcher observed that they covered only two skills (reading and writing) whereas pure CLT refers to integration of four skills. Moreover, many interactive tasks like educational games helps students to develop their accuracy in target language, but in one observed class the researcher found that teacher skipped "F." task of "exam Fitness" of lesson-7 of their books, and the teacher did not follow the instructions of that activity within a particular time. The teachers said that they were not interested to waste their time in educational games as their main focus was finishing their syllabus on time. Besides, they affirmed that because of the lack of space and great number students in the classroom they could not run educational games in the classroom.

In table-6, 94% students confirm that the language teacher teaches only from the text books. If any teacher follows those activities and instructions, the English classes ought to be enjoyable and communicative. Ahmed. S.S, (2004) says that students do not need to learn grammatical elements consciously if the *English for Today* is utilized properly. Because the grammar

Teaching Techniques in EFL Classrooms of Rangamati

elements of the book have been arranged in a way that students learn them very spontaneously by completing the book's tasks. The researcher did not find any educational games, listening and speaking activities in the observed classes. It means that the book was not followed by the teachers according to the guideline given by the National Curriculum & Textbook Board of Bangladesh Government. In table-4, 84.3% students affirm that there are no educational games in the classroom whereas in table-5, 52.6% students wish for educational games. 25.3% students seek for the chance to discuss topic of the lesson with classmates in the classroom.

Teachers look for signals from the students whether they have understood the lesson while taking the class. Students' facial expressions help teacher to understand students' comprehensibility. Gower et al (1995) point out that when students look at each others' faces while doing a task that means they do not understand the instructions (p.10). The teacher can ask the question to get feedback from the students in the middle of the lecture. It helps to engage the students to the lesson and change the direction of teaching if most of the students do not understand the lesson. In this study the researcher found that 97.5% students say that they were asked questions in the middle of the lecture. Interestingly, 65% indigenous students said that they were asked question by the teacher in the middle of the lecture. This percentage is almost double to the percentage of bengali students 32.5%. In general the weak students are always asked whether they have understood the lesson more than the good students. Probably the teachers thought that indigenous students are weaker than the bengali students, so they paid extra attention to them and asked questions. In the observed classes there were two Bengali teachers and three Indigenous teachers. Usually, a teacher gives extra attention to their own community students.

Students answer to teachers' questions instantly to participate in the class. In this study, 57.8% indigenous students are eager to express themselves to the teacher by answering questions instantly. As most of the teachers in the observed classrooms were indigenous, it was found that it is easier for indigenous students to respond to teacher's questions instantly. Previously we have seen that majority of the indigenous students are more comfortable in class than the bengali students. Perhaps the reason behind it is that students are at ease with their own community's teacher. They know that if they are not clear about any lesson the indigenous teacher will explain it in their mother tongue outside the classroom.

The indigenous students feel comfortable to discuss with their own community's teacher for solving their problems of English classes. 27.7% of indigenous students asked for help from the

Teaching Techniques in EFL Classrooms of Rangamati

teacher outside class while only 8.4% bengali students do that. Generally, the indigenous students are thought to be shy as Professor Meshba Kamal of Dhaka University has said that “the indigenous children used to feel discomfort and shyness to sit at the same class room with the classmates, bengali, whose mother tongue was only used as the medium of instruction at the class”. But in this research the case is the other way round. Here, indigenous students meet with the language teacher to solve their problems as they are comfortable more than the bengali students. It is found that own community’s language teacher can facilitate the learners to learn target language. Moreover, only all male teachers said that they were always available to help their students outside the classroom while the female teachers were not, because the female teachers had to maintain household chores and the teacher’s responsibility at a time and it is really quite hard to make extra time for learners.

A good language teacher always conducts class in the target language and tries to create target language environment around the learners for better learning. In the research the 54.2% of students said that teacher mix English with mother tongue to instruct. Cook (1996) advises teachers to use L2 for the classroom management and instructions; L1 deprives the students from genuine use of the target language. Again, overusing of L2 might destroy the natural output of learners (p.130). All teachers said that they were comfortable to deliver lecture in English language but sometimes they mixed Bengali and English to deliver lecture and four out of five the teachers encouraged students to speak in English out of the classroom sometimes but researcher found that one male bengali teacher talked in mother tongue with the learners.

A successful CLT classroom always puts emphasis on the four language skills and believes that grammar should be taught inductively. Three teachers out of five, taught grammar inductively, one deductively and another one sometimes liked to teach grammar element from the passage.

The researcher did not find any speaking and listening task in the observed classes. Almost 81.9% of the total students were encouraged sometimes by the teacher to speak in English in the classroom. But 91.5% students affirmed that teacher teaches them grammar inductively as the Communicative Method.

Mistakes and errors are always welcomed in CLT as a part of language learning process. Scrivener said (1994) that teachers should not mock at their errors or mistakes, otherwise it might threaten their learning process. However, researcher found that 63% of students said that the teacher corrects their mistakes with a smile. But most of the students said that there is no

Teaching Techniques in EFL Classrooms of Rangamati

punishment for making mistakes in the classroom but 30% students accepted the punishment for better learning. When the same mistake occurred in a students' script, all teachers said that they tried to make the point clear. Moreover, three teachers let the students find out their own mistakes and give feedback or praise on those mistakes in this regard they also said that they do not want the same mistakes from the learners so they let the students find their own mistakes. One female teacher gives immediate feedback.

From the study, we see that 72.4% male and 56.3% female are encouraged by teachers. During the observation, it was seen that male students participate more than female and as a result the teacher seems to give compliment to the male students more than the female students. Female students are shy to respond in the class. While observing the teaching techniques, even if the class of Rani Doyamoyee School had two rows of female students and one row of male students, the male students answered teacher's questions actively. On the other hand female students were silent. Moreover, in the class of Lakers Public School, there were one row of Bengali male students, one row of Indigenous male students, one row of Indigenous female students and researcher found that Bengali students respond to teacher's questions actively more than other students. Besides it was also found that the teacher gives compliments by saying "Yes", "Well", "Very good" or with a smile. In addition, in the most observed classes female students were quiet and their participation was less. But table-19 shows that almost all the female students (92%) can understand instructions better than the males. It can be said that even if the female students are quiet and passive in class, they concentrate more than the boys. It is not correct that if a student is passive, s/he does not understand anything. Because, 46.9% indigenous students said that they understand the teachers' lecture more than bengali students (26.5%). The probable reason behind this has been discussed above that indigenous teachers sometimes use indigenous language (Chakma) to make indigenous learners understand the instruction. The indigenous students feel that they can ask for queries in their mother tongue which is not familiar to the Bengali students.

52% students find interest in the English classroom while to the rest percentage of students is horrible. In table-20 it is very amazing that 44% of indigenous students were interested to learn English more than 19.2% of bengali students.

Their target for each English class is to make students understand the lesson properly. Two teachers said that they like students to practice tasks in groups or pairs. In fact, in the observed classes, the teacher had asked each of the students to make pair with the student sitting beside

Teaching Techniques in EFL Classrooms of Rangamati

him/her. The teacher does not have a scope to randomly choose the pairs and change their seats as it's a large classroom with long immovable benches where five students sit together. One teacher said that she practices tasks with the whole class together while others practice tasks depending on the lesson. Teachers were asked by the researcher that do they practice any task out of the syllabus. As a response to the question, only one female teacher admitted that she never practiced task out of the text book as she has to finish the syllabus in time while others responded that sometimes they tried to practice.

For writing paragraph and essay, teacher practices by generating ideas and only one female teacher practices by memorization. One teacher said that all indigenous students can relate to their text book fully, two teachers said they cannot and the others said that indigenous students can relate directly to the text books to some extent.

Chapter 6**Conclusion**

This paper tries to demonstrate the problems that faced by the indigenous students to learn English language. Each indigenous learner of Rangamati is introduced with English language in the classroom first so quite naturally the foundation of English classroom techniques has to be strong for a successful result. There are no other sources to learn the target language in Rangamati. In this circumstance, an English teacher plays a vital role. Teachers can facilitate learners to acquire English language as he is the only source to learn English language not only in the classroom but can also encourage learners to use the target language properly outside the classroom. The research shows that there are scopes of implementing CLT in schools of Rangamati. But teachers have to take steps to use the modern techniques in the classrooms. Indigenous students feel at home to be in the class of indigenous teachers. Thus knowing about the cultural aspects of students' background and needs can help the teachers to develop the students' language proficiency.

References

- Ahmed.S.S, (2006), Communicative English in Bangladesh: A Feedback. *Stamford Journal of English*, 2(Summer), 17 – 23. .
- Barfield.S, & Uzarski. J. (2009). *Integrating Indigenous Cultures into English Language Teaching*. United State &Chili.
- Beretta,A.(1989). Attention to form or meaning? Error Treatment in Bangalore Project, TESOL Quarterly.
- Campbell, Z. (2001). *GLOBALISATION, LANGUAGE AND EDUCATION: A COMPARATIVE STUDY OF THE UNITED STATES AND TANZANIA*. Netherlands: Kluwer Academic Publishers.
- Cook, V. (1996). *Second Language Learning and Language Teaching*. Second Edition. New York: Oxford University Press.
- Chaudhuri et al. (2011).Assessment of supplementary Materials of BRAC education For Ethnic Children (EEC) Program. *Research Development Collective and BRAC Education program*.
- Datta, S. K, (2006), Grammar-Translation Method Vs Communicative Language Teaching: Objectives and Strategies. *Stamford Journal of English*, 2(Summer), p. 66 – 82.
- Education Structure (2008). *Ministry of Education: Government of the People's Republic of Bangladesh*. Retrieved from http://www.moedu.gov.bd/index.php?option=com_content&task=view&id=247&Itemid=267.
- Ellis.R, (2004) *SLA Reasearch and Language Teaching*, Third Edition, London: Oxford University Press.
- Ellis. R, (1985), *Understanding Second Language Acquisition*. Thirteen Edition, Oxford: Oxford University Press.
- Green Hill, (2010). *Barshik Prokolpo Protibedon 2009, Proshongo: Parbottya Chottogramer Prathomik Shikkha Poristhiti*, Rangamati: Author.
- Hones. D,(2005).*Aboriginal Education at Two Australian Schools; Under One Dream*. Australia.
- Kamal,M.(n.d.).Mapping of Multi-Lingual Education Programme in Bangladesh. *Research Development Collective*. Dhaka, Bangladesh
- Kamal,M., Sikder, S. & Nasreen, Z. (2004 a). Feasibility Study of Bilingual education Project for Garo,santal, and Chakma Communities. *Research Development Collective*. Dhaka,Bangladesh
- Kamal,M.(2004 b). Education and Language Needs of the Indigenous Peoples in Bangladesh.

Teaching Techniques in EFL Classrooms of Rangamati

Research Development Collective. Dhaka, Bangladesh

- Kamal,M., Chakma,B. & Khisa,D. (2002). New Local Government Institutions in Chittagong Hill Tracts and Its Implications. *Policy Research Department IDPAA at PROSHIKA Dhaka,Bangladesh.*
- Kamal,M.(2010). *Prathomik Store Adibashi Matrivasha-Vittik Bohuvashik Sikkha Babostha.* Dhaka: Research and Development Collective (RDC).
- Kabir, M & Nath, S.(2005). Needs of Ethnic Minority Students for Learning Improvement in Secondary Schools, *Research and Evaluation Division.* Dhaka, Bangladesh.
- Krashen, S. D. (2009). *Principle and Practice in Second Language Acquisition.* First Internet Edition. Pergamon Press Inc.
- Larsen.D., & Freeman. (2000). *Techniques and Principles in Language Teaching.* Second Edition. India; Oxford University Press.
- Maley.A, (2000), *The Language Teacher's Voice*, First edition, London: Macmillan Publisher.
- Newmark.L, (1966), How not to Interfere in Language Learning, *International Journal of American Linguistics.* USA.
- NGOs as Deliverers of Basic Education. (2002). Washington, D.C. Ground Work, Inc.
- Purdie,N., Tripcony,P., Boulton-Lewis, G., Fanshaw, J., Gunstone, A., 2000. *Positive Self-Identity for Indigenous Students and its Relationship to School Outcomes.* Queensland University of Technology, Commonwealth of Australia.
- Silva,L, Aracy. s(2000) *Adult Education and Indigenous People of Brazil.*
- Shen,L. (2007).The Identity and Advantages of Nonnative ESL/EFL Teachers Introduction.
- Shahzadi, Rabbani & Tasmin, (2009) English for Today, National Curriculum & Textbook Board, Dhaka.
- Socio-economic baseline survey of Chittagong Hill Tracts(2009) *Chittagong Hill Tracts Development Faculty.* Dhaka,Bangladesh.
- Richards, J., & Rodgers, T.(2001) *Approaches and methods in Language Teaching.* Second Edition. United Kingdom : Cambridge University Press.
- Richards, J & Lockhart, C (1997) *Reflective teaching in second language classrooms.* United Kingdom: Cambridge University Press.
- Tan,C. (2005). *CHANGE AND CONTINUITY: CHINESE LANGUAGE POLICY IN SINGAPORE,* Singapore.
- Xiao-yan. M. (2006). *Teacher Talk and EFL in University Classrooms,* China: Chongqing Normal University & Yangtze Normal University.

Teaching Techniques in EFL Classrooms of Rangamati

Appendices

Appendix 1- Questionnaire of Survey for EFL class teachers:

Institution's name:

Sex: **Male** **Female**

Teacher's name:

Please put a tick mark on any one of the following options of each question. If the option does not express your thoughts properly, then you can write your opinion in the blank space beside "Other options":

1. Do you enjoy your teaching profession?

a. Yes b. No c. No comments

Comments:

2. Which teaching method you are applying in your EFL classroom?

a. Grammar Teaching Method c. Communicative language Teaching
b. Audio Lingual Method d. I have no idea about teaching method

3. Do you deliver your lecture or instruction in English?

a. Always b. Often c. sometimes d. never e. I use both English and Bengali

4. In which language you are comfortable to deliver your lecture in the EFL class?

a. Bengali b. English c. Chakma

Any other:-----

5. Do you like the texts, curriculum and syllabus of the EFL classroom?

Teaching Techniques in EFL Classrooms of Rangamati

- a. Yes b. No c. No comments

If you would like to bring any change in the text or curriculum mention that-----

6. Which one is your target for each English class?

- a. completing the given syllabus in time and rushing through the topics in necessary
b. making the students clear about the lesson
c. making the lesson interesting by interactive games

Any other:

7. Do you make any plan before entering the English classes?

- a. Always b. Never c. Often d. Sometimes

8. How would you like to practice any task of the lessons in the classes?

- a. Individually c. the whole class together
b. In group/ pair work d. the class is too large to do group or pair work

Comments:-----

9. Do you practice any task with the students in the EFL class for their development in learning English language outside the syllabus?

- a. Always b. Never c. Often d. Sometimes

If you practice any task with them please describe:-----

10. Are you available to help out the students with their problems outside class time?

- a. Yes b. No c. No comments

Comments:

11. Do you encourage them to speak in English not only in the classroom even outside the class?

Teaching Techniques in EFL Classrooms of Rangamati

- a. Always b. Never c. Often d. Sometimes

12. What you do when they continue the same mistakes or are not able to understand any point?

- a. I get angry and scold them
- b. Get angry/ disturbed but do not show it
- c. Try to make the point clear again to the students
- d. I do not correct them when they keep making the mistakes constantly

13. How do you give feedback/ praise/ correction for their work?

- a. Give immediate feedback/ praise/ correction
- b. Give feedback/ praise/ correction after the class
- c. Let the learners find out their mistakes and give feedback on the correction

14. How do you teach grammar?

- a. Introduce example of the grammar first and later the rule
- b. Grammatical rule first and then examples
- c. I teach the grammatical element from any reading passage

15. How do you teach paragraph, essay writing to the students?

- a. By Memorization
- b. By generating students' ideas in writing
- c. By developing their critical thinking

16. Do you think that the present Bangladesh Education Board's syllabus of promoting critical thinking is successful?

- a. Yes b. No c. No comments

Comments:

17. Do you think the indigenous students in class can relate to the text book fully?

Teaching Techniques in EFL Classrooms of Rangamati

- a. Yes b. No c. No comments

Comments:

18. Do you follow the instructions given in the English text book to conduct class?

- a. Yes
b. No
c. Sometimes
d. The class size is too large to do it
e. I do not follow it as I have to complete the syllabus in short time.

19. Generally what problems hamper students' learning English? Please write them down:

Indigenous students:

- a.
b.
c.

Bangladeshi students:

- a.
b.
c.

Teaching Techniques in EFL Classrooms of Rangamati

Appendix-2 : Survey for students of Secondary level:**Institution's name:****Sex (student):** **Male** **Female****Class:****Teacher's name:**

Please put a tick mark on any one of the following options of each question. If the options do not express your thoughts properly, then you can write your opinion in the blank space beside "Other opinions":

1) Do you enjoy your English classes?

a) Yes

b) No

c) No comments.

Other opinions: -----

-----**2) Are you comfortable with your English class teacher?**

a) Yes

b) No

c) No comments.

3) Do you like your English text books?

a) Yes

b) No

c) No comments.

Please describe why you like/dislike your text book: -----

-----**4) Is there any educational game in your class?**

a) Yes

b) No

5) Which way of teaching do you like most?

Teaching Techniques in EFL Classrooms of Rangamati

- a) Teaching only from the book
- b) Only by lecture
- c) By interactive games
- d) By giving students a chance to discuss in class.

Comments-----

6) Does your teacher teach you only from the book and by giving lecture?

- a) Yes
- b) No

7) Does your teacher ask you questions about the lesson in the middle of the lecture to see if you have understood the lesson?

- a) Yes
- b) No

8) Do you try to respond to your teacher's questions instantly before any other student in class?

- a) Yes
- b) No
- c) I am scared of making mistakes so I stay silent
- d) I am shy to answer his questions
- e) I am afraid that other students will laugh at me if I give a wrong answer

9) Do you meet your English teacher outside classroom for your problems in English study?

- a) Yes
- b) No
- c) I am scared
- d) I am shy to ask

10) What language does your teacher use throughout the class?

- a) English
- b) Bangla
- c) He mixes English your mother tongue

11) Does your teacher encourage you to speak in English outside your classroom?

- a) Yes
- b) No
- c) Sometimes

12) How does your teacher teach grammar in the class?

- a) S/he gives grammar first and example later

Teaching Techniques in EFL Classrooms of Rangamati

- b) S/he gives example first and rules later
- c) S/he gives grammatical elements from a reading passage.

13) Do you get any punishment from the teacher when you make any mistake in English classroom?

- a) Yes
- b) No
- c) No comments

14) Do you think that this punishment makes you scared to talk in English class later on?

- a) Yes
- b) No
- c) It is okay for teachers to give punishment to make the students learn

15) How does the teacher correct your mistakes in English class?

- a) He/she corrects you immediately when you make a mistake
- b) He/she corrects your mistake later after class and discusses it with you
- c) He/she gets angry to see any mistake
- d) He/she smiles and corrects your mistake happily

16) Does the teacher give you complements to encourage you?

- a) Yes
- b) No
- c) Sometimes

17) If your answer is "Yes" then please say how the teacher gives you compliments?

- a) By saying "Yes, very good", "Well done" or "Khub bhalo" in front of everyone
- b) By smiling at you

Teaching Techniques in EFL Classrooms of Rangamati

c) Gives you compliment after class

18) Is the teacher able to control the classroom when students are making noise?

a) Yes

b) No

c) No comments

19) Is the teacher's instruction and lecture clear to understand?

a) Yes

b) No

c) no comment

20) How the English classes appear to you?

A) Horrible

b) Interesting

c) I am forced to attend classes

23) Do you have any suggestion to improve the English class?