

Teaching Methods and Approaches in ESL Classrooms in Dhaka. A Comparative
Study between English and Bangla Medium Schools.

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Declaration

I hereby declare that this thesis is a presentation of my original research work. Whenever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature and acknowledgement of collaborative research and discussions.

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Abstract

The study explores the present state of English Language Teaching in both English and Bangla medium schools in Bangladesh. It focuses exclusively on ELT teaching methods and approaches in Bangla and English medium schools, and compares the findings. The instruments are teacher questionnaires and researcher's classroom observation checklist. From the findings, it was evident that in case of English language teaching, teachers follow techniques that broadly fall under the communicative approach. language teaching, whereas Bangla medium school teachers follow those techniques that fall under Grammar translation method. These findings were supported by the findings of the researcher's own checklist except for a few differences.

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Teaching Methods and Approaches in ESL Classrooms in Dhaka. A Comparative Study between English and Bangla Medium Schools.

Chapter 1: Introduction

In a developing country like Bangladesh, achieving the command and mastery of English is a challenging task. The country is struggling to produce a young workforce with a high level of proficiency in English. The present study examines the difference of performance in English between Bangla and English medium school's students. While doing so, it attempts to do an analysis of the methods and approaches in action in these two streams of education.

A Brief history of English Language Teaching Methods and approaches

There has been a prominent shift in the field of language learning and teaching over the last twenty years. English plays a key role in educational system, not only as an important subject but also as a medium of instruction. According to Richards and Rodgers (1986), during the early part of the twentieth century, the whole foundation of contemporary language teaching was developed, as applied linguistics and others sought to develop principles and procedures for the design of teaching methods and materials. In twentieth century language teaching methods throughout history reflected recognition of changes in the kind of proficiency learners need, such as a move toward oral proficiency rather than reading comprehension as the goal of language study; they also reflected changes in theories of the nature of language and of language learning. However, in that period, in the context of Bangladesh, most literature based English classes were often consisted of passive students as Long (1986) describes, 'students are too busy writing in translations of unfamiliar words to respond to the text'. (1986:42, cited in Zafeiriadou, 2001). In the same way early language classes consisted of statements of abstract grammar rules, lists of vocabulary, and sentences for translation. These grammatical system of the language consequently bear no relation to the language of real communication. This approach to foreign language teaching became known as the Grammar Translation Method. From the 1980s to the 1940s Grammar Translation Method dominated European and foreign language teaching. In

Grammar Translation Method the learning occurs through memorization and drilling exercises. When students want to use it in real life conversation, it is found that they are not able to speak in the target language. So learning becomes purposeless to a great extent. In the mid and late nineteenth century, opposition to the Grammar-Translation Method gradually developed in several European countries. Based on psychological principles, a method is introduced which uses intensive oral interaction in the target language, name The Natural Method. The learning principles of Natural Method is the foundation of Direct Method. By the mid 1950s American approach to ESL produced a method with an emergence called Audiolingualism. This method is mainly focusing on oral and aural skill. After that another method named Total Physical Response (TPR) which attempts to teach language through physical (motor) activity. Caleb Gattegno (1972) introduced another method- The Silent Way. It is based on the premise that the teacher should be silent as much as possible in class. Certainly, to attain success in the overall process of English teaching and learning, the importance of communicative and creative activities to operate grammar effectively in the real world is essential for learning grammar. Supporting this view Freeman (1986) emphasizes on grammar and vocabulary that the students learn from the functions, situational context, and the roles of the interlocutors in CLT. This feature falls under Communicative Language Teaching.

1.1. Streams of education in Bangladesh

There are three streams of education in Bangladesh (Kamol, 2009; Rahman *et al.*, 2010):

1. Bangla medium
2. English medium
3. Madrasha medium

This study's concentrates on two streams of education, namely: English medium and Bangla medium.

1.1.1. The Language Teaching Scenario of Bangla and English medium education:

In Mainstream *Bangla* medium, the medium of instruction and education is Bangla (Kamol, 2009). Most of the students of Bangladesh fall under this stream (Banu and Sussex, 2001, p.

130). The Bangla medium schools followed the revised curriculum and textbooks introduced by the NCTB. It was expected that students would achieve mastery of English, and at the same time will be fully appreciative and devoted to the use of Bangla, the mother tongue. However it is generally agreed that after more than a decade of implementation of CLT, students of Bangla medium schools are still struggling to achieve desired level of proficiency in English (Afroze, Kabir & Rahman, 2008; Rahman, 2011).

English Medium system is a kind of education system run by private ownership where the medium of instruction is English. These schools are not monitored by any of the government authorities in terms of their syllabus, recruitment policy, admission procedures or their tuition fee structure. These schools directly follow the British curriculum and syllabus (Haque, 2011, p. 185). It is the general impression that the students of the English medium schools have a higher degree of proficiency in English (Hasan, 2004; Rashid, 2010). As English was not emphasized in Bangla medium schools, the English medium schools started to grow day by day, with the growing demand of English in every sector (Rahman *et al.*, 2010, p. 117; *Ekushe, English and Ethics*, 2010).

The aim of the study is to explore the similarities and differences in certain areas of teaching-learning practices between Bangla and English medium schools that are identified in Dhaka.

1.2. English Language Teaching in Bangladesh: An overview

To attain success in this English language learning process, education Ministry of Bangladesh has revised its English language curriculum several times since the independence of Bangladesh and over the years it has taken a new shape. As a result, the English Language Teaching Improvement Project (ELTIP) has launched in 1997, which was a breakthrough in two senses. Firstly, it recognized the need for a coherent institutional structure of ELT in Bangladesh, which was not present before. Secondly, the ELTIP has helped the promotion of CLT (Yasmin, 2006). The National Curriculum and Textbook Board and the British Council are the administrative bodies of the English Language Teaching Improvement Project. To ensure a better ELT situation at secondary level, this country-wide project focused on three main areas: teaching materials, teacher training and reformation of examination system (see National Curriculum and Textbook

Board, 1997; English Language Teaching Improvement Project, 2001). It is seen that the latest alteration in this sector is the adoption of Communicative Language Teaching (CLT) approach, the most popular one of recent time to teach English language around the world, replacing the traditional Grammar Translation method. It was envisaged that CLT would develop learners', 'communicative competence' and thereby strengthen the human resource development efforts of the Government of Bangladesh (NCTB, 2003, cited in Hamid, 2008). Consequently, English curriculum has been changed from before incorporating new methods and materials.

1.3. Objective of the study

Firstly, this study tries to find out which school is following which method and from various methods which method is more effective to achieve the goal of learning English. This research is, therefore, going to document the significant ways of teaching English language suitable for elementary level students and discuss the practical implementation of these ways. Therefore, the question that arises is what differences in methods and practices of English language instructions in the two types of schools result in the presumed difference in language proficiency outcome. This study intends to answer the question by looking at the similarities and differences in English language teaching methods between Bangla and English medium schools.

Chapter 2: Literature Review

The profession of language teaching has undergone many changes. This chapter is concerned with the features of the most well-known approaches and attitudes to language in the second language classroom over the last hundred years or so. All aspects of any teaching method are based on an analysis of the nature of the subject concerned and the application of teaching and learning principles drawn from research. These research results generally refer to the teaching methods, which play a vital role in first or second language teaching. It is, therefore, necessary to examine the effectiveness of the teaching methods and approaches in light of the recent theoretical developments in the field.

2.1. Features of English Language Teaching methods and techniques

During the search for “the best method” phase of language teaching, several studies were carried out to settle the question empirically. For example, Swaffar, Arens and Morgan (1982) set out to decide which was superior, audiolingualism or cognitive code learning. The results were inconclusive, and it appeared that, at the level of classroom teaching, few teachers adhered rigidly to one method than other. Instead, they developed a range of practices that reflected their own personal teaching styles. Among other things, it was studies that gradually led people to abandon the search for the “right method”.

For a survey of the history of second or foreign language teaching, Jill Kerper Mora (2008) discussed some important teaching methods in her recent published newsletter “Show-Me”. Those are-

- Grammar-Translation Approach
- Direct Approach
- Reading Approach
- Audiolingual Method
- Community Language Learning
- The Silent Way
- Communicative Language Teaching
- Total Physical Response

2.2. Grammar Translation Method

According to Richards and Rodgers (1986), Grammar Translation Method approaches the language first through detailed analysis of rules, followed by application of this knowledge to the task of translating sentences and texts into and out of target language.

According to Prator and Celce-Murcia (1979) in Teaching English as a Second Foreign Language the key features of the Grammar Translation Method are as follows:

1. Classes are taught in the mother tongue, with little active use of the target language. These aims are achieved in the classroom by long and elaborate grammatical explanations and demonstrations in the native language, (Rivers, 1968, p.16-17)
2. Much vocabulary is taught in the form of lists of isolated words. A number of studies demonstrate that learning by word lists is an effective way of learning vocabulary (Ehri and Wilce's, 1980; Randall, 2007; Fitzpatrick, 2008). Moreover, Nation and Gu (2007) states that vocabulary learning requires memory, processing, storing, and using L2 words in productive ways (p. 85). Baddeley (1997) specifies another common argument, which is very strong among teachers that is rehearsal and elaboration are two ways to facilitate recall (p. 116-19).
3. Long, elaborate explanations of the intricacies of grammar are given.
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. The habit of reading difficult classical texts is begun early. Students translate a reading passage from the target language into their native language. The passage may be excerpted from some work from the target language literature (Larsen and Freeman, 2004). On the topic of reading, Strong (1996) argues that literature can form the basis of an extensive reading program with the attendant acquisition of new vocabulary as well as grammatical forms that will encourage students to develop positive attitude towards reading.
6. Little attention is paid to the context of texts, which are treated as exercises in grammatical analysis.
7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue (P. 3).

2.2.1. Teacher's role and learner's role

Penny Ur (1996) talked about teacher's role and learner's role in major teaching methods. In Grammar-Translation Method, the teacher's role is to explain grammar rules and the meaning of

words in the learner's native language, organize practice (for example, the recitation of rules and translation), and correct learner's mistakes whereas learner's role is to pay careful attention to the teacher's explanations and corrections, memorize rules and vocabulary lists, and carefully do the practice tasks the teacher sets. Fuentealba(2008) found the learners discoverer. They follow teacher instruction.

2.3. Direct Method

Richards and Rodgers (2001), describe principles of procedures underlying the Direct Method in the following way (p. 12):

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in carefully graded progression organized around question-answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.
6. Concrete vocabulary was taught through demonstrating, objects (e.g. realia or pictures), and pictures; abstract vocabulary was taught by association of ideas.

Larsen Freeman (2004) talked about few techniques of Direct Method.

Question and answer exercise

This exercise is conducted only in the target language. Students are asked questions and answer in full sentences so that they practice new words and grammatical structures. They have the opportunity to ask questions as well as answer them.

Self-correction

This technique has some important advantages, such as:

- students are involved in the process – this renews confidence if they can correct themselves;
- self-corrected mistakes are more memorable and less likely to occur;
- it encourages learner independence;
- it gives the teacher feedback on the student's knowledge, ability and awareness.

2.4. Reading Approach

This approach is selected for practical and academic reasons. The priority in studying the target language is first, reading ability and second, current and/or historical knowledge of the country where the target language is spoken. So in the process of learning language, in reading approach interacting and talking about text in particular ways is essential (Casanave 1988). Generally, only the grammar necessary for reading comprehension and fluency is taught. Consequently, Minimal attention is paid to pronunciation or gaining conversational skills in the target language. From the beginning, a great amount of reading is done in L2, both in and out of class. Again, the vocabulary of the early reading passages and texts is strictly controlled for difficulty. Vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important than grammatical skill. Translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text (Mora, 2012). In reading approach, instructors need to take into account the following features:

- This approach confirms that students must read faster and with more fluency if they wish to read effectively (Eskey, 1986; Anderson, 2005). Faster reading promotes reading in thought units instead of one word at a time, and that leads to improved comprehension.
- Krashen (1985) posited that the best way to improve reading is by reading. The benefits of extensive reading include fluency, vocabulary acquisition, awareness of grammar, models for writing, and an immersion in the culture of the second or foreign language.
- Recent work by Nation (2001), Coxhead (2000), Cobb, and others, allow teachers to focus on the direct instruction, extensive reading, and multiple exposures to the same words by any means necessary to promote reading.

2.5. Audiolingual Method

According to Fries, language should be taught by using “intensive oral drilling of its basic patterns” (Richards, J.C., 1987). The main learning principles of audio-lingual method were introduced:

- First of all, foreign language learning is a mechanical process. Memorization and repetition

of dialogues or other drill patterns minimize the risk of making a mistake and increase the chances of giving a correct answer that leads to reinforcement of good habits. As it was mentioned above, drills and pattern practice are typical of the Audio-lingual method. (Richards, J.C.,1987) These include the main things such as:

Repetition: where the student repeats an utterance as soon as he hears it, without looking at printing materials. After a student has repeated an utterance, he may repeat it again and add a few words, then repeat that whole utterance and add more words.

EXAMPLES.I used to know him. – I used to know him. I used to know him years ago...

Inflection: Where one word in a sentence appears in another form when repeated

EXAMPLES.I bought the ticket. -I bought the tickets.

He bought the candy -She bought the candy.

Replacement: Where one word is replaced by another word

EXAMPLES.

He bought this house cheap. -He bought it cheap

Helen left early -She left early.

- Second, Foreign language can be learned and taught more effectively if it is presented in spoken form before students will see written form. “Aural-oral training is needed to provide the foundation for the development of other language skills” (Richards & Rodgers, 1987).
- Third, the meaning of words and phrases of a second language should be learned and taught in a linguistic and cultural context. “Teaching a language thus involves teaching aspects of the cultural system of the people who speak the language” (Rivers, 1964, p.19-22).

The underlying assumption of this philosophy was that, as Rivers (1964) put it, foreign language learning is basically a mechanical process of habit formation and automatization. In practice, this

meant students were presented with language patterns and dialogues, which they had to mimic and memorize. Language practice by and large consisted of repetition of language patterns and drill exercises. Drill types included substitution drills, variation drills, translation drills, and response drills.

2.5.1. Teacher's role and learner's role:

According to Richards and Rodgers (1984) the teacher's role is central and active; it is a teacher-dominated method. The teacher models the target language, controls the direction and place of learning, and monitors and corrects the learners' performance. In Audio-lingual Method, correct production by learners should always be praised (reinforced) and incorrect production instantly and firmly corrected. So, teacher needs to be active, demonstrating the language, organizing practice, and correcting the learners and learner's role is to listen carefully, imitate, and participate as much as possible in the oral practice of the language.

2.6. Community language Learning

Charles A. Curran (1972) has come up with an idea that a way to deal with the fears of students is for teachers to become 'language counselors'. Curran put these ideas into practice in the Community Language Teaching. It's a method that is based on English for communication and is extremely learner-focused. As Rardin and Tranel (1988) have observed, the Community Language Learning Method is neither student-centered, nor teacher-centered, but rather teacher-student centered, with both being decision-makers in the class.

- **How it works in a classroom**

Stage 1- Reflection

The teacher starts with students sitting in a circle around a tape recorder to create a community atmosphere. The students think in silence about what they'd like to talk about, while the teacher remains outside the circle. To avoid a lack of ideas students can brainstorm their ideas on the board before recording.

Stage 2 - Recorded conversation

Once they have chosen a subject the students tell in their L1 what they'd like to say and the teacher discreetly come up behind them and translate the language chunks into English.

Stage 3 - Discussion

Next the students discuss how they think the conversation went. They can discuss how they felt about talking to a microphone and whether they felt more comfortable speaking aloud than they might do normally.

Stage 4 - Transcription

Next they listen to the tape and transcribe their conversation. I only intervene when they ask for help.

Stage 5 - Language analysis

Sometimes students analyze the language the same lesson or sometimes in the next lesson. This involves looking at the form of tenses and vocabulary used and why certain ones were chosen, but it will depend on the language produced by the students.

2.6.1. Teacher's role & learner's role

If it is needed the counselor might take a more directive role and provide some explanation of certain linguistic rules or items. The first stage of intense struggle and confusion might continue for many sessions, but always with the support of the counselor and of the fellow clients. Gradually, the learner became able to speak a word or phrase directly in the foreign language, without translation. This was the first sign of the learner's moving away from complete dependence on the counselor. As the learners gained more and more familiarity with the foreign language, more and more direct communication could take place, with the counselor providing less and less direct translation and information. After many sessions, perhaps many months or years later, the learner achieved fluency in the spoken language. The learner had at that point become independent. (Brown, 1994)

2.7. The Silent Way

Tell me and I forget

Teach me and I remember

Involve me and I learn

Benjamin Franklin (1706-1790)

The last line of Benjamin Franklin's famous quote about teaching and learning can be said to lie at the heart of Silent Way. The use of the word "silent" is also significant, as Silent Way is based on the premise that the teacher should be as silent as possible in the classroom in order to encourage the learner to produce as much language as possible. To support the principles of Silent Way, he recommends, for example, that the learner needs to "return to the state of mind that characterizes a baby's learning-surrender" (Scott and Page 1982: 273). For example, One technique is exemplified from Larsen-Freeman's (2004) various techniques from the Silent Way, the teacher sets up an ambiguous situation, puts a language structure into circulation (for example, 'take a _____ rod'), and then is silent. Even in error correction, the teacher will only supply a verbal answer as a last resort.

Richards and Rodgers (1986:99) summarized the theory of learning behind the Silent Way:

1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
2. Learning is facilitated by accompanying (mediating) physical objects.
3. Learning is facilitated by problem solving involving the material to be learned.

2.7.1. Teacher's role and learner's role

Gattegno (1972) believed that learners should develop independence, autonomy, and responsibility. At the same time, learners in a Silent Way classroom had to cooperate with each other in the process of solving language problems. The teacher-a stimulator but not a hand-holder- was silent much of the time, thus the name of the method. Teachers had to resist their instinct to spell everything out in black and white, to come to the aid of students at the slightest downfall; they had to "get out of the way" while students worked out solutions. The prominent writer on language teaching, Earl W. Stevick, has described the role of the teacher in Silent Way

as "Teach, test, get out of the way". Bruner (1966) believes that in the Silent way, learner is a principal actor rather than a bench-bound listener.

2.8. Communicative Language Teaching

2.8.1. Communicative Competence

CLT is based on the Hymes'(1972) theory of "communicative competence". This theory emphasizes learners' ability to use language in specific contexts and in terms of social demands of performance (McNamara, 2000:116). For example, through communicative activities students will first communicate and later on they will learn the grammar inductively. Grammar is chosen because learners seem to focus best on grammar when it relates to their communicative needs and experiences (Lightbown and Spada 1993; Ellis 1997). Again, to enrich learners' pragmatic competence the technique role play fits with principle of Communicative Language teaching. Fraser, Rintell, and Walters (1980) proffer role-play as a useful means to study. Thus, Wilkins (1976) put forward the issue of role-play, which is actually an imitation of the reality and the students are required to speak properly in line with the contexts and their "roles".

Despite the lack of universally accepted models, from early on, there has been some degree of consensus regarding the qualities required to justify the label "CLT," which Wesche and Skehan (2002) describe as:

- Activities that require frequent interaction among learners or with other interlocutors to exchange information and solve problems. For example, pair work, group work etc. According to Michael Long and his colleagues who investigated differences in the quantity and quality of student language in group work versus teacher centered activities the language produced by students working in groups is more varied and greater in quantity. Learners take the initiative to express themselves, they are more spontaneous. Asking questions and responding they use more language functions. (Lightbown and Spada, 1993:85). By dividing the class into groups students get more opportunities to talk than in full class organization and each student can say something.

Penny Ur recommends that teachers working with large classes should divide them into five groups which is the most effective organization for practicing speaking. (Ur, 1996:232)

- Use of authentic (non-pedagogic) texts and communication activities linked to “real-world” contexts, often emphasizing links across written and spoken modes and channels. Proponents of authentic materials such as Cathcart (1989) and Lee (1995) suggest that when we expose our students to these types of materials we can be confident that the models of language are not only genuine but also representative of real life language use, particularly in terms of discourse structure. In addition, they point out that the use of these materials brings greater realism and relevance to the ESL / EFL classroom and they can increase learner motivation.
- Approaches that are learner centered in that they take into account learners’ backgrounds, language needs, and goals and generally allow learners some creativity and role in instructional decisions (p. 208).

2.8.2. Teacher’s role and learner’s role

The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning. And teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners’ errors and of her/his own role in facilitating language learning.

2.8.3. Error correction

In Communicative Language Teaching, peer correction has become considerably more frequent in language classrooms as a correction technique. Paul Rollinson (2005) talked about some

principles which are operating behind this. Firstly, Peer feedback is less threatening than teacher feedback. Because students are more comfortable with their classmates and therefore, getting corrected by own friends evokes less anxiety. Secondly, when correction comes from the teacher, it reinforces teacher's authority. In a traditional language class, the teacher is the authoritative figure and he/she is considered the sole source of knowledge. Students play the role of just a passive receiver of information. But through the practice of peer feedback, the classroom becomes less dominated by the teacher. So, the involvement of peers in the correction process makes the classroom atmosphere more supportive and friendlier.

2.9. Total Physical Response

Over the years, language teachers have intuitively recognized the value of associating language with physical activity. So while the idea of building a method of language teaching on the principle of psychomotor associations was not new, it was this very idea that James Asher (1977) capitalized upon in developing TPR.

Asher wished to devise a method that was as stress-free as possible, where learners would not feel overly self-conscious and defensive rather than having too much anxiety. In TPR classroom, students did a great deal of listening and acting. The teacher was very directive in orchestrating a performance: "The instructor is the director of a stage play in which the students are the actors" (Asher, 1977, 43). As it is believed that language learning is more effective when it is fun.

Like every other method TPR had its limitations. It seemed to be especially effective in the beginning levels of language proficiency, but it lost its distinctiveness as learners advanced in their competence. In a TPR classroom, after students overcame the fear of speaking out, classroom conversations and other activities proceeded as in almost any other communicative language classroom. In TPR reading and writing activities, students are limited to spinning off from the oral work in the classroom. (Smith 1984 and Stern 1983).

2.10. Purpose of the study:

This paper tries to find out the answers of major research questions: Which are such as-

- (1) Do the English and Bengali medium schools use the same method/approaches?
- (2) Which methods/approaches are commonly used in English and Bengali medium classrooms?
- (3) How effective are those approaches in improving general language proficiency of the students?

Chapter 3: Research Methodology

Pilot study development:

3.1. Introduction

This chapter explains the methodology of the study to present the teaching method and techniques teachers use to teach English in ESL classrooms in English and Bangla medium schools. In addition to introduce the empirical techniques which are applied in the class. This research methodology requires gathering relevant data from the specified documents and compiling databases in order to analyze the material and arrive at a more complete understanding. The main data collection instruments used in this research study were questionnaire and observation.

3.2. Research approach

In theory, a distinction is made between two basic research approaches, that is, qualitative and quantitative (Denzin & Lincoln, 2000; De Vos, 2002). However, the concept “qualitative”, according to Denzin and Lincoln (2000), implies an emphasis on the qualities of entities and on the process and meaning that are not examined or measured in quality, amount, intensity or frequency (P. 8). Moreover, qualitative researchers, according to these authors, turn the world into representations, including field notes, interviews, conversations, photographs, recordings and memoranda. In recent times, qualitative researchers emphasize the human factor and the intimate knowledge of the research setting and this gives them information about the social

processes in a specific setting (Neuman, 2000:126). Not only that, Henning, Van Rensburg and Smit (2004) add that qualitative research is flexible and, because of its open-ended questions, it allows participants to give their views and hence attempts to understand people from their own frame of reference (P.5).

Contrary to the qualitative approach, Cresswell (1998:1-2) defines the quantitative approach as an enquiry into a social or human problem based on testing composed of variables, measured with numbers and analyzed with statistical procedures in order to determine whether the predictive generalization of theory holds true (P. 1-2).

3.3. Type of research

Considering all the characteristics this research fell under both quantitative and qualitative research. In this study, a quantitative method of enquiry was applied because it allowed the researcher to use the structured questions where the response options are predetermined and a large number of respondents are involved to explore the teaching techniques and methods in English language class. On the other hand, after giving information, a qualitative approach provided more opportunities for exploration. The qualitative approach has, according to the researcher, enhanced the study through observation because it did not limit the respondents' input to a set of predetermined responses.

Quantitative research is research involving the use of structured questions where the response options are predetermined and a large number of respondents are involved. On the other hand qualitative research seeks out the 'why', not the 'how' of its topic through the analysis of unstructured information – things like interview transcripts, focus groups, in-depth interviews, emails, notes, feedback forms, photos and videos.

3.4. Research design

Research design is “an action plan for getting from here to there, where here may be defined as the initial set of questions to be answered, and there is some sets of conclusions (answers) about

these questions” (Yin, 1994, 19). This author states that the aim of the research design is to guide the investigator through the process of collecting, analyzing and interpreting observations.

Qualitative research, as defined by Brown and Rodgers (2002), is “based predominantly on non-numerical data” whereas quantitative research contains data “gathered using those measures which lend themselves to being turned into numbers and statics” (p. 12). Taking the definitions into account, this project utilized both quantitative and qualitative data collection tools. Firstly, in this research, all aspects of the study were carefully designed before data was collected. In teachers’ questionnaire their response was taken very cautiously so that the respondents focused on the topic in order to enable production of rich data. After that the researcher’s plan was to count them, transfer the data to electronic data and construct statistical models using questionnaire to investigate research questions accurately. The researcher kept English medium school’s data separate from Bangla medium school’s data so as to observe differences in themes that emerged from the two groups. On the other hand, as the researcher’s aim was a complete, detailed description of collecting data, analyzing data, and interpreting data by an observation what people did and said, all these fell under qualitative research. Qualitative research is used to gain insight into people's attitudes, behaviors, value systems, concerns, motivations, aspirations, culture or lifestyles. Through the qualitative research the researcher did question answer, explored issues, and understood phenomena. While there was a whole industry engaged in its pursuit, qualitative research also happened in nearly every workplace and study environment, nearly every day. However, this research focused on a very common context, processes of teaching in the classroom, rather than on a particular process or method.

Besides qualitative and quantitative research, According to Seliger and Shohamy (2003), in a descriptive study the researcher begins with questions, either general ones about the phenomenon they are studying or specific questions and with a specific focus. The participants of the study already exist in a natural context and they are teaching in schools in Bangladesh. Seliger and Shohamy (2003) defines this category of research, which investigates already existing data with preconceived hypotheses as descriptive research. From this perspective, this research was a descriptive one.

Ending up this part, it is found that the researcher implemented both qualitative and quantitative research in descriptive research.

3.5. Pilot study

A pilot study is defined by Bless and Higson-Smith (2000) is a small study conducted prior to a larger research study with the purpose of determining whether the methodology, sampling, instruments and analysis are adequate and appropriate to the study (P. 155). A pilot test is perceived by the researcher as an opportunity to appraise and adjust the procedures and methodological techniques on a small scale prior to undertaking the main study. The pilot test allowed the researcher to anticipate problems and to take the necessary precautions.

In this study, the purpose of the feasibility study was to establish the amount of time required to facilitate questionnaire, the procedures to be followed and the understanding and interpretation of the research questions. The researcher assessed the feasibility of the study by undertaking a pilot study in two English medium and two Bangla medium schools where the main study was also conducted. The purpose of conducting both the pilot and the main study at the same schools were to familiarize the researcher with the conditions under which the main study would be conducted. The criteria for selection of the pilot test respondents were based on their direct involvement in the process of teaching English from phase 1, where an analysis of learners' need and priorities of learning English is undertaken, to phase 5 when different techniques are adopted by the teachers.

3.5.1. Testing of questionnaire

According to Van Kammen and Stouthamer-Loeber (1998), it is important for the researcher to know beforehand whether the study will deliver the information he or she is seeking (P. 379). Along with that both authors opines that pre-testing will enable the researcher to understand what preparations should be made prior to undertaking the research (p. 379). As part of pre-testing, the researcher identified two respondents who work in school- one from an English medium school and one from Bangla medium school and requested their participation in the pilot project.

Pre-testing focused on the questionnaire and its ability to produce data which would assist the researcher in achieving the objectives of the study. Testing looked to establish the logic of questions, the degree to which the questions were interpreted correctly as well as their simplicity.

3.6. Methods of data collection- Survey

The researcher would like to obtain an in-depth understanding of teachers' teaching techniques in real English class by collecting information through questionnaire and observation. So the researcher had to rely on statistics or numbers, which were the domain of Statistical surveys. In a survey when respondents answer questions directly on a questionnaire without an interviewer's interaction that is called self-administered survey. Through this survey the researcher collected different kinds of data that would gradually begin to shed light on the problem. Again, in order to observe classes, the researcher intended to observe several classes but due to some limitations and problems it was not possible and the researcher could only observe four classes. The duration of each class was one hour. In four different primary school settings, around 10-12 years old children were observed.

The researcher used questionnaire and classroom observation as research instruments

3.6.1. Phase 1: Questionnaire:

Using questionnaire as a method of data collection is one of the most useful methods. Questionnaire is very popular among educational researchers in general and ELT research in particular (Cohen and Manion 1989). Questionnaires are associated with survey work and it is specialized form of conversation. Although questionnaire interview is quite labor-intensive in construction and analysis but a researcher can benefit from several advantages. Questionnaires are designed to make the quantification and interpretation of the results easier. For the respondents, to fill in structured questionnaire requires little time. The answers are relatively objective and easy to analyze and discuss (Best, 1977).

3.6.1.1. Analysis of questionnaire:

In this study the questionnaire is used to find out teachers' opinion regarding teaching methods and techniques. In this study, the researcher used questionnaire for the following reasons.

- The knowledge needed is controlled by the questions; therefore it affords a good deal of precision and clarity.
- Questionnaires can be used on a small scale, in-house, and on a large scale.
- Data can be gathered in several different time slots: all at once in a class, in the respondents' own free time, it is easy to return, at convenience when a suitable respondent happens to come along, and in different locations at different times; but in all of these the data is comparable, the questions are the same and the format is identical.
- Self-completion questionnaires allow access to outside contexts so information can be gathered from colleagues in other schools and even other countries. (McDonough, 1997).

Upon completion, students were asked to fill out a questionnaire (Appendix 1) with 20 items on a modified Likert-scale (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree) on the activity, what they had taught, their teaching attitudes, and how the techniques promoted second language learning in the classroom. The researcher chose questionnaires because it was very cost-effective compared to face-to-face interviews.

3.6.2. Phase 2: Observation:

3.6.2.1. Direct (Reactive) Observation

Brown (1991) talked a lot about direct observation in his article "observational Field Research". There he discussed the advantages of direct observation. Users can be observed in the environment where the system is normally used. The term "non-intrusive" is often used to characterize this technique: Users do what they normally do without being disturbed by the observers. This is why direct observation is said to have high face validity. However, one must always be aware of the possibility of the so called "Hawthorne Effect"; the fact that people usually perform better under observation because of the attention paid to them. The researcher tried to make the observations valid and genuine as much as possible.

3.6.2.2. Setting:

In this study, teachers were asked to complete a questionnaire in which attitude towards use of the teaching techniques and methods in English class were recorded. The researcher chose four schools, two English medium and two Bangla medium. The participants of this study were forty teachers. There were twenty English teachers of Bangla medium school and twenty English teachers of English medium school. All teachers filled up the questionnaire. In the questionnaire, total 21 questions were asked to the teachers. They took 15 to 20 minutes to fill up the questionnaire. Teachers' educational background was almost similar to each other. While completing the questionnaire, some teachers did not understand some linguistic words so the researcher explained them properly.

3.6.2.3. Analysis of observation:

Observation is an important tool for all researchers and is frequently used to collect data in both quantitative and qualitative studies. Laura Brown (1991) discussed about observation by considering observation more than just 'watching' and there are different types of observation techniques which can be employed. He also said that observation is not dependent, like survey methods, on respondents' personal views but seeks to explicit evidence through the eyes of the observer either directly or through a camera lens. 'Because observed incidents are less predictable there is certain freshness to this form of data collection...' (Cohen,2000).

Laura Brown (1991) talked about two types of observation- direct (reactive) observation and unobtrusive observation. This observation falls under the direct (reactive) observation.

Chapter 4: Results and Discussion

This chapter deals with the raw data, both quantitative and qualitative, obtained from the questionnaires and observations respectively on teaching methods and techniques used in ESL classroom. Relevant data are presented in the bar chart. At first, the findings of the study are graphically presented and then analysed in the descriptive methods. The findings of the relevant studies are also presented for the cross-check, agreement and disagreement with the current study. Expert opinions on the Applied Linguistics and ELT are also generalized through

discussion. The presentation of the findings of 12 questions is presented step by step in the preceding pages.

4.1. Analysis of questionnaire and observation

Questionnaires are designed to make the quantification and interpretation of the results easier. For the respondents, to fill in structured questionnaire requires little time. The answers are relatively objective and easy to analyze and discuss (Best, 1977). However, the questionnaire that is used in this research paper contains 12 questions and it is organized in such a way that after collecting and analyzing the findings of the quantitative data, it would reflect the use of teaching methods and approaches in the English language classroom. After questionnaire, the researcher chose observation as a data collection method in order to obtain reliability the researcher observed teacher and students' behavior throughout the class. There were four classes observed from four different schools, two from English medium and two from Bangla medium school. The observation checklist is constructed with the same items and their order as were in the teachers' questionnaires. Thus, the answers of questionnaire and the records which were documented from classroom observation checklist would be compared. According to Cunningsworth (1995), evaluation of materials using a checklist is characterized by its active nature because we actively seek out information about the materials in line with an agenda that we have already decided on (P. 2). From this comparison the researcher extracted the results. The survey results and checklist evaluation in terms of mean scores are presented first in the table and then in the bar chart below:

4.2. Comparison between English medium and Bangla medium schools

4.3. Implementation of Grammar translation Method

Table: 1

- **Use of literary texts**

Mean Score

	English Medium	Bangla Medium
Questionnaire survey results	4.08	4.25
Observation checklist evaluation	2	5

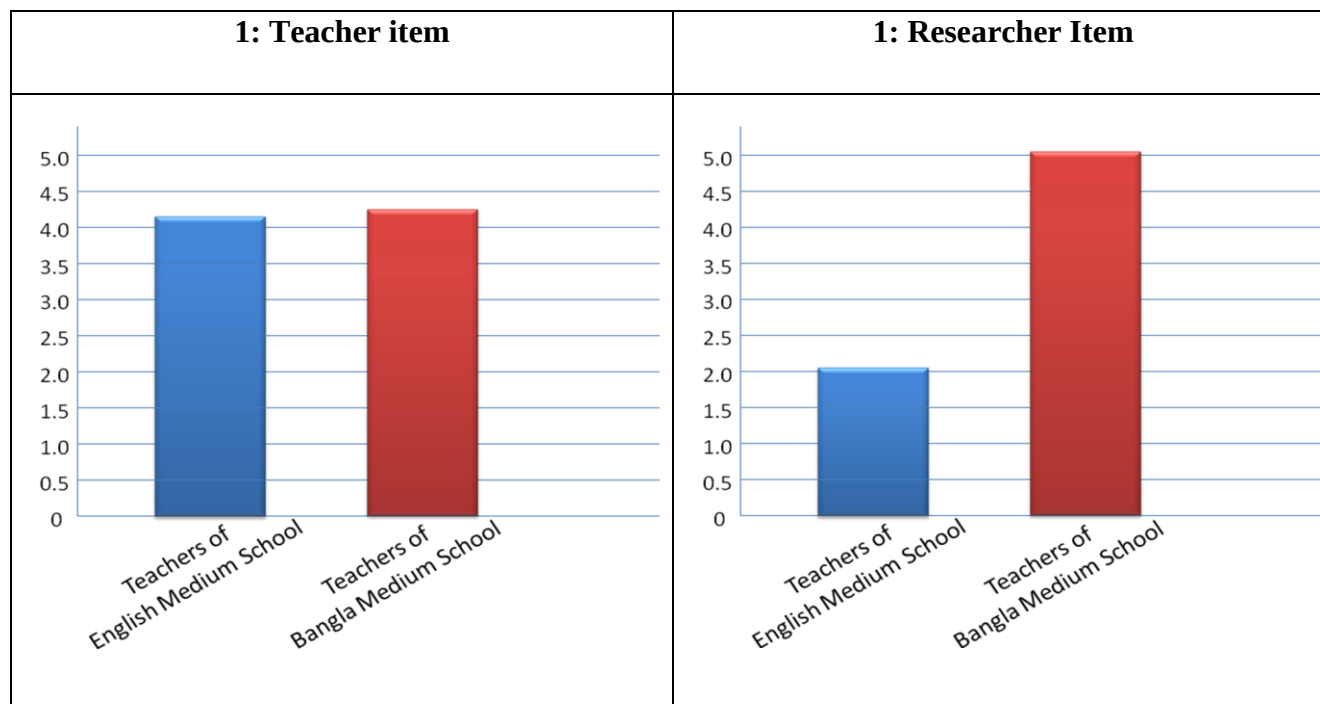


Figure: Use of literary texts to teach reading and writing.

After comparing two bar charts the result has come out which shows dissimilarities between what teachers said in questionnaire and what the researcher observed in classroom. It is found that teachers of English medium do not use literary texts randomly whereas Bangla medium school teachers definitely use it. Certainly, literature is a rich source which presents the target language in use. McCathy (1994) has highlighted 'literary texts are examples of language in use. They are instances of real communication in real social contexts'. In this regard use of literature is appreciated in language class. Though this characteristic falls under GTM still it is useful for learners. The findings of this section match with the beliefs that the scholars have. Since, many scholars (Duff and Maley, 2004; Collie and Slater 1999 Ur, 1999; Custodio and Sutton, 1998: quoted in, Savvidou, 2004) encourage language teachers to incorporate literary texts into language classroom because they believe that literature are authentic materials that has a genuine

feeling and works as a powerful motivator, which learners can relate their life with the texts and eventually that promotes literacy development.

Table : 2

- **Use of native language**

	Mean Score	
	English Medium	Bangla Medium
Questionnaire survey results	1.16	4
Observation checklist evaluation	1.5	2

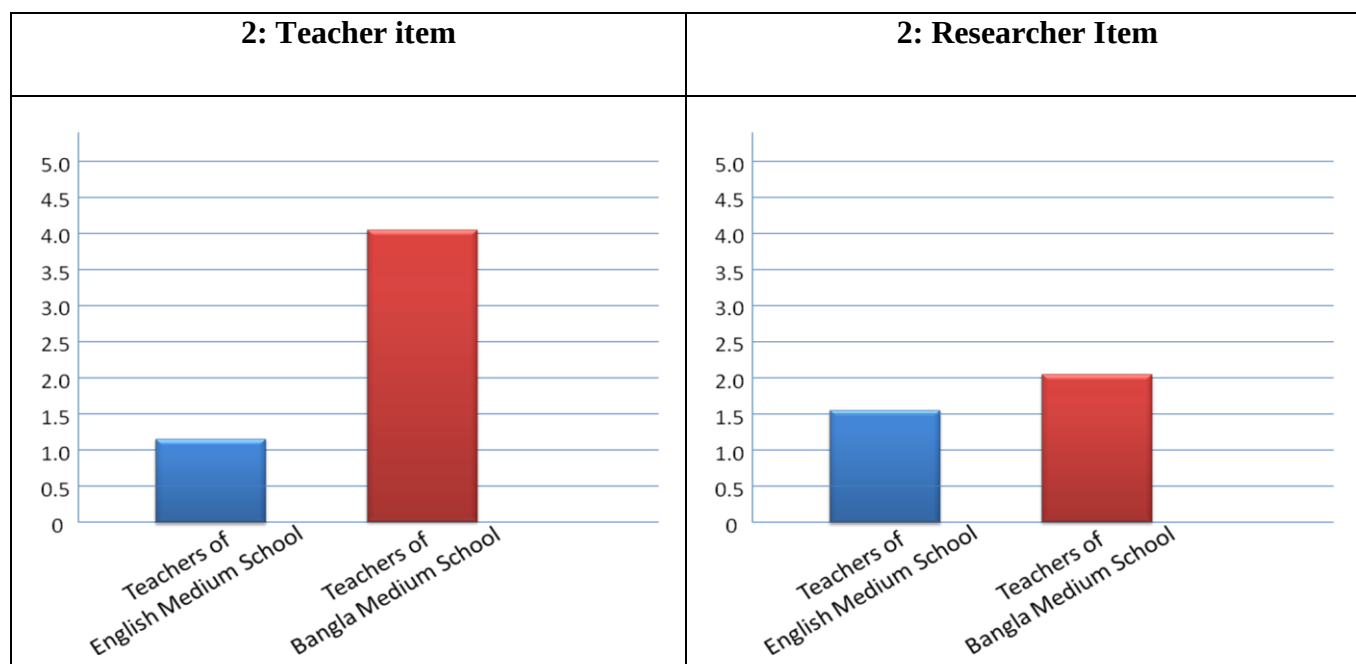


Figure: Use of native language in class

The result that has come out after comparing two bar charts is a different scenario. In questionnaire the English medium school teachers confirmed that they do not use native language in classroom whereas Bangla medium school teachers confessed that they speak English a little and use native language more in classroom. Later on, from the bar charts it was evident that both teachers of English medium and Bangla medium school used native language equally in a low rate. It might be happen that for that specific day, Bangla medium school

teachers did not speak in native language in the class. Kothainayaki (1994) puts stress on using English, and discloses that there is great value in using English in the class. If the teachers use English most of the time, it will give the students chances of practice of listening and responding to spoken English. This will help them pick up words and expressions beyond the language of the textbook. However, teachers may often need to use more complex language, for example, when explaining a new word or a grammar point, or explaining how an activity works. In such instances also, make your explanations as simple and clear as possible, so that the students understand (187-188). Bose (2001) suggests that English should be used in the class from the beginning itself. According to the communicative approach of language teaching, interaction must be done through the target language as much as possible.

Table :3

- **Teach vocabulary**

		Mean Score	
		English Medium	Bangla Medium
Questionnaire survey results		0.5	4
Observation checklist evaluation		0.5	2.5
3: Teacher item		3: Researcher Item	

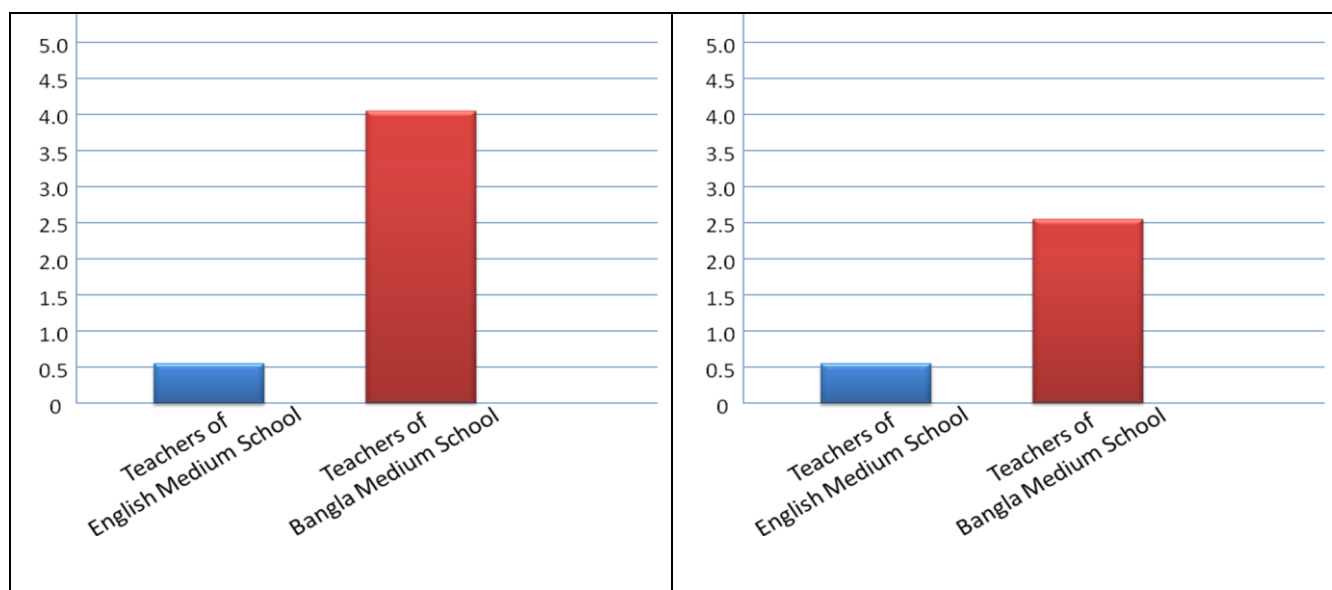


Figure: Teaching vocabulary through bilingual lists.

There is a clear dissimilarity between what the teachers said through questionnaire and what method they implied in the class. It is seen that maximum Bangla medium school's teachers use bilingual lists to teach vocabulary. This directly contradicts the communicative view of language teaching. On the other hand, this scenario is not found in English medium schools. They hardly use bilingual lists to teach vocabulary in English class. In this regard, Gao Jiajing's study (2005) in Beijing, on the students of Gulling Institute of Technology in China reveals that 72% learners prefer to develop their vocabulary through reading the new texts with the explanation of text in the target language. It is a major feature of CLT approach.

4.4. Implementation of Audio Lingual Method

Table : 4

• Teach grammar	Mean Score	
	English Medium	Bangla Medium
Questionnaire survey results	2.75	3.5
Observation checklist evaluation	3	4

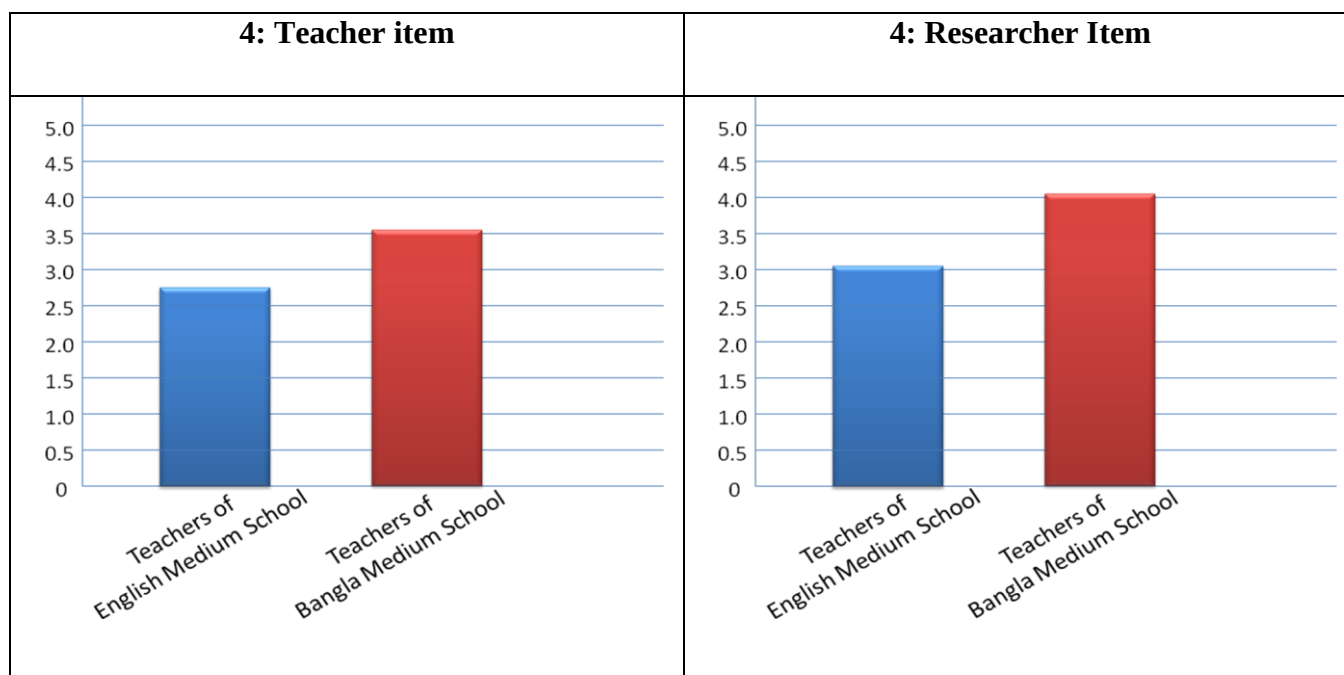


Figure: Teaching grammar by not providing explicit grammar rules but through examples and drills.

Teachers of both medium teach grammar through examples and drills that means they practice Audio-lingual method in classroom. Bangla medium school teachers do more compared to English medium school teachers. Regarding this issue, Goody (1997) suggests that explanation of grammar rules are necessary; grammar should be taught in the context of communication, not as passive knowledge (7-8).

4.5. Implementation of Direct Method

Table : 5

	Mean Score	
	English Medium	Bangla Medium
• Use of pictures and other realias		
Questionnaire survey results	4	3
Observation checklist evaluation	4	4

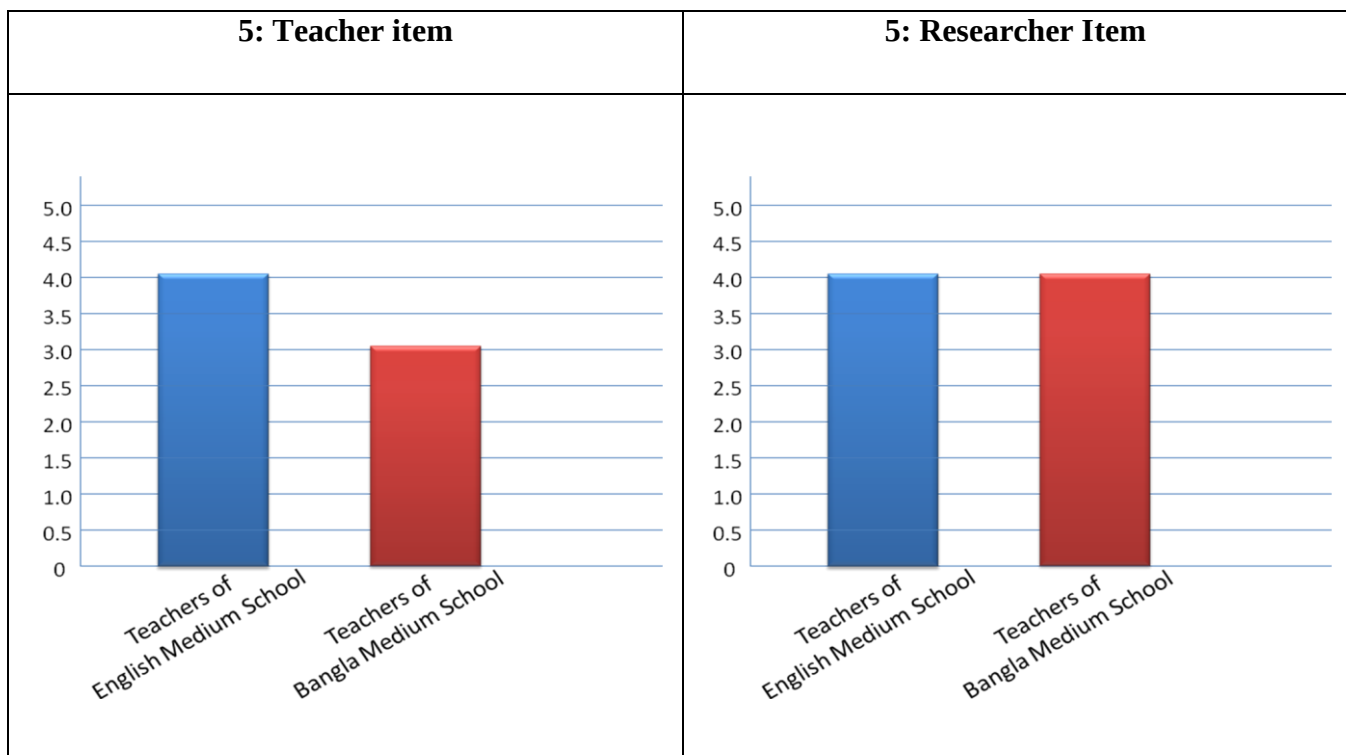


Figure: Use of pictures and other realias to make connections between words and the associated objects.

Both groups acknowledged same considerable result (T=4, R=4) which shows that this teaching method is enjoyable and effective for learning.

Here is a little gap between the teachers' comment and researcher's observation. Teachers commented that English medium school teachers mostly use this technique and Bangla medium school teachers use this technique little less. Therefore, it is observed that teachers from Bangla medium school use pictures and other realias for students to make connections between words and the associated objects in a high rate. There might be a chance of showing that they are presenting realistic contexts for effective learning only for that particular day. The authority should prepare and introduce enjoyable tasks for the students to motivate effective learning. It needs be ensured that the presentation is not stereotyped. Stereotyped presentation makes lessons monotonous and activities uninteresting that Grimm (1986) suggests it is teachers' responsibility

to a large extent to make the lesson interesting and efficient teachers who have training are mostly capable of doing so (91-94).

Table : 6

- Use of target language in questioning and in getting answers

	Mean Score	
	English Medium	Bangla Medium
Questionnaire survey results	4.16	3.08
Observation checklist evaluation	4.5	3

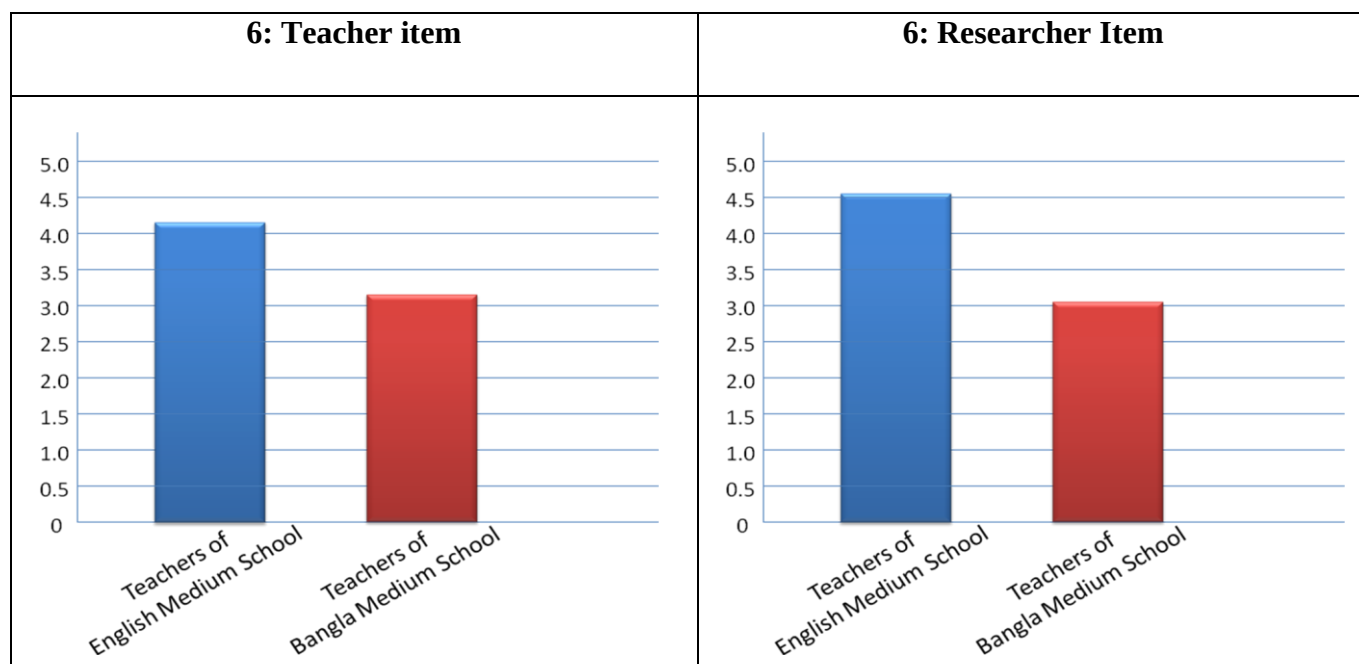


Figure: Teacher asks question and students reply in complete sentences in target language

Asking question in target language and insisting that students reply in complete sentences is a characteristic of Direct Method. It is noticed that Bangla medium school teachers exercise English less than English medium school teachers. Teacher's proper instruction and support are must for achieving the communicative competence. Katayoon and Tahririan (2006) conducted a

survey which reveals that 59% students blame their teachers for not encouraging them in speaking English in the class or outside of the class.

4.6. Implementation of CLT

Table : 7

- **Employ “role play”**

	Mean Score	
	English Medium	Bangla Medium
Questionnaire survey results	4.3	2.6
Observation checklist evaluation	3	3

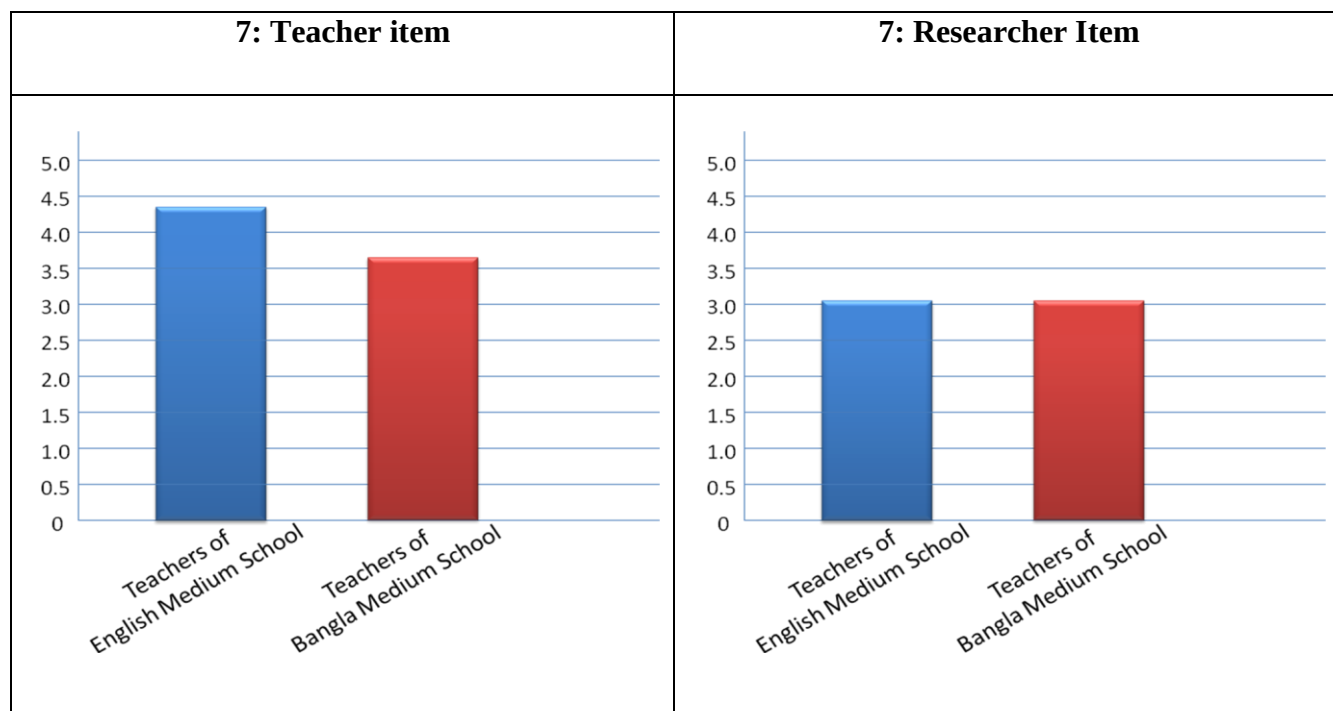


Figure: Encourage student-student communication by employing “role play”

The information given by the teachers and the researcher has correlation with regard to the using of employing “role play” in English class. The both respondents (teachers and researcher) have

come up with the same percentage result suggesting the technique of employing role play is used by both teachers of English medium school and Bangla medium school.

In English class, to increase communication within students teachers of English medium school use the technique “role play” which is a characteristic of CLT.

Table : 8

- **Use of group work and pair work**

	Mean Score	
	English Medium	Bangla Medium
Questionnaire survey result	4.41	3.16
Observation checklist evaluation	4	3

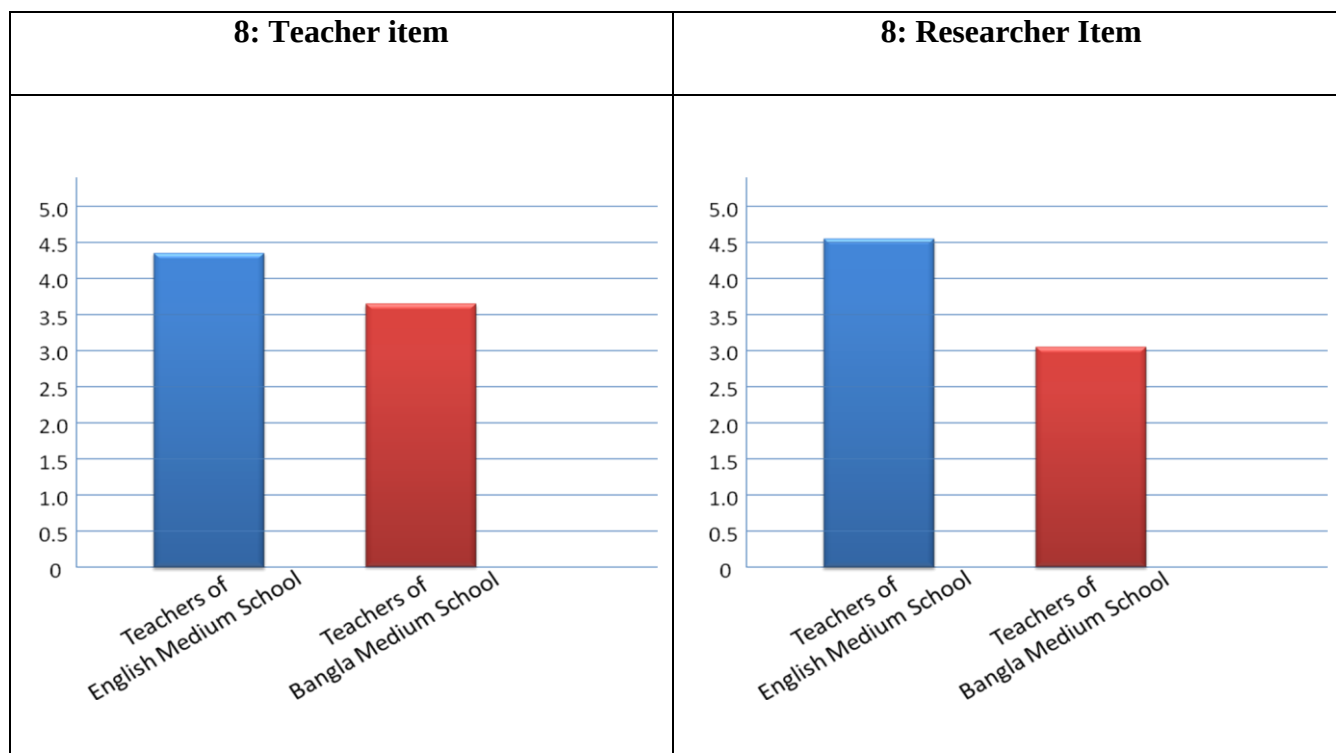


Figure: Assign activities that require group work and pair work

Students feel more comfortable, productive and relaxed by working in pairs and groups, where their voices would be heard, and views listened to and valued. On the whole, it is evident that both teachers of English medium and Bangla medium use pair work/group in their classes but comparatively English medium teachers use more.

Table : 9

- Use of authentic texts and communication activities**

	Mean Score	
	English Medium	Bangla Medium
Questionnaire survey results	3.91	3.33
Observation checklist evaluation	4	3

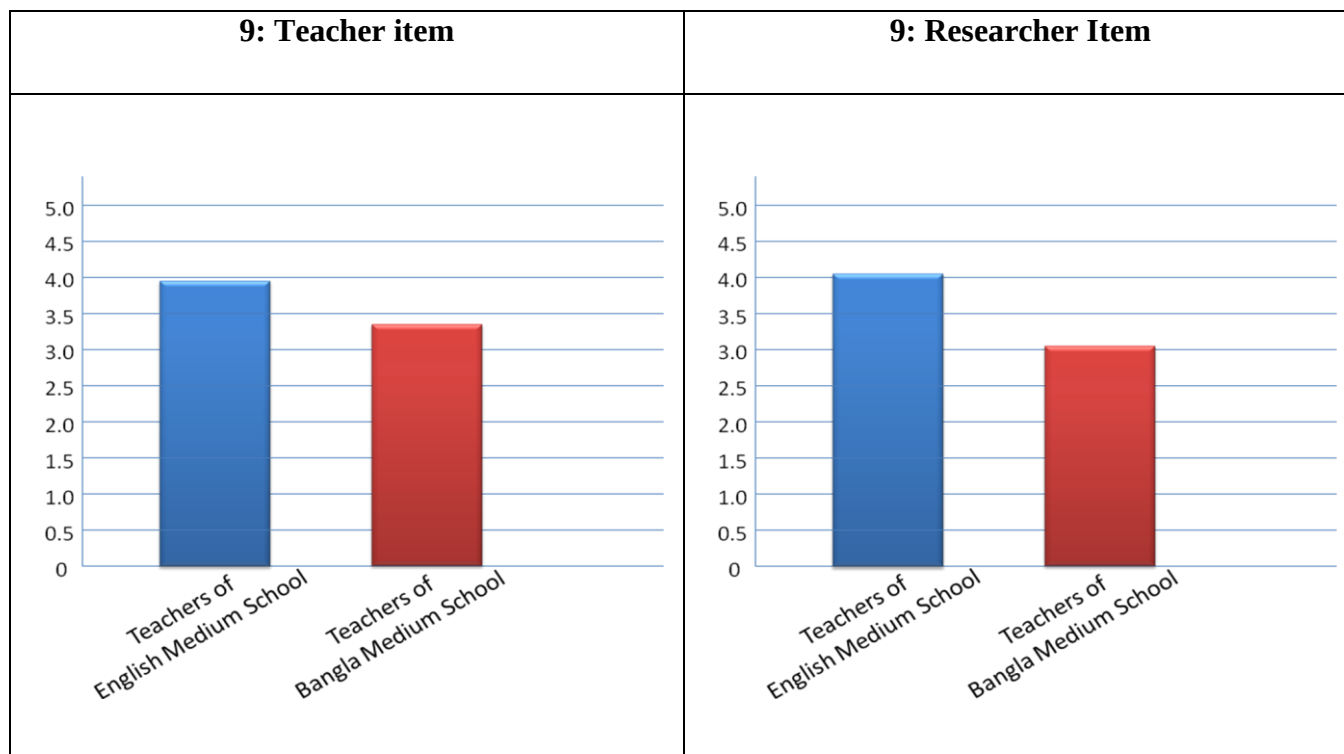


Figure: Use authentic texts and communication activities which accommodate real life language use

So, it is visible that from English medium and Bangla medium school teachers, English medium school teachers use this more. In 1990 a survey of secondary school English language teaching and learning, conducted in 20 different Bangladeshi secondary schools, indicated that there had been no noticeable changes in students' English language proficiencies at junior secondary level (Baseline survey of secondary school English teaching and learning, 1990, cited in Cullen, 1991). Low English performance is still an acute problem in Bangladesh. Principles of the grammar translation method are still in existence.

4.7. Implementation of both Direct Method and CLT

Table : 10

• Error correction	Mean Score	
	English Medium	Bangla Medium
Questionnaire survey results	3.83	2.83
Observation checklist evaluation	4.5	3.5

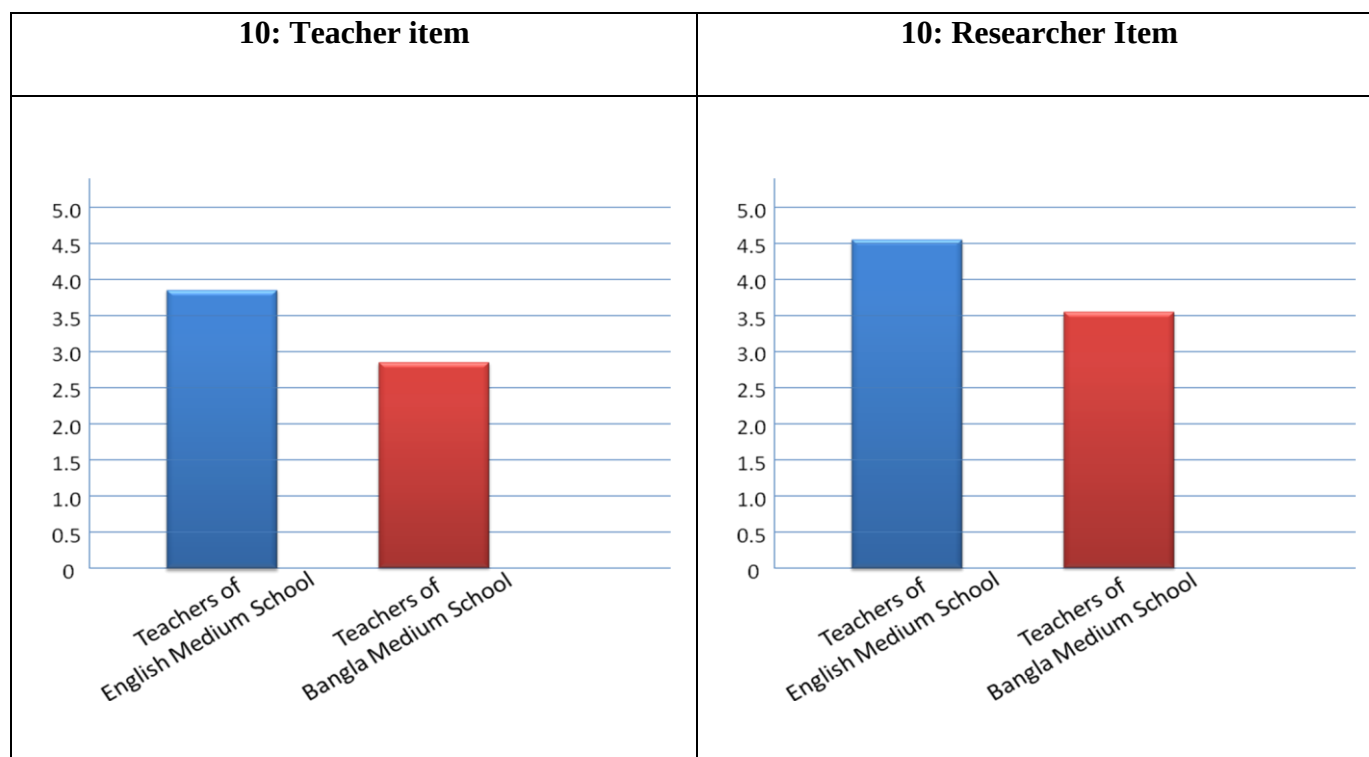


Figure: Different techniques of error correction like peer correction, self-correction etc

Researcher got the information that English medium school teachers use various techniques for error correction more than Bangla medium school teachers. While correcting errors Omaggio (1986) suggests self correction with the teacher's help, peer correction and teacher correction. So, learners must be given practice in self-correction of their own work either individually or in pairs but only if they prefer peer correction. Ancker (2000) describes that 'error correction remains one of the most contentious and misunderstood issues in the second and foreign language teaching profession'. Bartram & Walton, (1991) said that a mistake is never corrected but a person. So, Bartram & Walton, disclose three reasons, why the active involvement of students in the process of dealing with mistakes is important: it stimulates active learning, includes cooperative atmosphere, and develops independent learners.

4.8. Implementation of the Method: Total Physical Response

Table : 11

- Giving commands with gestures

	Mean Score	
	English Medium	Bangla Medium
Questionnaire survey results	2.75	2.08
Observation checklist evaluation	4.5	2

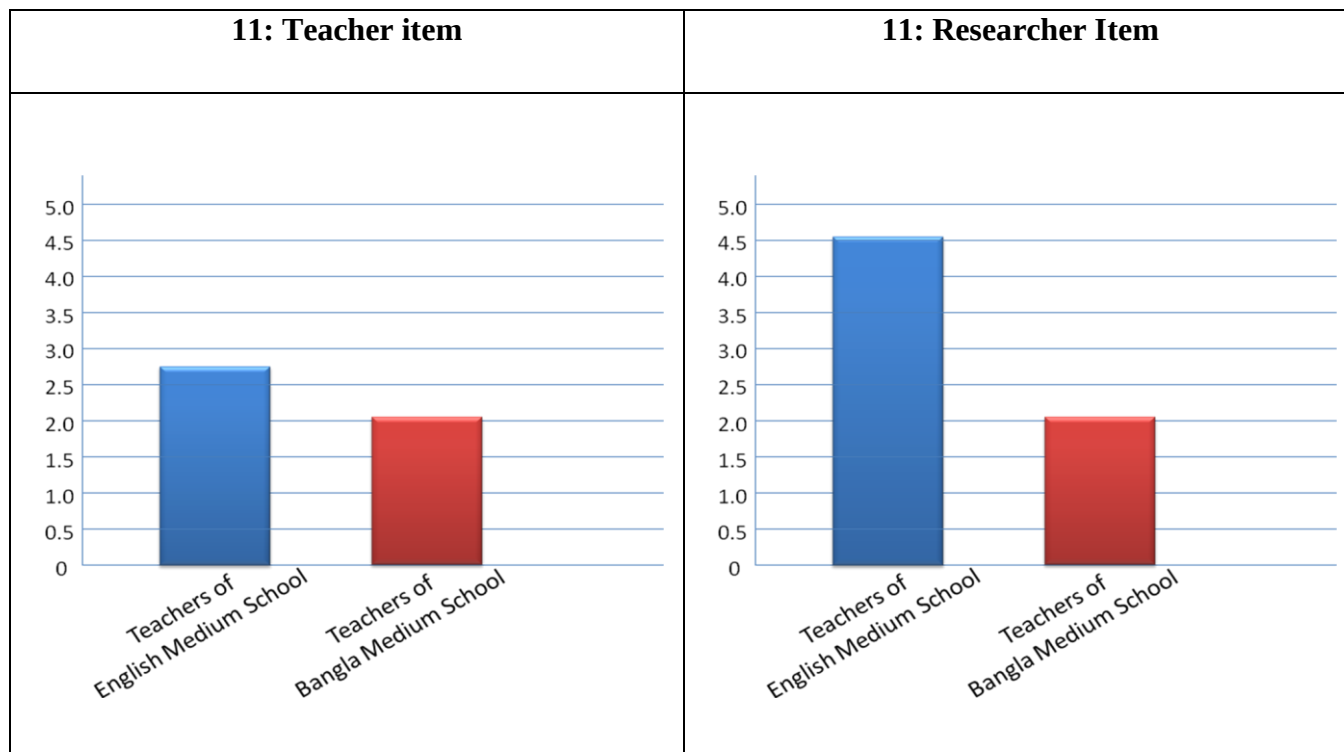


Figure: Giving commands through one word along with gestures

It is understandable from the graph that all in a whole the rate of practicing this technique in both English medium school and Bangla medium school is low.

4.9. Implementation of the Method: Reading Approach

Table : 12

- Practice of reading more books

	Mean Score	
	English Medium	Bangla Medium
Questionnaire survey results	3.5	2.83
Observation checklist evaluation	3.5	4

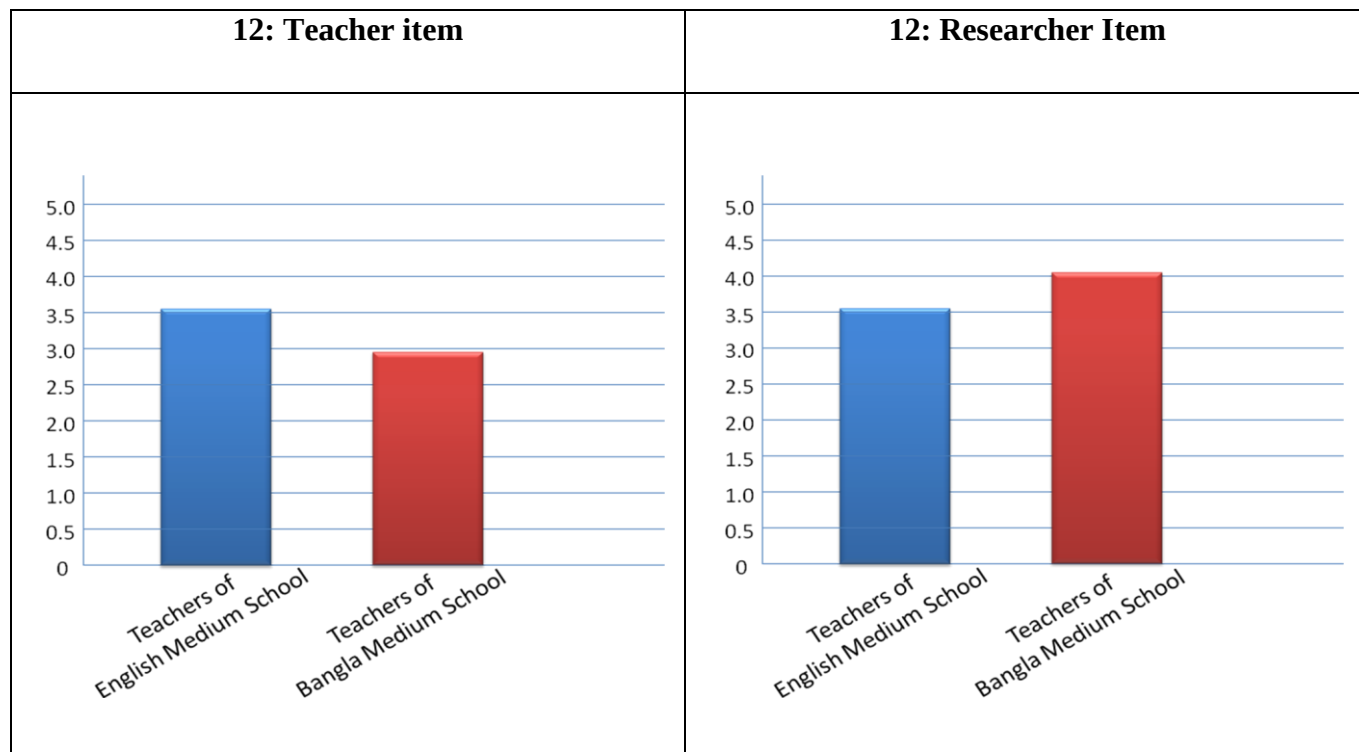


Figure: Encourage students to read faster and as much as possible to promote reading

After observation the researcher disclose the fact that reading approach is less practiced in Bangla medium school rather than English medium school. Effective reading is essential for success in acquiring a second language. After all, reading is the basis of instruction in all aspects of language learning: using textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, editing, and using computer-assisted language learning programs. Reading instruction, therefore, is an essential component of every second-language curriculum.

Chapter 5: Conclusion

5.1. Findings of the study in brief

The present study unveils some lapses and mismatches between the expectations and the existing conditions of English language teaching-learning in both English medium schools and Bangla medium schools. During the study considerable correlations as well as contradictions are observed on different issues between the students and the teachers. It also identifies some strengths and limitations of the English language teaching methods and techniques followed by the concerned teachers in both types of schools.

Among some of the common practices found at both Bangla and English medium schools are: translations from English to Bangla, reading aloud, setting individual tasks for students and memorization of grammatical rules etc. It is also revealed that some CLT techniques e.g. using L1 for giving instructions, silent reading, explaining the new vocabulary in English are practiced in English medium schools. Other CLT techniques namely, warming up activities, techniques to present new vocabulary, pair and group works, and peer correction are hardly practiced in both types of school.

As a consequence, it is found that teachers were not using any specific method in the class. Whatever method suits, they instantly follow that method and they are doing this unconsciously. It is like mixing of various methods. These techniques fall under this method and that is the eclectic method. The eclectic method is a combination of different method of teaching and learning approaches Freeman(2000) and Mellow (2000) both have used this method to describe as desirable, coherent, pluralistic approach to language teaching. This method effectively works for any kind of learners' irrespective of age and standard. Learning is fun and innovative due to the unique nature of leaning process.

It is revealed from the study that the Bangla medium teachers are more qualified rather than English medium teachers in terms of academic degrees. However, most of the Bangla medium teachers have professional training on CLT or other teaching methods. On the other hand,

English medium school teachers do not have that much professional training experience. Most of them are from English medium background and it is their advantage. Though the quality and value of this training was not examined in this study, it is generally agreed that a combination of good academic background and professional training is needed to produce better teachers for schools, irrespective of the medium of instruction. Therefore, it can be argued that it is necessary for the English medium teachers to have some professional training while having at least a graduation degree in English.

The investigation finds that the teachers remain active, busy and talk more in the class, while the students remain in the class as the inactive listeners. Authentic materials are not included in the textbook contents. Lessons are not that much interesting and lively. The textbooks do not contain variety of topics and themes. In Bangla medium school's communicative grammar books are not written in English, and the writer is not enough trained up. Goodey (1997) suggests that grammatical rules and explanations are necessary; grammar should be taught in the context of communication, not as passive knowledge (7-8). Authority does not arrange proper workshop, seminar, and training programmes for teachers to make the teaching effective. This situation directly contradicts the communicative views of teaching and learning. Certainly the students of Bangla medium school remain either weak or very weak in listening and speaking in English language. In most cases, their self assessment directly correlates the opinion of teacher, the both groups of respondents are aware of the weakness of the students.

5.2. Recommendations

This chapter will put forward some recommendations with a view to overcoming the existing problems or at least lessening the severity of the problems. Firstly, language teachers have to know that they are the best motivators for students in learning second language. They can lead a student towards good performance. Secondly, they have to change their way of teaching, as they need to be more organized. A teacher's selection of a technique or a set of techniques should be based on his or her objectives for the classroom. After deciding the topic to be studied, and the techniques to be used, the teacher should prepare an effective lesson plan. Thirdly, they have to teach in such a way where students will learn willingly. The materials should be enjoyable,

creative as well as effective. Fourthly, teachers have to implement various ways of teaching. If one technique does not work then he/she should apply another one. In other words, teachers should be eclectic when it comes to teaching English language. Finally, it is necessary to integrate all the skills while in order to achieve successful teaching. One thing teachers should realize is that students' progress will not come early. Teachers have to wait patiently and then gradually students will start doing well.

1. Programmes can be broadcast and telecast through print and electronic media. The writers and publishers must have some pre-qualifications, before they get approval for writing books and notebooks.
2. The writer should have background in applied linguistics and in modern teaching methods and approaches especially in communicative approach of teaching.
3. Just holding the public examinations and issuing the certificates should not be the sole responsibility of education board, rather they should have constant thought of improving the teaching learning condition.
4. The education board should investigate different Bangla medium schools and look into whether they have interpreted the curriculum and whether the teachers are teaching the students in the same way as planners intended.
5. Government should establish some teachers training institutions for providing training for the teachers.
6. On the basis of findings in the present study the following technologies are recommended for teaching English and giving instructions in the English class:
 - a) Audio cassettes b) video facility c) Multimedia d) Over head projector e) Computer f) Television g) Picture h) Realias i) Documentary
7. It is the result of keen observation that while teaching grammar in the class the students blink and they forget it the next minute. To avoid this, oral test can be given. By this, they will be able to remember what has been taught in the classroom.

8. Teachers should create student-centered class, and take step to increase students' involvement in the teaching learning process.
9. Of course, teachers must not depend on the education board in carrying out each juggling act in their class. They must have a relatively free hand in designing their class lessons. For this to happen, they must be acquainted with the approach and methodology.
10. It is clear that teacher efficacy affects students directly. There is a tight correlation between teacher efficacy and students performance. Dornyei states "Good enough motivator" (45) is such a concept that a desired outcome by students can occur with the help of this certain teacher's function.
11. Teachers should be friendly and sympathetic to the students in the all ways of learning.
12. Teachers should take class in the target language and they ought to encourage the students to speak English in and outside of the class.
13. New words should be introduced to the students with the visuals of objects or phenomena they represent. Words should not be learned apart from the objects to which they refer. While teaching, objectives of each lesson must be clear to the teacher. He/she should know what he/she is teaching to whom and why, and in which circumstances they will be using it.
14. Teacher is expected to come to the class with a pre-arranged plan and check before whether all the activities prompt learning among the students.
15. While teaching, teacher should evaluate how far learning is taking place. After the completion of each lesson, he/she must measure the students' achievement and make necessary changes with the findings of each class in the plan of the classes to come.
16. Just adopting a communicative syllabus and textbooks, not certainly ensure effective teaching. If the teachers fail to use this in a proper way, everything will dismiss. So, a

teacher development programme should be arranged at each Bangla medium and English medium schools, which will continue for certain period.

17. The students should be taught language with appropriate illustrations. This will help the students produce correct sentences.
18. The teachers only try to cover their syllabus within the stipulated time, so skill oriented/ learner oriented teaching should be encouraged.
19. Watching TV Programmes, films and listening to radio programs will certainly help students understand how the native and non-native speakers use the English language. It will help them also in understanding the dialectal variation of the language. Observing public announcements (Railway announcement, corporation transport announcement) will help to strengthen the socio-linguistic knowledge and presence of mind.

5.3. Limitations of the study

For the researcher it was not possible to cover a good number of schools from all around the country, which would have involved a lot of money, manpower and a long period of time. Therefore, the sample size was rather small and the universe was only a few schools. However, this small universe and small sample size was examined closely and carefully to analyze the situation in Bangladesh. The researcher also took every step to make the study as objective and valid as possible.

For this paper, space constraint has been a major limitation. It has forced the researcher not present detailed discussion of the results.

5.4. Conclusion

Since teaching is a “developing art” (Penny Ur 1987,p.13), which requires innovative and creative ideas to enrich its effectiveness, we must not hesitate to use such resources in our classrooms. These resources can assist our teaching of English language while providing a relaxed atmosphere and motivating students. Such activities are student centered, hence, by

using them we give a chance to our students to express themselves, enjoy themselves during learning, and “use the reserves of their minds” (Penny Ur 1987, p.29). So this is an undeniable fact that if our concern is to provide a successful and beneficial teaching, we must not hesitate to use songs, poems, games, and problem solving activities, which bring the structural and communicative aspects of language together, in our language classrooms.

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Appendix-A

Questionnaire for the teachers

A note for the teachers:

This questionnaire is meant for a study on ‘A comparative study of teaching methods and techniques in ESL classrooms in Bangladesh between English and Bengali medium schools’ for a Master’s thesis in English. Your answers will be strictly confidential and used only for the purposes of the research. Your co-operation will be highly appreciated.

Section A: Personal Information

1. Name:
2. Teaching experience (year/s):
3. Teaching institution:
4. Teacher’s training:

Signature-----

Section B: Instruction

Please respond to the following items by putting the appropriate number for your opinion about each statement in the appropriate boxes. Each of the items has 5 points scale where **1= Strongly disagree**, **2= Disagree**, **3= Not sure**, **4= Agree**, **5= Strongly agree**. Thank you for filling out this questionnaire.

No	Statement	Strongly disagree 1	Disagree 2	Not sure 3	Agree 4	Strongly agree 5
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1.	I use literary texts to teach reading and writing. (GTM)					
2.	I use native language in class. (GTM)					
3.	I teach vocabulary through bilingual lists. (GTM)					
4.	Teach grammar by not providing explicit grammar rules but through examples and drills. (ALM)					
5.	I use pictures and other realias for my					

	students to make connections between words and the associated objects. (Direct Method)					
6.	I ask question in target language and Insist that students reply in complete sentences. (Direct Method)					
7.	I employ “role play” to encourage student-student communication. (CLT)					
8.	I assign activities that require group and pair work. (CLT)					
9.	Use authentic texts and communication activities which accommodate real life language use. (CLT)					
10.	Do error correction in different ways like peer correction, self-correction etc. (CLT & DM)					
11.	I give commands through one word along with gestures such as pointing which provides opportunities for initiating the interaction within students. (TPR)					
12.	I encourage students to read faster and as much as possible to promote reading. (Reading Approach)					

Appendix-B

Researcher's observation checklist

A note for the teachers:

This questionnaire is meant for a study on 'A comparative study of teaching methods and techniques in ESL classrooms in Bangladesh between English and Bengali medium schools' for a Master's thesis in English. Your answers will be strictly confidential and used only for the purposes of the research. Your co-operation will be highly appreciated.

Section A: Personal Information

1. Name:
2. Teaching experience (year/s):
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4. Teacher's training:

Signature-----

Section B: Instruction

Please respond to the following items by putting the appropriate number for your opinion about each statement in the appropriate boxes. Each of the items has 5 points scale where **1= Strongly disagree**, **2= Disagree**, **3= Not sure**, **4= Agree**, **5= Strongly agree**. Thank you for filling out this questionnaire.

No	Statement	Strongly disagree 1	Disagree 2	Not sure 3	Agree 4	Strongly agree 5
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1.	I use literary texts to teach reading and writing. (GTM)					
2.	I use native language in class. (GTM)					
3.	I teach vocabulary through bilingual lists. (GTM)					
4.	Teach grammar by not providing explicit grammar rules but through examples and drills. (ALM)					
5.	I use pictures and other realias for my students to make connections between words and the associated objects.					

	(Direct Method)					
6.	I ask question in target language and Insist that students reply in complete sentences. (Direct Method)					
7.	I employ “role play” to encourage student-student communication. (CLT)					
8.	I assign activities that require group and pair work. (CLT)					
9.	Use authentic texts and communication activities which accommodate real life language use. (CLT)					
10.	Do error correction in different ways like peer correction, self-correction etc. (CLT & DM)					
11.	I give commands through one word along with gestures such as pointing which provides opportunities for initiating the interaction within students. (TPR)					
12.	I encourage students to read faster and as much as possible to promote reading. (Reading Approach)					

Appendix-C

Reports for Classroom Observation

- **Viqarunnisa Noon School (Bangla Medium)**
- **Banani Bidda Niketon (Bangla Medium)**
- **The Aghakhan (English Medium)**
- **The City School (English medium)**

A Classroom Observation (Viqarunnisa Noon School)

Report

On 1st March, at 8:30 I have gone to the Viqarunnisa Noon School to observe the class of standard two. The teacher had the teaching experience of seven years. She started the class by greeting students. She wrote the topic “MAFATU AND THE SHARK” on the board and told the students to follow the story from the book ‘Secondary English’. The teacher asked some general questions about shark like did they ever seen a Shark, what animal they liked the most, did they see the shark on T.V. etc. She made a warm up discussion with the students. Students also participated and enjoyed the discussion because the topic was very interesting to them. After that she did drilling of some difficult words like formidable, dorsal, furrow, gratitude, frantically with the students. She was also explaining meaning of the words. She was making the words understand to the students in Bangla and few of them were explained in English. When the teacher was teaching word meaning in English, she was using context and gesture. She spent almost eight to ten minutes to teach word meaning. Then the teacher started reading the story with drilling with the students. She read half of a sentence then all students repeated together. In this way when they finished reading one paragraph, teacher explained the situation. From the paragraph if she found any new word, she explained of her own. This reading with drilling and explaining went on till finishing the story. Before finishing the story she did not ask any question to any student for checking their understanding. Later on she told a student to standup and read first paragraph and asked one question to answer. She helped students to answer. In this way the teacher asked to read and answer of the question. Those students read in low voice, teacher told them to be louder. After finishing a paragraph she asked students, “have you understood up to this part?” All students answered together “yes.” She ended the class not comprehending the whole story ‘MAFATU AND THE SHARK’ because of the time limitation.

Necessary points observed in the classroom:

- 1) No. of students: 71
- 2) Students’ age: About 8-9 years
- 3) Language level: elementary
- 4) Mother tongue: Bangla
- 5) Medium of instruction: English
- 6) Classroom size: Medium classroom

7) Duration of instruction:30 minutes

A Classroom Observation (Banani Bidda Niketon)

Report

I have observed another class of *Banani Bidda Nikatan School* which is a Bangla medium school. The teacher was taking *English Literature class* of class VII and topic was kind of short comprehension, “The Liberation War-I” from the book *English for Today*. She started the class with warm-up session and she did that by reviewing the last class’s lesson. To teach this lesson the teacher asked students some general questions like ‘What happened in 26th March?’, ‘In that day morning what did you see on T.V.?’, ‘Who got the Shadhinota Prize this year?’, ‘What are other memorable days in our country?’ etc. Students were answering frequently. Again the teacher showed the picture from the book and asked students to describe it. She told for raising hands and very few students raised their hands and answered. She said that in warming up session she revised previous lesson but at the beginning, end and within the class she asked different guiding questions related to the day’s lesson which brought students’ interest in the class. The teacher herself readout the text and told students to follow. Then she called one student and told to read it again. Not only that she gave the class one-minute to read the text again silently. There were some questions under the text. She instructed to ask the questions to each other and answer. The teacher did not mention but it was a pair work. Then she told to go section B (Question-Answer) and write the answers. When two/three students had finished writing, she checked their exercise book and told other students to check their one by exchanging with the partner. She did the error correction by asking one or two students to give the answers and writing the key words on the board. The teacher also told them how to check by saying that they could give good or excellent if all the answers were correct. Students did not follow any of the instructions. On the contrary the teacher did not look after whether students were doing the task or not. After that very quickly she called two students and including her, she had done a short conversation using some dialogues. The Teacher acted out Samira’s role and the student acted out another students’ role. In this class the role-play was not helpful for students because they used two or three sentences and most of the students could not understand them properly. Not only that when it was the students’ turn to tell a dialogue, she was thinking and teacher told, ‘first you think of a Bangla sentence then say it in English.’ To follow this way of speaking English is not good because it destroys students’ creativity towards the target language.

Necessary points observed in the classroom:

- | | |
|-------------------------------|--|
| 1) There were 68 students | 5) Classroom size: Medium Classroom |
| 2) Age: About 12-13 years | 6) Duration of instruction: 40 minutes |
| 3) Language level: elementary | |

4) Mother tongue: Bangla

A Classroom Observation (The Aghakhan)

Report:

For ESL class observation I have gone to *Agha Khan School*. It was an English Medium School and I observed *English Language class* of class IX. The teacher started the class by directly introducing the objective of that day's lesson- to enhance students' writing skills through writing a leaflet. He explained briefly what students had to do besides saying the objective. Then he asked students that what was the main issue of a leaflet. Students raised their hands and the teacher called one student on the board to write. He wrote the answer "FACTS" with illustration. The teacher engaged the students through describing the task in the class. After that he wrote down the question- "Jot down relevant content from the passages" on the board. He gave 15 minutes for the task. He also instructed that students had to do the task in pairs. Instantly students started to choose their pair partner. Then they moved their chairs to sit in front of each other. It took only two minutes because of the availability of removable chairs. One or two students asked questions to clarify the task. The teacher repeated the task properly. Students started working in pairs. The teacher guided them by going to every pair. He explained the students if they needed any clarification. Fifteen minutes he continuously crosschecked every pair. At the end of the fifteen minutes he reminded them about the time. He was also asking them that how many points they had been able to bring so far. Then he made the error correction by asking the answers to the students and writing them on the board. He himself was also adding something more with the answer. He could not finish the task on due time so he told that in the next class he was going to finish that. He did the error correction involving most of the students.

Necessary points observed in the classroom:

- 1) There were 68 students
- 2) Age: About 12-13 years
- 3) Language level: elementary
- 4) Mother tongue: Bangla
- 5) Medium of instruction: English
- 6) Classroom size: Medium classroom
- 7) Duration of instruction: 40 minutes

A classroom Observation (The City School)

Report:

I have observed another English medium school which is *The City School*. There I observed class V and the teacher was taking English language class. The topic of the lesson was 'articles' and that day the teacher was supposed to teach use of 'the'. The teacher started the class by exchanging greetings with the students. She gave a passage from their students are told to find out and underline 'the'. The passage was given as a handout, attached with the class work copy. After doing that the teacher introduced the topic of the lesson by writing on the board- 'Article'. She did not mention earlier that they would learn about 'the' but students understood subconsciously. In this way, the teacher introduced the day's lesson through warm-up session. After that, she explained what is article and how to put article in a sentence. Students listened to the lecture quietly. Then the teacher asked questions to the students for checking their understanding. The teacher gave a worksheet for class work. The worksheet is on- Read the sentences under each picture and add 'the' only where necessary. Students were doing the task conversely the teacher was continuously monitoring them. She asked individually for the correct answers. If she saw anybody not able to do the task, instantly she sat close to him/her and made him/her understand. In this way they finished the worksheet. Gradually the teacher told them to do peer correction. It seemed that students were familiar with the technique. So they quickly did the peer correction.

Necessary points observed in the classroom:

- 1) There were 15 students
- 2) Age: About 7-8 years
- 3) Language level: intermediate
- 4) Medium of instruction: English
- 5) Classroom size: Medium classroom
- 6) Duration of instruction: 40 minutes

Appendix-D

