Teachers' understanding and practice of CLT in Higher Secondary Level of Bangladesh

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Statement

I certify that all material in this study which is not my own work has been identified and acknowledged, and that no material is included for which a degree has already been conferred upon me.

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Abstract

Recently, English plays a unique role as an international lingua franca over the world. The fact that English is mostly used worldwide among people for whom it is a second or foreign language is an indicator of such uniqueness. This distinctiveness does not only refer to the language itself, but also to the ways it is taught as a foreign language. Some of the pedagogical principles especially in Bangladesh that have informed foreign language teaching in the last few decades need to be reconsidered when the language is taught in English. Some questions need to be addressed, such as to what extent is the CLT framework working in Bangladesh? What beliefs or concepts do teachers have of CLT? What are the teachers' attitudes toward CLT techniques? What is the role of grammar in the CLT class? What are the teachers' attitudes toward the prescribed materials designed by National Curriculum and Textbook Board (NCTB) based on the Communicative Language Teaching (CLT) approach for the Higher Second colleges in Bangladesh? To what extent are CLT activities used in the classrooms? The aim of this study was to investigate the extent to which such issues were part of the belief system of teachers in Bangladesh and what impact they had on actual classroom practice. The findings indicated that the majority of the respondents believed CLT is not working properly in Bangladesh. As a result, we should reconsider the practical implication of CLT in the classrooms. However, the pattern was more complex and variegated than this brief summary might suggest, especially when the teachers' beliefs were compared to their classroom practice.

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Chapter One – Introduction

1.1 Background of the Study

The ever-growing demand for communication skills in English has created a huge demand for quality language teaching around the world. Millions of people today want to learn English or to improve good communication skills in English. Thus, the demand for an appropriate and effective teaching methodology is as strong as ever. For this reason, Communicative Language Teaching (CLT) was introduced to think about this new demand. It emerged as a new teaching method in Britain in the 1970s and became popular around the world. Now communicative language teaching approach is considered one of the best methods for teaching the English language. Communicative Language Teaching (CLT) has been a success story in many countries, where English is not a native language. Like other non-native countries, it was also introduced in Bangladesh since 1990s (Yasmin, 2007; Hamid, 2007). The National Curriculum and Textbooks Board (NCTB) of Bangladesh has implemented the Communicative Language Teaching (CLT) approach in its syllabus in the book called *English for Today*. National Curriculum and Textbooks Board (NCTB) is one of the autonomous institutions of the ministry of education of the People's Republic of Bangladesh. In 1954, it was established under the name of School Textbook Board with three members and a chairman (NCTB, 2001). At the very beginning, its primary function was to compose, edit and distribute all textbooks for students of primary and school level. After the independence of Bangladesh in 1971, it was reconstructed as the National Curriculum and Textbook Board. Then, the government of Bangladesh established the National Curriculum Development Centre

(NCDC) for the implementation and development of curriculum for all academic levels. In 1994, it was re-named as the National Curriculum and Textbook Board (NCTB). Thus, as the authority of curriculum and textbooks development process, the National Curriculum and Textbooks Board (NCTB) has designed the English textbook for the higher secondary level based on the principles of the Communicative Language Teaching (CLT) approach.

This new English textbook has been developed for classes eleven and twelve by the English Language Teaching Improvement Project (ELTIP) jointly funded by the Government of Bangladesh and DFID of the UK Government (Hamid, 2008). A team of writers trained in the UK under ELTIP has written the book over a period of one and a half years. The whole process of writing, trialing and evaluating the manuscript was carried out by national and expatriate consultants of ELTIP in cooperation with the National Curriculum and Textbook Board (NCTB) (English for Today, 2008). All materials and relevant activities of this textbook are based on the Communicative Language Teaching (CLT) approach. At the same time, to address the global demand of communication skills, the textbook emphasizes on the four skills of the English language. As the focus is on the communicative functions of language, the main aim of the textbook is to provide ample opportunities for students to use English for a variety of purposes in interesting situations. The book is divided into units, each unit, based on a theme, has several lessons that contain reading texts and a range of tasks and activities designed to enable students to practise the different skills, sometimes individually and sometimes in pairs or groups. Some literary texts have also been included. However, the emphasis in such cases is not just on content but on the exploitation of the texts to trigger a variety of

language activities. The emphasis on the communicative approach, however, does not disregard the role of grammar. 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 practising language activities and not merely by knowing the rules of the language. This communicative approach to learning English is familiar to the students of classes eleven and twelve who have already used the *English for Today* textbooks from class six.

Hence, the aim of the textbook is to cover four skills so that learners can acquire sufficient skills to communicate in English in real life. But, when teachers want to teach *English for Today* textbook, they need to know how to use this book in the class. In addition, they should have proper idea about the book's materials and activities which are based on the Communicative Language Teaching (CLT) approach. But, the National Curriculum and Textbook Board (NCTB) has played a short-sighted role in prescribing the *English for Today* without teachers' training. So, the materials have been designed and the book has been published, but teachers do not have adequate understanding about it. Therefore, the textbook designed by National Curriculum and Textbook Board (NTCB) based on the Communicative Language Teaching (CLT) approach is proving ineffective. Thus, the Communicative Language Teaching (CLT) approach has drawn my attention as well as made me interested to find out whether Communicative Language Teaching (CLT) approach is working properly in Bangladesh.

1.2 Significance of the Study

There are many reasons why I have chosen this topic as my research area. In the present global world with its technological advancement, English is the major international language and use of English has been growing at a startling rate, in particular in parts of the developing world. It is, therefore, natural to wonder how far English may have advanced in Bangladesh. In recent years, English language is gradually playing an important role in Bangladesh. It is now found that English is widely used in several domains, including education, science, technology, commerce and industry, and informal social contacts. Furthermore, Bangladesh has a long history of contact with English. English is compulsory from class one to the higher secondary level. So, the students of Bangladesh are required to study English as a compulsory subject. But it is a matter of great sorrow that most of the students of Bangladesh are unable to use English language effectively in their lives. To continue this, the Communicative Language Teaching (CLT) approach had been introduced in Bangladesh since 1990s. However, most of the students of our country have failed to communicate in English even after passing the higher secondary level. What are the reasons behind their failure? No doubt CLT implies new roles in the classroom for teachers and learners. Learners now have to participate in classroom activities that are based on a cooperative rather than individualistic approach to learning. It is true that learners are expected take on a greater degree of responsibility for their own learning. But, teachers have to assume the role of facilitator, monitor and advisor as well as manager during the teaching and learning period. So, it largely depends on the teachers' attitudes and perception of the method by

which he/she is teaching English in the classroom. A teacher who is unmotivated or negative about the teaching materials and method is unlikely to inspire learners to work hard in the class and take the initiative outside class. The role of textbooks materials is also closely related to the roles of teachers and learners. A textbook is based on assumptions about learning, and design of its activities implies certain roles for teachers and learners (Hedge, 2000). For this reason, teaching materials are also important for teaching and learning English in the classroom. So, a teacher who is enthusiastic, and who shows a positive attitude towards both the method and materials, is more likely to create engaged learners, who are therefore more likely to succeed both inside and outside the class. So, English teachers' perceptions and attitude towards the CLT approach play an important role in developing the students' skills. Therefore, it is essential to know the teachers' perceptions regarding the Communicative Language Teaching (CLT) approach as it is largely related to the students' communication skills. Then, one should also ascertain the teachers' ability to implement the CLT framework.

1.3 Research Questions

The study will be guided by the following research questions:

1. To what extent is the CLT framework working in Bangladesh?

2. What beliefs or concepts do teachers have of CLT?

3. Are the teachers able to make their class communicative?

4. What are the teachers' attitudes toward CLT techniques?

5. What is the role of grammar in the CLT class?

6. What are the teachers' attitudes toward the prescribed materials designed by National Curriculum and Textbook Board (NCTB) based on the Communicative Language Teaching (CLT) approach for the Higher Second colleges in Bangladesh?

7. To what extent are CLT activities used in the classrooms?

1.4 Definitions of Terms

The following terms will be used regularly in the study according to these definitions:

a) Teachers' understanding

The term here refers to teachers' pedagogic beliefs (Borg 2001), which are related to convictions about language and the teaching and learning of it. These beliefs are manifested in teachers' teaching approaches, selection of materials, activities, judgments, and behaviors in the classroom.

b) Communicative Competence

Communicative Competence is a term in sociolinguistics for a speaker's underlying knowledge of the rules of grammar (understood in its widest sense to include phonology, orthography, syntax, lexicon, and semantics) and rules for their use in socially appropriate circumstances. The notion is intended to replace Noam Chomsky's dichotomy of competence and performance. Competence is the knowledge of rules of grammar, where *performance* refers to how the rules are used. Speakers draw on their competence in putting together grammatical sentences, but not all such sentences can be used in the same circumstances: *Close the window* and *Would you mind closing the*

window, *please?* are both grammatical, but they differ in their appropriateness for use in particular situations. Speakers use their communicative competence to choose what to say, as well as how and when to say it

c) Materials

Materials can be categorized broadly into *unpublished materials* (e.g. teacher-made materials, visual aids, and teachers' voice) and *published materials* (e.g. resource books and course books).

1.5 Structure of the Thesis

Apart from this introductory chapter, the thesis is organized into four more chapters.

Chapter Two reviews the relevant literature on teachers' beliefs, Communicative Language Teaching (CLT) and the implications of the textbook materials in the English language teaching classroom.

Chapter Three describes the methodology that was used to conduct this research. It presents the subjects of the study, research design and procedure of data collection.

Chapter Four illustrates and analyzes the data collected, in an attempt to provide an answer to the research questions.

Chapter Five, finally, summarizes the findings, specifies how these answer the research questions, points out the main limitations of the study and provides suggestions for further research.

Chapter Two -Literature Review

2.1 Introduction

In this chapter, relevant literature and theoretical framework of this study are presented, which include (1) the theoretical basis of the communicative language teaching approach, (2) teaching grammatical competence, (3) the basic characteristics of CLT, (4) communicative activities, (5) types of communicative activities, (6) information gap activities, (7) the role of teachers, (8) the role of students, (9) teaching materials (10) syllabus of CLT, (11) Practice of CLT in various countries and (12) CLT in Bangladesh. The findings and suggestions yielded in the relevant literature rationalize the framework of the present study.

2.2. The Theoretical Basis of CLT

Communicative Language Teaching (CLT) is an approach to the foreign or second language teaching which emphasizes that the goal of language teaching is communicative competence. Thus, CLT is an "approach that aims to (a) make competence the goal of language teaching and (b) develop procedures for teaching of the four language skills that acknowledge the interdependence of language and communication" (Richards and Rodgers, 1986: 66). However, the primary function of a language is for interaction and communication. Canale and Swain (1991:1) point out that CLT is "organized on the basis of communicative functions that given learners or groups of learners needs to know and emphasizes the ways in which particular grammatical

forms may be used to express these functions appropriately". CLT views language as a functional system and emphasizes that language is a vehicle for the expression of functional meaning.

The goal of CLT is communicative competence. Noam Chomsky (1965) was the first to identify the term communicative competence which he described as a mere linguistic system or abstract grammatical knowledge. Munby (1983:7), the supporter of Chomsky's view, pointed out that the competence is "the mastery of the abstract system of rules by which a person is able to understand and produce and any all of the well-formed sentences of his language". But, many sociolinguists argue that linguistic system alone is not enough for effective communication. For this reason, Hymes (1979:19) put forward the term communicative competence which contains both knowledge and ability for language use with respect to four factors: "possibility, feasibility, appropriateness and accepted usage". Later on, some other sociolinguists supported Hymes' views and agreed with that "The speaker must know what to say, with whom, and when, and where" (Cooper, cited in Munby, 1983:17). Thus, Hymes' concept of communicative competence has the sociolinguistic component which Chomsky's definition lacks. The related communicative competence view is shown in Canale and Swain (1980), in which four views of communicative competence is found:

- *Grammatical competence* is understood to reflect knowledge of the language code itself. It includes knowledge of vocabulary and rules of word formation, pronunciation or spelling and sentence formation. Such competence focuses directly on the knowledge and skills required for understanding and expressing accurately the literal meaning of utterances.
- *Sociolinguistic competence* addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts, depending on contextual factors such as topic, status of participants, and purpose of the interaction. Appropriateness of utterances refers to both appropriateness of meaning and appropriateness of form.
- *Discourse competence* involves mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres.

- *Strategic competence* refers to the mastery of communication strategies which may be called into action either to enhance the effectiveness of communication or to compensate for breakdowns in communication due to limiting factors in actual communication.

(Canale and Swain, 1980:1-47)

2.3 Teaching Grammatical Competence

The main focus of traditional classroom is on grammatical competence. It is generally agreed that once the linguistic competence is acquired, the communicative competence will follow as a more or less automatic consequence. But, Widdowson (1978:67) suggests that the overemphasis on drills and exercises for the product and reception of sentence tends to inhabit the development of communicative competence. Johnson and Morrow (1981:1) argue that the students coming out of the traditional classrooms are likely to become "structurally competent but communicatively incompetent." However, this is not to imply that grammar competence is not necessary. "It has never really been seriously suggested that any language learner can become proficient in a language without developing a certain level of grammatical competence" (Tarone and Yule, 1989:18). So, "the exclusion of explicit attention to grammar was never a necessary part of CLT" (Thompson, 1996). However, it is generally agreed that the most important aspect of a sentence is the function, not its form. Sometimes a sentence that is incorrect in form still conveys the desired intention. "Even where there is grammatical inaccuracy, communication can still take place successfully" (Wilkins, 1974:14). In the process of teaching, therefore, importance should be attached both to language training at sentence level and to the gradual improvement of students' communicative competence at discourse level.

So, the emphasis of grammar as well as the neglect of grammar has repercussions. If teachers overlook grammar, students will communicative inaccurately. On the other hand, if teachers stress on grammar, students may be too inhabited to produce language.

2.4 Basic Characterisitcs of CLT

From the above review of the CLT literature, we can identify the following major characteristics of CLT:

(1) CLT sets communicative competence as its desired goal because it views language as tool for communication. It holds that language should be learned through use and through communication. Based on this notion, the teacher usually creates real life situations in classes in order to teach students to use language appropriately in different types of situations, to use language to perform different kinds of tasks and to use language for social interaction with other people. This characteristic is totally different from the traditional views of language. For instance, the main goal of the grammar translation method is to achieve the linguistic competence and it emphasizes only language structures, sounds or words, and separates language from use, situation and role.

(2) CLT requires interactional speaking activities in the classroom based on real communication and a genuine information gap. Communication takes places when the receiver does not already know the information in the sender's message. In other words, there is an information gap, which is filled by the message. In classroom, the gap exists when a teacher/student in an exchange knows something

that the other student does not. If students know today is Monday and teacher asks, " what day is today? and they answer, "Monday," then the exchange is not really communicative. Consequently, CLT is violently opposed to such exchanges (Liao, 1997). It argues that the activites without information gap are mechanical and artificial and even harmful because they will lead students away from the use of the language for communicative purposes. Therefore, in classrooms, no matter how simple a sentence is , the teacher must be aware of its possibility for communication.

(3) CLT stresses that students have sufficient exposure to the target language. Students are encouraged to create and internalize language; they are not asked to learn by memorizing grammar rules and vocabulary. Therefore, students' communicative competence can be developed as they try to deal with a variety of language situations.

Finally, CLT embraces all four skills, by integrating listening, speaking, reading and writing, students not only develop these skills but also constantly combine them in use as people use them in real life situations. In contrast, traditional methods emphasizes reading in isolation and treats listening, speaking, reading and writing as separate subjects, consequently students become that is called " deaf mutes of English" (Liao,1997).

The most obvious feature of the Communicative approach is that almost everything is done with a communicative intent. Students use the language a great deal through communicative activities such as games, role play, and problem solving tasks.

Activities that are truly communicative, according to Morrow (in Johnson aand Morrow, 1981), have three features: information gap, choice, and feedback. Another important feature of the Communicative approach is the use of authentic materials.This is considered desirable because it gives students an opportunity to develop strategies for understanding language as it is actually used by native speakers.

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

1. An emphasis on learning to communicate through interaction in the target language
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the Learning Management process.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

(David Nunan, 1991)

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

develop language functions, as well as judicious use of grammar and pronunciation focused activities. Richards and Rodgers (1986) summarize some of the characteristics of communicative view of language:

1. Language is a system for the expression for meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative use.
(Richards and Rodgers, 1986: 71)

The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse. Thus, the main features of the CLT approach have been summarized below :

- The importance of language as a tool for communication, rather than a subject to be studied.

- Using 'real life' language in situations, rather than only learning grammatical rules.

- Using the language needs of the learner as the basis for the syllabus

- A balance between fluency and accuracy

- Concern for the appropriate use of language according to the situation

- Various types of materials used in the classroom

- Dialogues used as the tool of learning

- Four skills (speaking, listening, reading, and writing) are equally emphasized for learning

- Teacher as facilitator in teaching language

- Variety and innovations in the classroom to make the lesson interesting.

2.4 Communicative Activities

The main concept of CLT is that language should be learned through use and through communication. For this reason, teachers usually create real life situations in classes and give students the opportunity to engage in role-play, simulations, true-to-life interactions, and other communicative activities. In this way students learn to use language appropriately in different types of situations, to use language to perform different kinds of tasks and to use language for social interaction with other people. Language can be learned as it is actually used in real communication. Richards and Lockhart (1994:161) pointed out that "An activity is described as a task that has been selected to achieve a particular teaching/learning goal". Thus, communicative activities give the main contributions to language learning. Littlewood (1981) summarizes four purposes of the activities:

1. They provide "whole-task practice"
2. They improve motivation
3. They allow natural learning
4. they create a context that supports learning
   (Littlewood, 1981: 17-18)

2.4.1 Information Gap Activities

Information gap is a fundamental feature in communicative teaching (Johnso and Morrow, 1981:6).Classroom activities should be instances of real communication, based on a genuine information gap. "In real life, communication takes place between two people, one of whom knows something that is unknown to the others. The purpose of the communication is to bridge this infomation gap" (ibid,62). Widdowson (1978) called this "situational presentation" where the teacher performs an activity like walking to the door

or to the window and to say while doing so: "I am walking to the door." However, this is just to teach the meaning of the sentence and the structure of the present continuous tense. It is not considered as communicative. Since everybody sees him/her walking to the door, there is no need whatever for him/her to announce that she /he is doing these things. Practice of this kind is considered non-communicative, as no real information is exchanged. It only demonstrates "signification" rather than "value" of language (Widdowson, 1981: 11).

Thus, the activities without information gap are " mechanical and artifical" (Richards et al 1985:140) and even harmful because they lead students away from the use of the languague for communicative purposes. According to Prabhu (1987), there are three types of activities for creating information gap:

1. *Information-gap activity*, which involves a transfer of given information from one person to another –or from one form to another, or from one place to another- gererally calling for the decoding or encoding of information from orinto language. The activities often involves selection of relevant information as well, and learners may meet criteria of completeness and correctness in making the transfer.
2. *Reasoning-gap activity*, which involves deriving some new information from given information through the process of inference , deduction, practical reasoning, or a perception of relationships or patterns.The activities necessarily involves comprehending and conveying information, as in information-gap activity, but the information to be conveyed is not identical with that initially comprehended . There is a piece of reasoning which connects the two.
3. *Opinion-gap activity*, which involves identifying and articulating a personal preference, feeling or attitude in response to a given situation. The activities may involve using factual information and formulating arguments to justify one's opinions, but there is no objective procedure for demonstrationg outcomes as right orwrong, and no reason to expect th same outcome from different-individuals or on different occasions.

(Prabhu, 1987: 46-47)

2.4.2 Types of Communicative Activities

There are many types of communicative activities. Different linguists design and divide communicative activities differently. For example, Littlewood (1981) has two types of communicative activities: functional communicative activities and social interactional activities. Among these interactional group-work pattern is important.

They are four grouping arrangements in the classroom: whole-class teaching, individual work, pair work and group work. According to pattison(1987:13), there are some problems of group work in general. For example, some learners saying nothing while others talk too much, learners speak their mother tongue or make too many mistakes. However, using communicative activities for group work can reduce these problems. Since many tasks depend on learners sharing their information, everyone has to contribute. Language can be controlled by a language frame or model sentences, so that learners are encouraged to use the L2. For this reason, Paulston and Bruder(1976) divide four basic types of communicative activities from the point of learning goals:

1. Social formulas and dialogues: designed to teach appropriate use of language.
2. Community – oriented tasks: sets of exerises which compel the student to interact with native speakers outside the classroom.
3. Problem-solving activities: students are given problems and puzzles to solve through discussion and debate.
4. Role plays: exercises where the student is assigned a fictitious role from which he has to improvise some kind of behavior toward the other role characters in the exercise.

(Paulston and Bruder, 1976: 60-79)

2.4.3 Criteria for Selecting Activities

In selecting and designing classroom activities to accomplish specific teaching and learning goals, a number of issues have to be resolved. These relate to the following dimensions of activities: purpose, procedures, sequencing, complexity, resources, grouping, strategies, language, time, outcomes, and assessment.

1. How will the purposes of an activity be commuicated to the students?
2. What procedures will students use in completing an activity?
3. How will the activity be sequenced in relation to other activities within the same lesson?
4. What kinds of demands does the activity make on learners?
5. What resources will be required?
6. What grouping arrangements will be used?
7. Should a particular learning strategy be used in carrying out an activity?
8. What language or language learning focus should the activities have?
9. How much time should students spend on the activity?
10. What will the outcome of the activity be?
11. How will student performance on the activity be assessed?

(Richards and Lockhard, 19994: 161-71)

2.5 The Use of Native Language

The use of native language is the important factor in language learning. Teachers are always faced with the challenge of dealing with this issue. In the CLT approach, this is also important to identify the medium of instruction during the teaching and learning time. Hence, in the CLT classroom, the target language should be used not only during communicative activities but also in explaining the activities to the students or in assigning home-work. The students learn from these classroom management exchanges, too, and realize that the target language is a vehicle for communication, not just an object to be studied. It is generally agreed that the use of native language should be limited in communicative classrooms. If teachers use the native language in communicative

classrooms, it will be artifcial to ask learners to speak in the target language. At the same time, learners miss the opportunity to receive maximum input in the target language. On the other hand, using the target language provides many opportunities for language acquisition to occur. Therefore, Brumfit (1981:48) remarks that, "Learning will be effective providing that there is extensive exposure to the target language and plenty of opportunities for the learners to use it"

2.6 The Role of Teachers in CLT

One of the basic assumptions of CLT is that students will be more motivated to study a foreign language since they will feel they are learning to do something useful with the language they study. Teachers give students an opportunity to express their individuality by having them share their ideas and opinions on a regular basis. This helps students "to integrate the foreign language with their own personality and thus to feel more emotionally secure with it" (Littlewood 1981:94).

Students are actively engaged in negotiating meaning in trying to make themselves understood even when their knowledge of the target language is incomplete. They learn to communicate by communicating. Since the teacher's role is less dominant in a teacher-centered method, students are seen as more responsible managers of their own learning (Larsen-Freeman, 1986). Larsen Freeman also says that in communicative language teaching the teacher is the intiator of the activities, but she/he does not always herself/himself interact with the students. Sometimes he/she is a co-communicator, but more often he/she establishes situations that prompt communication between and among

the students. Students interact a great deal with one another. They do this in various configurations: pairs, triads, small groups, and whole group.

So, CLT emphasizes different roles for teachers and learners which are quite different from the traditional L2 classrooms. Thus, Cook (1991:140) states that " The teacher is no longer a dominant figure continuously controlling and guiding the students. Rather the teacher takes one step back and lets the students take over their activites, making up their own conversations in pairs and groups, leanrning language by doing". In the same way, the teacher can be a manager and organizer of classroom activites. " In this role, one of his/her major responsibilities is to establish situations likely to promote communication" (Larsen-Freeman,1986:131), and " to organize the classroom as a setting for communication and communicative activities" (Richards and Rodgers, 1986:78).

Therefore, classroom activities should not be performed abstractly but realistically in an appropriate situation. In such situations, students exhange messages, solve problems and bridge information gaps, thus language is learned as it is actually used in real life situation. " At the conclusion of group activities, the teacher leads in the debriefing of the activity, pointing out alternatives, extensions and assisting groups in self-correcntion discussion" (Ibid: 79).

During learning activities, some students may have learning difficulties and need help. Then the teacher is a counselor to be "expected to exemplify and effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feeddback" (Richards and Rodgers, 1986:78). The teacher may walk around the classroom to a particular group

(pair or individual) to solve problems. Still other students may be not be communicating effectively and making errors during conversation, so the teacher should also act as a monitor, taking note of students' linguistic or cultural mistakes, but usually will not to interrupt their train of thoughts or influence them.

The teacher might be a "co-communicator", acting as an " independent participant within the learning-teaching group" (Breen and Candlin, 1980:99).There are three ways of teacher's communication with students: teacher-individual student; teacher- group, and teacher-whole class. The teacher is a faciliator of his/her students' learning. As such he/she has many roles to fullfill. During the learning activities he/she acts as an advisor, answering students' questions and monitoring their perfomance.

A teacher evaluates not only his/her students' accuracy, but also their fluency. S/he can informally evaluate his/her students' performance in the role of advisor or co-communicator. For more formal evaluation, a teacher is likely to use a communicative test. In fact, teachers in communicative classrooms will find themselves talking less and listening more by becoming active facilitators of their students' learning (Larsen-Freeman, 1986). The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as a referee or monitor. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. But, this places greater responsibility on teachers as they have to manage the noisy classroom. Thus, teachers have to make

class interactive while maintaining discipline following time limits and covering the syllabus.

Motivation is another key to all leanings. Lack of motivation is perhaps the biggest obstacle faced by teachers, counselors, school/college/university administrators, and parents. Behavioral problems in the classroom often, or always, seem to be linked to the lack of motivation. Intelligent students are often outperformed by the less bright students with high motivation. If a student is motivated enough, s/he can accomplish learning of any scale. The main idea of motivation is to capture the student's attention and curiosity and channel their energy towards learning (Lumsden, Linda S, 1995). Intrinsic motivation is motivation from within the student. An intrinsically motivated student studies because s/he wants to study. The material is interesting, challenging and rewarding, and the student receives some kind of satisfaction from learning. An extrinsically motivated student studies and learns for other reasons (ibid). Such a student performs in order to receive a reward, like graduating or passing a test or getting a new shirt from parents, or to avoid a penalty like a failing grade.

So, motivation is an important factor to learn a language especially in the CLT approach. Motivation is some kind of drive or interest that encourages somebody to achieve a goal (Teaching Quality Improvement in Secondary Education Project, Module-1, 2006). If the goal of CLT is communicative competence then it is motivation that can help to achieve the goal properly. "This is the teachers' responsibility in creating motivation among the students" (Teaching Quality Improvement in Secondary Education Project, Module-1, 2006). Of course, the students will also learn a language from their

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

2.7 Students' Role as Communicators

Students are communicators in the CLT classroom. They are actively engaged in negotiating meaning. They try to understand even when their knowledge of the target knowledge is incomplete. During the communicative act, "students are not required to produce substantially errorless speech in native terms. Instead they use whatever forms and strategies they can devise to solve their communication problem, ending up with sentences that are entirely appropriate to their takes but are often highly deviant from a native perspective" (Cook, 1991: 140). The role of learners is a negotiator during the learning process. They learn in an interdependent way. Here, students are seen as more responsible managers of their own learning. This means that if students want to be more independent they must cultivate correct "attitudes to learning" and "approaches to learning" (Richards, 1990:13). In other words, students should be helped to know not only why to learn but also how to learn.

2.8 The Role of Teaching Materials in CLT

In CLT classrooms, materials play a significant role for influencing the quality of classroom interaction and language use. They are more important than grammar rules. They present language through understandable and interesting content. This can be in the form of different kind contents and they focus on the communicative abilities of interpretation, explanation, and negotiation. Materials involve different kinds of texts and different media, which the learners can use to develop their competence through a variety of different activities and tasks.

In the CLT approach, the materials should be authentic. The authentic materials are pieces of language, either spoken or written, which were originally messages produced for communication in a non-teaching situation. They are genuine pieces of communication, so not structurally graded. They are linguistically rich and give students opportunities to extend their experience of English. Moreover, they are potentially more interesting than texts which have been especially contrived for language teaching purposes. According to Richards and Rodgers (1986:80), CLT materials come from three sources. Authentic realia can be language-based realia, such as signs, magazines, advertisements and newspapers, or graphic and visual sources around which communicative activities can be built, such has maps, pictures, symbols, graphs, and charts." Another source is text is "text-based materials". There are numerous textbooks designed to direct and support CLT. Still another is the "task-based materials". Therefore, Cook (1991: 94) states three justifications for the use of authentic text in communicative teaching:

1. *Motivation and interest*. Students will be better motivated by texts that have served a real communicative purpose.
2. *Acquisition-promoting content*. Authentic texts provide a rich source of natural language for the learner to acquire language form.
3. *Filling gaps*. Designers of course books and syllabuses may miss some of aspects of language used in real-life situations. This lack can be filled most easily by giving students the appropriate real-life language.

<div align="center">(Cook, 1991: 94)</div>

2.9 Syllabus of CLT

In the past two decades, the language teaching profession has shifted its perspective on what is the best language teaching method to what is the best language teaching method for a particular type of student and now how to best promote learner autonomy in the foreign language classroom. For this reason, it is generally viewed that syllabus plays an important role in all methods.   Nunan (1988:159) defines syllabus as "a specification of what is to be taught in a language program and the order in which it is to be taught. A syllabus may contain all or any of the following: phonology, grammar, functions, notions, topics, themes, tasks."

A communicative syllabus design is regarded as an instrument to be used to coordinate all aspects of language teaching and learning, not to regiment them. In designing the communicative syllabi, planners work on the specifications based on the components of the actual teaching-learning situation, and then choose a communicative syllabus type and prepare appropriate program handbooks. So, before designing a communicative syllabus, the designer should consider some basic points.

- To consider purposes for which the learner wishes to acquire the target language. For example, using English for business purposes,
- Some idea of the setting in which they will want to use the target language. For example in an office, in an academic life, or in a store.

- The socially defined role the learners will assume in the target language, as well as the role of their interlocutors.
- The communicative events in which the learners will participate.
- The language functions involved in those events, or what the learner will be able to do with or through the language.
- The notions or concepts involved, or what the learner will need to be able to talk about.
- The skills involved in the "knitting together" of discourse: discourse and rhetorical skills.
- The variety or varieties of the target language that will be needed,
- The grammatical content that will be needed
- The lexical content or vocabulary that will be needed.

<p align="center">(Van Ek and Alexander, 1980)</p>

A traditional language syllabus usually specified the vocabulary students needed to learn and the grammatical items they should master, normally graded across levels from beginner to advanced levels. A communicative syllabus looks totally different as shown in the following table 2.1:

<p align="center">Table 2.1: a communicative syllabus</p>

TRADITIONAL		COMMUNICATIVE
	NEEDS ANALYSIS	
Identify current proficiency level		Obtain information about proficiency, learners' goals, preferences, etc.
	GROUPING LEARNERS	
Group learners according to proficiency level		Group learners according to proficiency, goals, learning style, etc.
	CONTENT SELECTION	
Select and sequence grammar, pronunciation and vocabulary		Derive content from input data and tasks
	TASK SELECTION	
Select with reference to content and theory of learning		Select with reference to learners' goals, theory of learning and learner preferences
	ASSESSMENT	
Assess mastery of linguistic content		Assess achievement of communicative goals

There are several proposals and models for designing a communicative syllabus. Richards and Rodgers (1986:76) summarize a modified version of Yaden's classification of the communicative syllabus types as follows:

Type	Reference
1. Structures plus functions	Wilkins(1976)
2. Functional spiral around a structural core	Brumfit (1980)
3. Structural, functional, instrumental	Allen (1980)
4. Functional	Jupp and Hodlin(1975)
5. Notional	Wilkins (1976)
6. International	Widdownson (1976)
7. Task-based	Prabhu (1983)
8. Learner generated	Candlin(1976), Henner-Stanchina and Riley (1978)

On the other hand, Yalden (1983) divides the communicative syllabus into the following types by combining structure and function:

1. Structural-functional
2. Structures and functions
3.   Variable focus
4. Functional
5. Fully notional
6. Fully communicative

(Yalden, 1983:101-118)

Thus, Communicative Language Teaching (CLT) requires more than attention to strategies for presenting the structures and functions of language. It requires the involvement of learners in the dynamic and interactive process of communication. A communicative classroom allows learners to experience language as well as to analyze it.

2.10 Practice of CLT in Various Countries

Recently, English has created a high demand as an international lingua franca around the world. Million of people today want to learn English to get better opportunities in their lives. So, the ever-growing demand of English language teaching

has made a large demand for quality language teaching and language teaching materials. Therefore, all around the world CLT is a widely accepted language teaching methodology. Now, many countries have tried to implement CLT in their curriculums.

In Germany, for example, language teaching methodologists took the lead in developing classroom materials that encouraged learner choice (Candlin 1978). Their systematic collection of exercise types for communicatively oriented English language teaching was used in teacher in-service courses and workshops to guide curriculum change. Exercises were designed to exploit the variety of social meanings contained within particular grammatical structures. In the same way, exploratory projects were initiated in the 1970s by Candlin at the University of Lancaster, England, and by Holec (1979) and his colleagues at the University of Nancy in France.

In the history of ELT, CLT was established in China in 1990s. In 1992 the State Education Development Commission (SEDC) introduced a functional syllabus, in which the communicative teaching aim was set and the communicative functions to be taught were listed. Ng and Tang (1997) state that, "The call for adaptation of CLT was not accidental. It came from the educational problem that needed to be solved. The teachers focused on grammar and structures. As a result, the traditional method produced unsatisfactory teaching. Students became almost 'deaf and dumb' and had little ability to speak and understand English."

2.10. CL T in Bangladesh

Bangladesh is a monolingual country and English is considered as a foreign language (Teaching Quality Improvement in Secondary Education Project, Module-1, 2006). Like the rest of the world Bangladesh is also trying to implement CLT in her school curriculum. The aim of this approach is to develop learners' four skills. It is a new approach to teaching English in Bangladesh at all levels. For this reason, Quader (2003) rightly points out that

> "CLT had been introduced at the S.S.C and H.S.C levels towards the end of the 90s, while next textbooks had been written for both levels for teaching through this method. The books were a source of worry for the teacher at H.S.C level as they had neither been trained in CLT nor briefed on using such books"
> (Quader, 2003: 13)

Now over 24 million children learn English as a second or foreign language in primary and secondary schools in Bangladesh. Children start to learn English as a required subject in class 1 and continue learning it (if they do not drop out) until class 12, and later at the tertiary level. Officially, they are taught English communicatively using Communicative Language Teaching (CLT) methodology (NCTB, 2003). In spite of years of schooling, 'our students are very weak in English and as a result they can not apply English in their practical life successfully' (NCTB, 2003: 3). It was hoped that CLT would revitalize these 'weak' learners' ability to learn English by 'improving the standard of teaching and learning English at different levels of formal education' (ibid.). Nearly a decade has passed since CLT was first introduced in the national curriculum. So, now it is an appropriate time to ascertain to what extent CLT is successful.

The CLT innovation was jointly funded by the British Department for International Development (DFID) and the Government of Bangladesh. The bilateral

venture gave birth to the English Language Teaching Improvement Project (ELTIP Bangladesh) which had two specific objectives: 1) to produce CLT-based English textbooks for class 9–10 at the secondary level and class 11–12 at the higher secondary cycle, and 2) to train school teachers and empower them to teach communicative English (Paul, 2004; Hamid, 2005; NCTB, 2001, 2003; Rahman, 2007).

Then, new textbooks were required to introduce CLT, the new model of teaching and curricular goal in Bangladesh. Equally importantly, since teachers were the real users of the new ELT model, their training was essential for shifting their orientation to CLT from the old grammar translation-based methodology. Teacher training was made a high priority on the grounds of teacher unpreparedness that the introduction of CLT was opposed from different quarters (Hamid, 2005). Since new CLT textbooks replaced old, non-CLT textbooks, and English teachers in some schools received CLT training for 13 days. Training courses aimed to provide them with an understanding of CLT and to make them understand the freedom they could exercise in using the textbook. They realized that their task was not to finish the book but choose sections depending upon what activity they wanted to practice. Chowdhury (1988) has said that:

> "The importance of the communicative approach in the teaching of a foreign language is widely accepted. In context of English as a foreign language (EFL) in Bangladesh, the status of English can be elevated if we adopt this approach in language teaching. Students have accepted their passive roles in the classroom where the conventional method of the teachers giving lectures is still practiced. The objective is to achieve a desirable state of learning in which the students have a fundamental grasp of the language to express and say what they want, for a situation conducive to learning. The communicative approach may be applied with patience and deliberation."
>
> (Chowdhury, 1988: 52-55)

Beyond these changes, however, English teaching and learning continued in the same classrooms, surrounded by the same external socioeconomic and political realities, with the same learners, and the same generally inadequate facilities. The changes in curriculum were ultimately conveyed to teachers and students through the new textbook. Regarding the innovation, the Preface of the English textbook for class11–12 *English for Today* explains:

> "The book follows the communicative approach to teaching and learning English in Bangladesh situations. It provides learners with a variety of materials such as reading texts, dialogues, pictures, diagrams, tasks and activities. These materials have been designed and developed for practice in four basic skills: listening, speaking, reading and writing. As a result, classes are expected to be interactive with students actively participating in the classroom activities through pair work, group work as well as individual work" (NCTB, 2001).

The CLT-based textbook is the de facto syllabus – it contains all the materials needed for all kinds of activities. Although in theory equal emphasis is given to the skills of reading, writing, listening and speaking, in reality only the skills of reading, writing and competence in grammar are usually covered in classroom teaching, particularly in rural areas. This is because listening and speaking are not assessed either in school- based or school-leaving examinations and so teachers and learners do not worry about these two essential skills for communicative English (Hamid, 2008). So, despite the CLT focus of the new textbooks, it can be argued that CLT is ignored, and texts generally are used like the old grammar-translation texts. Thus even though the introduction of CLT marked a significant shift in Bangladeshi ELT in theory, in reality there is little evidence to suggest that the policy brought about any significant changes in teaching practice at the school level, particularly in rural areas. Rahman (1999: 166-117) in one of the case studies to investigate teachers' perception of the communicative approach to ELT has said that "the teachers viewed grammar as the first priority for learning a language, something that the

innovative approach did not emphasize. It was obvious that the teachers did not understand the underlying principles of the approach." As a result the teachers did not welcome this change.

2.11 Conclusion

From the above discussion, it is clear that a language teacher should have knowledge of techniques to inspire confidence in his/her students. In learning and teaching, the teacher should be very careful about students' views and consider their learning experience in a positive light. In order to bring about changes in curriculum, teachers must be given an understanding of the new approach. Teachers should have knowledge of CLT principles before they can become competent to teach in the new framework. They are the ones who will present the new approach. Thus, it is teacher's responsibility to motivate students and create positive attitude towards the language and be supportive and encouraging to the students rather than critical and destructive. When teachers are qualified or trained, only then Communicative Language Teaching (CLT) will be effective for the students.

Chapter Three - Research Methodology

This chapter presents the research methods and techniques used for data collection. Both quantitative and qualitative data were collected, through

- questionnaires, for the collection of quantitative data;

- classroom observations and interviews for the collection of qualitative data.

The qualitative data was useful because it enriched the study as a whole and, additionally, functioned as a way to crosscheck and validate the data collected through the questionnaires.

Before a detailed description of each one of these instruments is presented, the research questions will be restated.

3.1 Restating the Research Questions

The data for the study was collected from rural and urban English teachers teaching at Higher Secondary colleges in Bangladesh. The main aim of this study was to assess the teachers' capability to incorporate the goals of CLT in classrooms of Higher Secondary colleges in Bangladesh. The aims of the study, as stated in Chapter One, are to discover:

1. To what extent is the CLT framework working in Bangladesh?

2. What beliefs or concepts do teachers have of CLT?

3. Are the teachers able to make their class communicative?

4. What are the teachers' attitudes to CLT techniques?

5. What is the role of grammar in the CLT class?

Table 3.1

Participants, their training experience and participation in Data Collection

Name	years teaching	CLT training	Interview	Survey	Observation
A	25	No	Yes	Yes	No
B	24	Yes	Yes	Yes	No
C	14	Yes	Yes	Yes	Yes
D	7	No	Yes	Yes	Yes
E	6	No	Yes	Yes	Yes
F	4	No	Yes	Yes	Yes
G	3	No	Yes	Yes	No
H	20	No	No	Yes	No
J	12	No	No	Yes	Yes
K	5	No	No	Yes	No
L	5	Yes	Yes	Yes	No
M	3	No	Yes	Yes	Yes
N	2	No	Yes	Yes	Yes
O	1	No	Yes	Yes	Yes
P	1.5	No	Yes	Yes	No
Q	1	Yes	Yes	Yes	Yes
R	2	Yes	Yes	Yes	No
S	1.5	Yes	Yes	Yes	Yes

| T | 2.5 | Yes | Yes | No | No |
| U | 0.6 | No | No | Yes | No |

3.3 Instruments of data collection

3.3. 1 Questionnaires

Questionnaires are printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously. Questionnaires are used mostly to collect data on phenomena which are not easily observed, such as attitudes, motivation, and self-concepts. Questionnaires have a number of advantages such as being self-administered; subjects tend to share information of a sensitive nature more easily and since the same questionnaire is given to all subjects, the data is more uniform and standard etc. However, one of the main problems with questionnaires is the relatively low response rate. Another problem with questionnaires is that there is no assurance that the questions used in a questionnaire have been properly understood by the subjects and answered correctly. Thus, as with observations and interviews, questionnaires can also vary in their degree of explicitness. One is called 'structured' questionnaires and another is called 'unstructured' or 'open' questionnaires. Of them, 'structured' ones have been employed because structured questionnaires are considered to be more efficient than open ones and can also be scored by machine. A number of techniques are used to collect data through questionnaires. The *Likert scale* (Likert 1932) asks individuals to respond to a series of statements by indicating whether they 'strongly agree', 'agree', 'slightly agree', 'disagree', and 'strongly disagree' with each statement. 'Strongly agree' may be assigned a weight of 5 points, while 'strongly

disagree' may get a score of 1. In the questionnaires, the *Likert scale* was followed. These are used to elicit opinions rather than facts and are sometimes called 'opinionaires' (McDonough and McDonough, 1997). Thirty two copies of the questionnaire were distributed and a total of 22 were returned. The questionnaire consists of two parts (provided in Appendix A). The first part is about teachers' activities and beliefs and the second part is about teaching approaches that these teachers employ in the classroom.

3.3. 2 Observations

Observations are most often used to collect data on how learners use language in a variety of settings, to study language learning and teaching processes in the classroom, and to study teachers' and students' behaviors. The main purpose of observations is to examine a phenomenon or a behavior while it is going on. Seliger and Shohamy (1989:p.162) point out that, "The main advantages of using observations for collecting data are that they allow the study of a phenomenon at close range with many of the contextual variables present, a feature which is very important in studying language behaviors". However, this advantage may become a disadvantage when the closeness introduces biases which may affect the researcher's objectivity. Thus, observations can also vary in their degree of explicitness. One is called 'structured' observations and another is called 'unstructured' or 'open' observations. The 'structured' one was based because it helped to collect specific data. Each observation was based on the following core questions as presented in the table 3.2:

Table 3.2 Classroom Observation Checklist

Time	Activities	Notes
	Is this a Communicative Language Teaching Class? (a) Yes　　　　　(b) No　　(C) others	
	Is the class designed for CLT class? Explain. (a) Yes　　　　　(b) No　　　　(c) others	
	Mark how teacher deals with the students. Is the relationship that of partnership? Gives examples. (a) manger (b) monitor (c) advisor (d) traditional	
	Does teacher follow any kind of interaction pattern? (a) group work　(b) pair work　(c) whole class teaching　　　(d) traditional	
	Are the course content/ materials and activities appropriate for this particular method? (a) Yes　　　　　(b) No　　(c) others	
	Does teacher follow any kind of CLT activities on the basis of the class lesson? (a) Yes　　　　　(b) No　　(c) others	

In order to observe the class, the teacher was studied from back of the classroom and the researcher occasionally moved around the class. Adhering to Silverman's (1992) warning to avoid early generalizations, the observation was focused on: setting, participants, events, acts, and gestures (Glesne & Peshkin, 1992). In addition, immediately following the observations, all notes were reviewed and expanded including further information and detail (Glesne & Peshkin, 1992; Spradley, 1979). However, twelve teachers requested not to be observed. At the end, 8 classrooms were observed to

investigate the ability of teachers to incorporate the goals of CLT method in their classrooms at the higher secondary colleges in Bangladesh. . However, this procedure was difficult to use as teachers either did not agree or were too busy to meet and arrange a time for observation

3.3. 3 Interviews

The purpose of the interview is to obtain information by actually talking to the subject. Interview permits a level of in-depth information-gathering, free response, and flexibility that cannot be obtained by other procedures. Therefore, McDonough and McDonough (1997: p.181) view that, "Interviews may be used as the primary research tool, or alternatively in an ancillary role, perhaps as a checking mechanism to triangulate data gathered from other sources". However, there are some disadvantages. Interviews can be costly, time-consuming, and often difficult to administer. Most commonly, interviews are divided into (a) structured, (b) semi-structured and (C) unstructured (McDonough 1997). Of them, semi-structured interviews were used. Each interview lasted between 15 and 20 minutes and was based on the following core questions:

Table 3.3 Interview questions

Topic: How teacher incorporate the CLT method in their Classroom

1. What do you understand by communicative language teaching?
2. CLT sets as its goals the teaching of communicative competence. What does term mean?
3. Can you find examples of exercises that practice communicative competence

and those that practice grammatical competence? Which kinds of activities predominate?
4. What difficulties might students and teachers face because of changes in their roles in using a communicative methodology?
5. Can you give examples of fluency and accuracy activities that you use in your teaching?
6. Can you find examples of activities that provide mechanical, meaningful and communicative practice? What types of activities predominate?
7. How useful do you think authentic materials are in the classroom? What difficulties arise in using authentic materials?
8. How important is content in a language lesson? What kinds of content do you think are of greatest interest to your learners?
9. What kinds of advantages and disadvantages do you encounter when you implement communicative language teaching in your classroom?
10. What kinds of activities do you ask your students to do in the classroom? Why?
11. What methods do you apply to teach English in the classroom? Why do you use those methods? What does happen in practice?
12. Do you face any problems regarding CLT? What are these?
13. Do you feel in-service training is essential for all the English language teacher

Here, theoretical questions were separated from the major interview questions so that the interview could focus on specific questions (e.g. understandings of CLT, use of

the textbook, the role of grammar, communicative activities, and teacher's role). No elaboration is allowed in either the questions or the answers. This type of interview was followed because uniform and specific information was needed. Each interview was conducted in English. All the interviews were audio-taped and later transcribed for further analysis. These transcripts were then deductively analyzed to provide descriptive data.

3.4. Procedure

As the research was to be conducted with the English teachers from different higher secondary colleges in Bangladesh, teachers of both urban and rural areas were approached. Firstly, a rural area was selected in Bangladesh where two colleges and one madrasa were found with both places using NCTB's syllabus and textbook to teach English language. From the three institutions, two college teachers and one madrasa teacher were selected. To collect data, two visits were made. In the first visit, my recommendation letter, questionnaires and interview sheets were shown to the principals. Then, the formal request was made to give the time to complete the survey, interviews and classroom observations. Sometimes it was difficult for the teachers' appointment because it was not so easy to manage time as they were busy with their jobs.

Brown (1988) points out, 'The central issues in thinking about any type of research hinge on whether the research is logical and meaningful" (p.29). For this reason, during the process of the study, some issues such as reliability, validity and objectivity were considered in detail and efforts were made to eliminate factors that could affect the quality of the data. Therefore, the quality of this study may have been affected by these

factors. Since there was the mixed methods (qualitative and quantitative), it helped a lot to validate the results. There was no discrepancy between the results obtained from both parts. However, considering teachers as participants and using mixed method (qualitative and quantitative) helped to obtain accurate data.

3.5. Data Processing

The data analysis was carried out in two stages, each stage comprising a series of steps. Data from qualitative questionnaires were analyzed individually and the quantitative data was scrutinized and scanned for recurrent concerns. Descriptive statistics and graphics had been employed to process the quantitative data. Then the data were examined.

In the second stage, where work involved data from the Likert scale questionnaire, each person's response was plotted giving an overview of the data. The processing of quantitative data for analysis was undertaken by coding the responses.

Chapter Four - Data Analysis and Discussion

4.1 Introduction

This chapter provides an analysis of the data in order to attempt to answer the main research question of this study, namely to find out how effectively teachers are able to incorporate the goals of CLT (Communicative Language Teaching) approach in their classrooms at the Higher Secondary colleges in Bangladesh. In this section, all the data is collected from interviews, surveys and observations to describe teacher's beliefs, knowledge, and practices – their understandings – of CLT. At the beginning, the salient issues that emerged in the interviews and questionnaires surveys are discussed. Thus the discussion offers a glimpse of what is actually happening in Bangladeshi language teachers' classrooms. The teachers' ideas of CLT serve as a catalyst to promote their understandings. Then, in the later part of this section is the practical implications of the CLT method in the language teaching classrooms and how teachers situate their own understandings about CLT is discussed. The three data sources articulate how these colleges teachers view Communicative Language Teaching (CLT) as an enterprise, a phenomenon that continually challenges them in their hourly, daily, monthly, and yearly L2 teaching and learning experiences. In other words, the research data throws light on teachers' beliefs and competence or ability in regard to CLT.

The data will be analyzed according to the following aspects:

1. The theoretical implications of the CLT method in the classroom.

2. The role of grammar and its implications in the CLT classroom.

3. Teachers' understanding and practice of the CLT activities.

4. The role of teachers in the CLT classrooms.

5. The teaching materials and its implications that are prescribed in the textbook of Higher Secondary colleges of National Curriculum and Textbook Board (NCTB).

6. The role of in-service training in English language teaching.

4.2 The theoretical implications of CLT

4.2.1 Teachers' perceptions

The teachers gave few complete descriptions about what CLT was and held varying, even fragmented views. Yet, these fragmented views can be explained by the challenges these teachers faced. 26 participants revealed their conceptions about CLT. Among them, one teacher eloquently overviewed the notion that CLT was not yet established, giving valuable insight into many of the teachers' feelings. A sentiment that CLT was a "work in progress" suggests the understandings of CLT by the participants in this study. When asked, "What do you understand by CLT?" a teacher replied:

> By this, I mean that students will learn how to use language for speaking, writing and understanding.

> (Source of data: Interview with Teacher H)

Another teacher replied:

> Communicative Language Teaching is to teach students how to communicate in different circumstances to achieve their goal and it should be taught in a formal way but in informal situations.

(Source of data: Interview with Teacher D)

On the other hand, the teacher H stated:

Teaching by making the students understand about topic

(Source of data: Interview with Teacher M)

Another teacher replied:

Use of language in different circumstances which depends on factors like age, gender, formal or informal situation, etc.

(Source of data: Interview with Teacher C)

Four main notions about CLT were discussed by the teachers: (a) CLT is learning to communicate in the L2, (a) CLT involves mainly speaking and listening, (c) CLT involves little grammar instruction, and (d) CLT uses (time-consuming) activities. Thus, how teachers talked about and defined their notions of CLT was developed through these four main conceptions that were revealed through Bangladeshi teachers' voices, responses, and actions.

This section also explores how the teachers interpreted their theoretical conception in the CLT classroom. Figure 4.1 shows the teachers' response to teacher-students interaction:

Figure 4.1: "Healthy interaction between teachers- students enhances the capability of learners"

0%   6%
29%
65%

Marks on the Likert scale

□ Strongly disagree ■ Disagree □ Slightly disagree □ Slightly agree ■ Agree □ Strongly agree
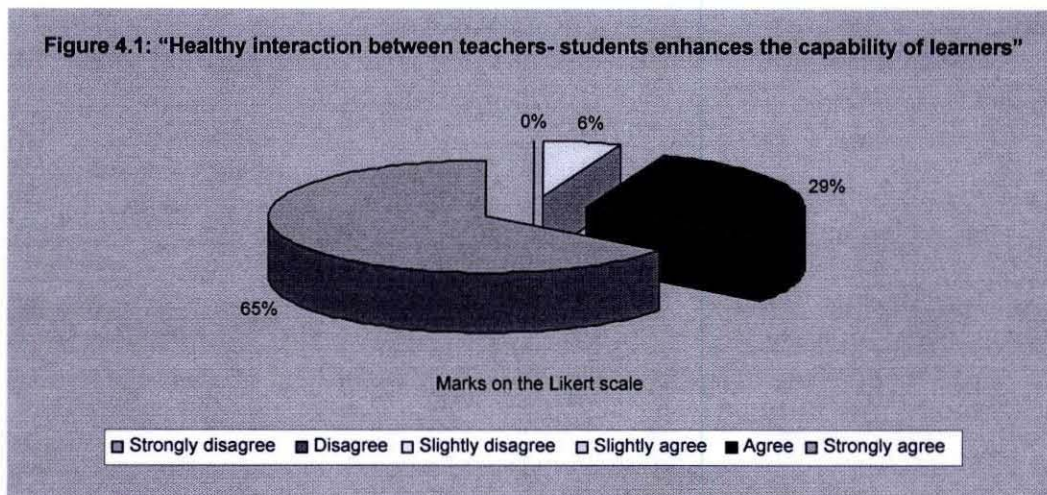
It can be seen that the majority of 65 percent of the respondents mentioned that they 'strongly agreed' with the belief that healthy interaction between teachers and students enhances the capability of learners while 29 percent of the respondents 'agreed' with this belief. Another 6 percent of the respondents revealed that they 'slightly agreed' with this belief. Both urban and rural teachers expressed identical view of interaction. No one (0%) believed that the healthy interaction is not necessary.

One interesting finding from the data is that all teachers agreed on the principle to create the healthy interaction between teachers and students in the classroom. But, they do not know how to make class interactive on the basis of the CLT approach. When asked, "Which methods do you like best to make class interactive?" one teacher replied that,

"A mixture of the traditional reading the text method and involving students to interact among themselves."
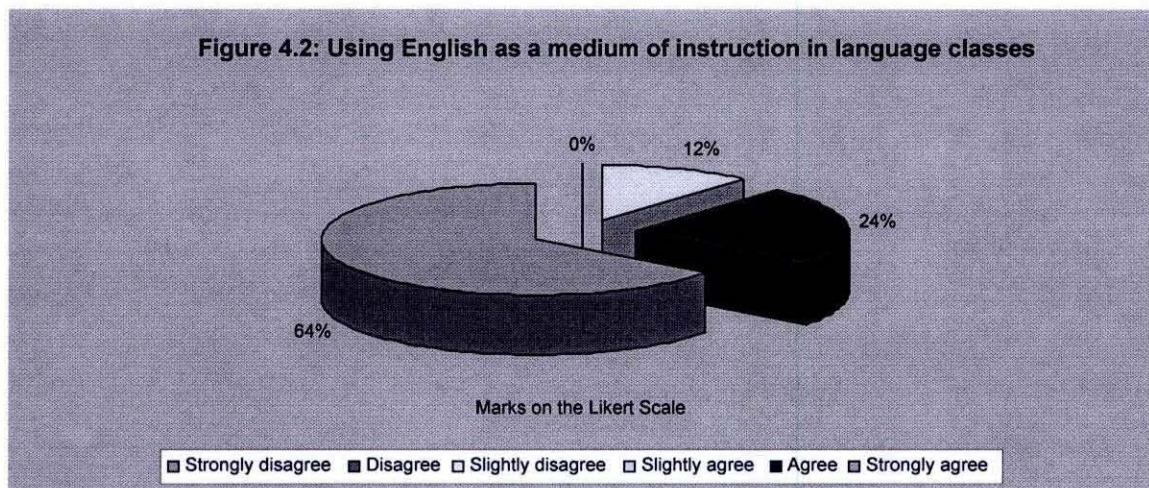
(Source of data: Interview with Teacher J)

Teacher K further explained that mixed methods are very effective:

I apply CLT and other methods in the classroom. I use those methods because most of my students especially of Arts and Commerce group are weak in English. Practically, they become capable of writing, not speaking.

(Source of data: Interview with Teacher K)

When asked which language L1 or L2, they would like to use making classes interactive. Figure 4.3 shows that a very large percentage of respondents--- 64 percentage --- strongly agreed that English should be the medium of instruction in English language classes while 24 percent of the respondents agreed with this belief. Another 12 percent of the respondents show slight agreement.

Figure 4.2: Using English as a medium of instruction in language classes

0%   12%

24%

64%

Marks on the Likert Scale

☐ Strongly disagree ■ Disagree ☐ Slightly disagree ☐ Slightly agree ■ Agree ☐ Strongly agree

4.2.2 Classroom Practice

From the surveys, it has been found that teachers are supporters of effective and meaningful interactive classes. But, the observation conducted on thirteen teachers from five colleges did not support this finding. All teachers taught English on the basis of their own conception which is related to the Grammar Translation Method and they did not think about the benefit of interaction. They delivered their lectures and asked students to learn the rules following their lectures. There were no CLT activities to make class

interactive. At this point, if the classroom observations are taken into account, it can be noticed that despite the teachers' willingness to use it as little as possible, the L1 was always present in the classroom, in one way or another. Even in classes conducted in English, students often used Bangla to talk to teacher or with their classmates.

However, figure 4.3 shows that the majority of 77 percent of the respondents revealed that they never allow memorizing most of items of the textbook. Another 13 percent of the respondents do it 'often' while 10 percent do it 'very often'. So, though they take their classes following traditional method, they do not support it. Interestingly again, asked what kind of behaviour they would like to expect from their learners. Figure 4.4 shows that the majority of 64 percent of the respondents viewed that they 'strongly disagreed' with the belief that learners are not supposed to make any mistake. Another 24 percent of the respondents 'disagreed' with this perception.

Figure 4.3: Allow memorizing most of items

0%

10%

0%

13%

77%

Marks on the Likert Scale

□ Never ■ Often □ Very Often □ Always ■

Figure 4.4 : Learners are not supposed to do mistake during the class time

0% 6%   6%

24%

64%

Marks on the Likert Scale

▣ Strongly disagree ▣ Disagree ▢ Slightly disagree ▢ Slightly agree ◼ Agree ▣ Strongly agree
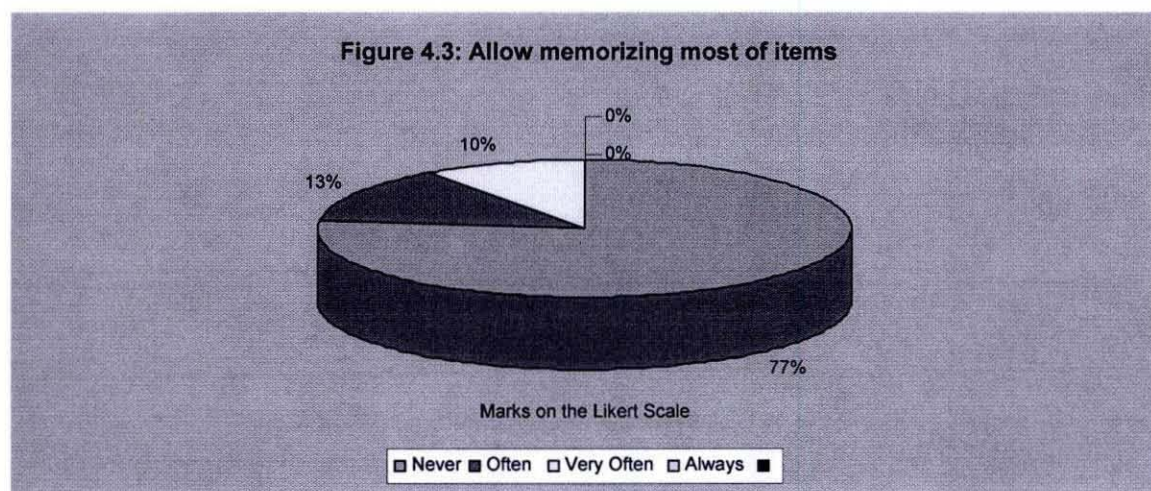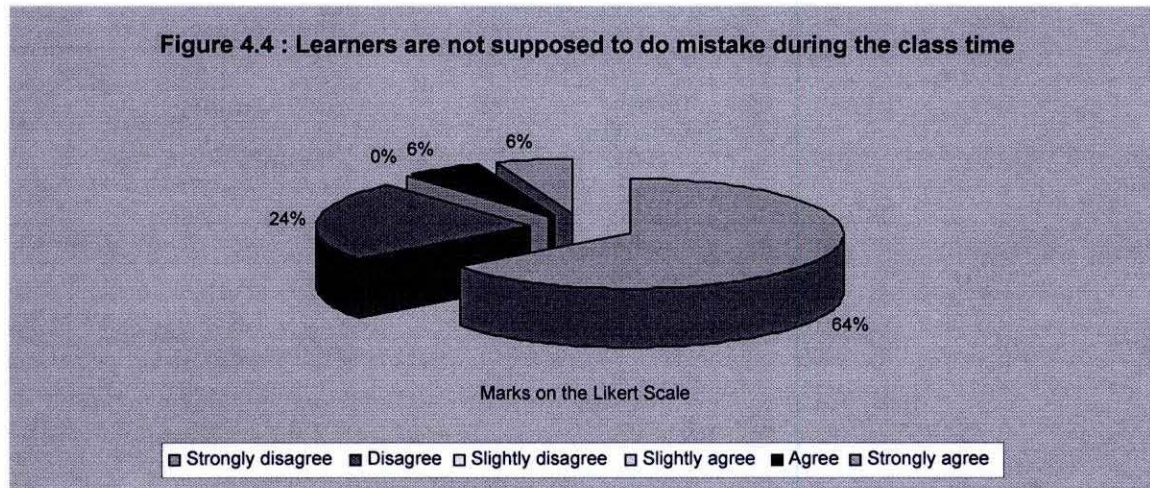
4.3 The role of grammar and its implications in the CLT classrooms

4.3.1 Teachers' perceptions

This section deals with the role of grammar and its implications in the CLT classrooms. The grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language and the communicative competence refers to the ability to use the language for meaningful communication (Richards, 1994). Figure 4.5 presents the relevant data from the questionnaire (see Appendix A, part 2, question 3).

When the participants were asked to rate the importance of learning grammar rules on a 6-point *Likert scale*, the data varied (see Figure 4.5). Three points were indicated as more important than others: 'agree' (28%), 'strongly agree' (24%), and 'slightly agree' (24%).

Figure 4.5: Learning grammar rules is the best way to know English

Marks on the Likert Scale

□ Strongly disagree ■ Disagree □ Slightly disagree □ Slightly agree ■ Agree □ Strongly agree
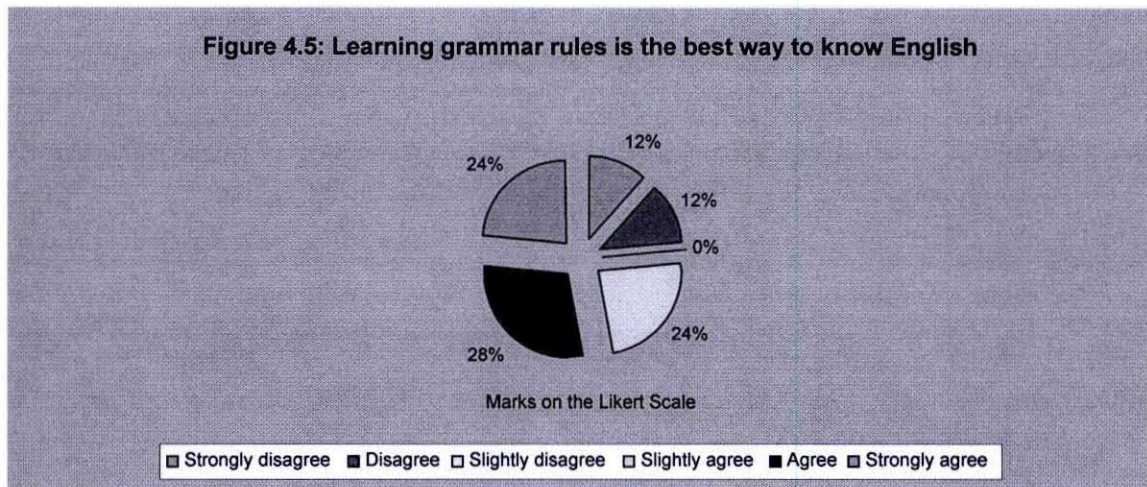
Among them, the rural teachers scored highest here while urban respondents gave a comparatively low score. However, other respondents (12%) expressed that they 'disagreed' or 'strongly disagreed' with this belief. Interestingly, all of them agreed that grammatical competence is the important factor to teach and learn English language. They did not think about the communicative competence.

On the other hand, figure 4.6 shows that a large number 50 percent of the respondents 'strongly disagreed' with the belief that grammar should be used without using content while 38 percent of the teachers showed 'disagree'. Among them, the urban teachers scored highest to say content was needed to teach language while the rural teachers recorded the lowest score. According to the survey, 6 percent of the respondents quoted 'slightly agree' while another 6 percent of the respondents viewed 'agree'. Interestingly, all of them supported that content is needed to teach grammar or grammar rules.

Figure 4.6: Grammar should be taught without using content
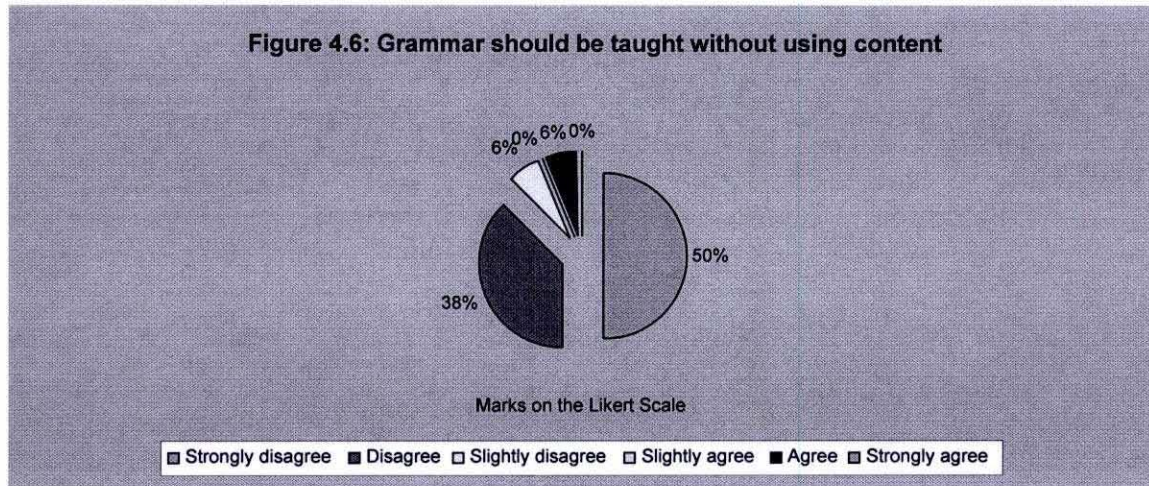
4.3.2 Classroom practice

Teachers come to the classroom with their system of beliefs and, to some extent, these determine many of the choices they make in the classroom. This section explores the extent to which the teachers' beliefs discussed earlier are reflected in what they claim to be their classroom practice. Figure 4.5 and 4.6 show the relevant data from the questionnaire (part 2, question 3, 9).

The participants were challenged over what to do with grammar in their learning environments. Most teachers did not discuss the role of grammar in CLT because they thought grammar was not part of CLT. Neither did they understand completely the guidelines for not allowing grammar to be included in their testing. Yet they relayed difficulties in teaching it when it came to discussing what went on with language teaching in their classrooms. Some of them did not know the role of grammar in CLT as revealed in the definitions above. Interestingly, teacher D replied,

> Reading, listening & writing are done from NCTB text. Students can take part more in the modes. They find their faults and correct them by themselves.

(Source of data: Interview with Teacher D)

Regardless of the role grammar had according to the individual teachers or what teachers said about accommodating different learning styles, many findings from classroom observations conferred that grammar was more central in their language teaching than these Higher Secondary teachers admitted. The teachers were more didactic in their instruction than they related and less concerned with individuals than with the class as a group entity. Whether or not they were teaching communicatively, grammar was a central focus in the observed classrooms. For example, although most teachers said that they believed in the context based grammar teaching, role-play, games, simulations, and so on, classes observed for this study were heavily teacher-fronted and grammar was presented without any context clues. The following selected example typically portrayed what was seen in the language classrooms. For example, teacher Q started his lesson with a 'sentence transformation'

> At the beginning, teacher Q wrote down some important phrases and asked students to write down it. Then he started to teach sentence transformations. He wrote down some simple sentences in the black board and then explained some grammatical rules so that students can transfer these sentences into compound or complex sentences. But, before finishing his lecture, time was over. That is why, he asked students to practice it at home.

(Source of data: class observation of Teacher Q)

His lesson was on sentence transformation. There was little interaction between teacher and students, and very little among the students. Moreover, grammar points were explained deductively without any context clues and were followed by mechanical exercises. The teacher was also using an archetypal pre-communicative drill exercise.

4.4 Teachers' understanding and practice of the CLT activities

4.4.1 Teachers' perceptions

This section addresses the teachers' understanding and practice of the CLT activities. Figure 4.7 shows the teachers' understanding and perceptions on the CLT activities:

Figure 4.7 shows that a large group, 41 percent of the respondents, quoted that they followed CLT activities 'very often' in their classrooms. About 30 percent respondents showed that they used CLT activities 'always' while 26 percent respondents recorded they followed CLT activities 'often'. Only a few numbers of 3 percent of respondents quoted that they never used CLT activities in their classes. Among them, the urban respondents were the highest to claim CLT activities had been used in the class while the rural teachers recorded the lowest score.

Figure 4.7: Teachers' perceptions on CLT activities
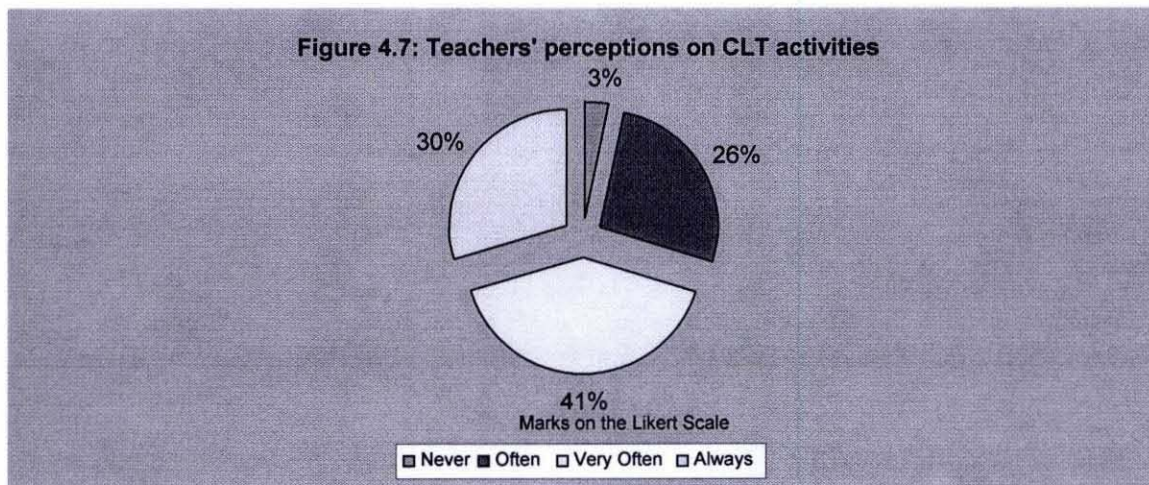
However, when asked what kinds of activities do you ask your students to do in the classroom, the teacher R replied,

> I want the students to read the content of the text and then ask them to ask and answer question, because our students are used to this method form the very beginning of their lives

(Source of data: Interview with Teacher R)

Teacher A further replied,

> Asking questions to students to get their weakness. Trying to solve it by making them encouraged.

(Source of data: Interview with Teacher R)

The same view also was expressed in a slightly different way by another teacher:

> Students are asked to answer the questions as produced from the errors and also asked to discuss among themselves.

(Source of data: Interview with Teacher F)

Interestingly, Teacher D replied,

> Usually reading passages & answering questions. It is how the students are accustomed to. It is how the system makes us used to.

(Source of data: Interview with Teacher D)

It should be remembered that the majority of the respondents claimed that they followed CLT activities in their classrooms. The observation conducted on thirteen teachers from five colleges does not support this finding. Interestingly, when also asked the teacher C why he did not follow CLT activities, he commented:

> Yes, I find both competence and activities but grammatical competence or activities predominates.

> (Source of data: Interview with Teacher B)

Teacher M just replied:

> Practice grammatical competence

> (Source of data: Interview with Teacher B)

In terms of teaching figure 4.8 shows that a large section of 40 percent of the respondents stated that they have faced problems 'often' while 27 percent of the respondents showed that they have faced problems 'very often'. On the other hand, while 13 percent of teachers recorded that they have faced problems 'never' 20 percent of the respondents quoted that they have faced problems 'always'. Among them, the rural respondents were the highest to say they have faced problems to practise CLT activities in their classrooms while the urban teachers recorded the lowest score. A common problem for the teacher was large classrooms.

Figure 4.8: Does the number of students create any problem for CLT activities?

13%

20%

27%

40%

Marks on the Likert Scale

□ Never ■ Often □ Very Often □ Always
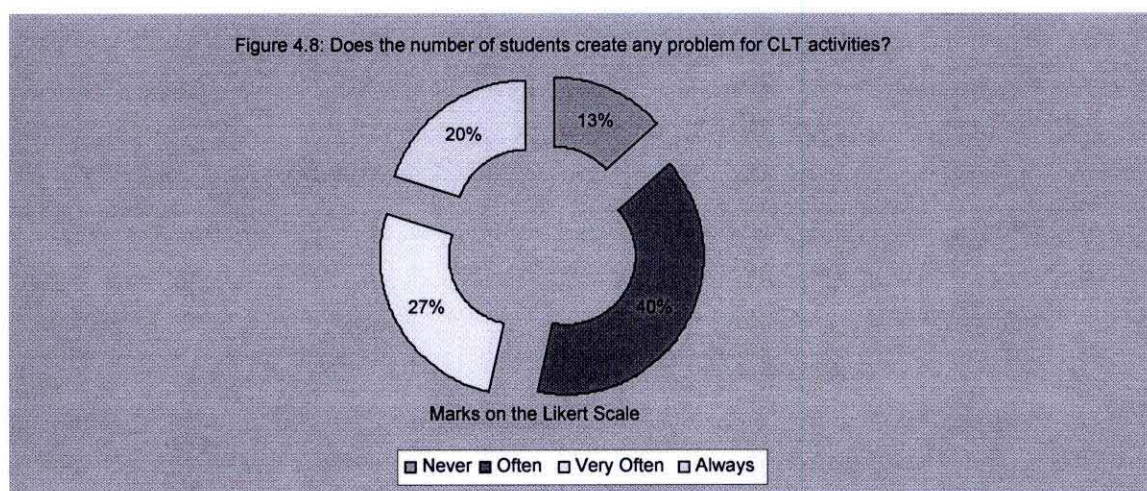
When asked teacher I, replied a classroom problem for the teacher were large classes.

> Seating arrangement is a problem as there are many students sometimes.
> Teaching tools are to be provided.

(Source of data: Interview with Teacher I)

Another teacher replied,

> In classroom, it's only GMT, not CLT

(Source of data: Interview with Teacher E)

In the same way, in terms of language skills specially speaking and listening skills figure 4.9 shows that the teachers are facing same basic problems because of large classes that they quoted above. When they are asked about the arrangement of activities which allow students to practice the speaking or listening skills, most of the respondents responded 'very often' or 'often'. The following figure stated that the majority of 43 percent of the respondents quoted that they have arranged speaking and listening related to activities 'very often', while 40 percent of the respondents recorded that they do it 'often'. Another 17 percent of the respondents recorded that they do it 'always'. Among them, the urban respondents were the highest to say they have arranged speaking and listening related activities in their classrooms while the rural teachers recorded the lowest score.

Figure 4.9: Activities related to Speaking or listening skills

17%   0%

40%

43%

Marks on the Likert Scale

☐ Never ■ Often ☐ Very Often ☐ Always
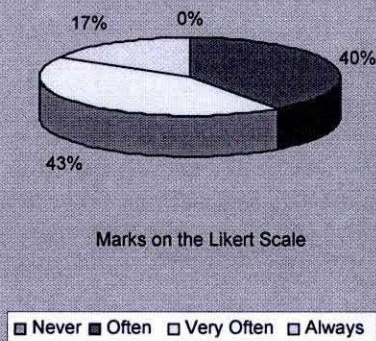
4.4.2 Classroom practice

The final notion evidenced in the interview data was that CLT used activities that must be fun, and almost all teachers admitted that preparing such kind of activities was time intensive. In the interview, teachers agreed that CLT involves using learning activities where the students are actually engaged in communicating with other people. They supported that learners are supposed to learn how to use the language more easily than just to try grammatical translation. Almost all teachers reported they needed more time to prepare materials for CLT activities, which related directly to the fact that these teachers perceived that there existed a lack of good materials including textbooks for communicative language instruction.

4.5 The teaching materials and syllabus

4.5.1 Teachers' perceptions

This section deals with teachers' perception about the role of teaching materials in English language teaching. Figure 4.12 and figure 4.14 display the relevant data from the questionnaire (see Appendix A, Part 1and 2, question 7 and 7).

Figure 4.10: Are teachers satisfied with the present teaching materials?
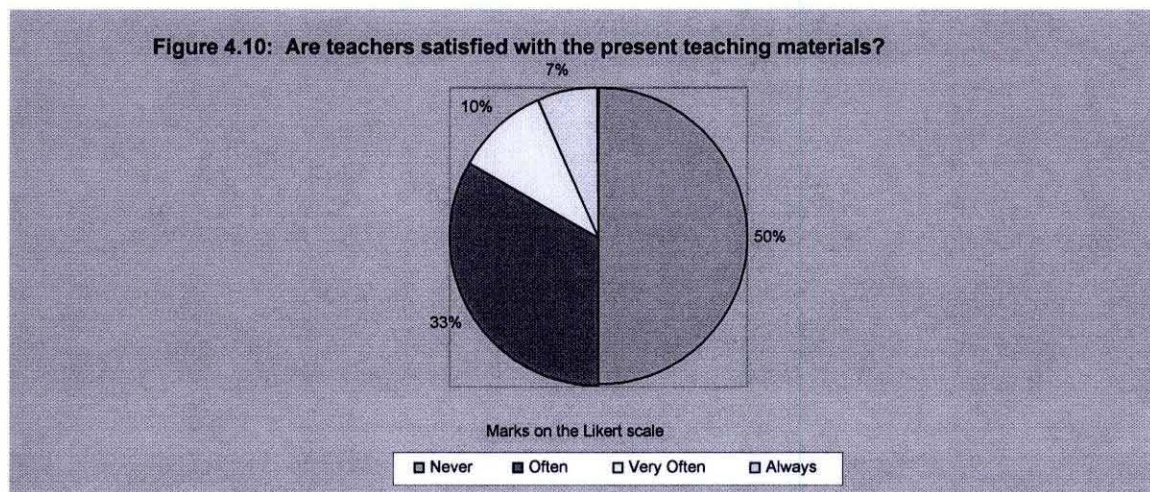
The data shows that 50 percent of the respondents believed that they are not satisfied with the present teaching materials which have been prescribed by National Curriculum and Textbook Board (NCTB) for Higher Secondary colleges. About 33 percent of the respondents quoted that they are satisfied with the present teaching materials 'often'. When asked, how useful do you think authentic materials are in the classroom? Teacher N replied:

> Helpful but not essential (difficulty in understanding)
>
> (Source of data: An interview with Teacher N)

Interestingly, Teacher G answered:

> I think that authentic materials are very useful in the classroom. But the principal and college management committee think that it is the process of wasting time.

Another teacher replied:

> Materials can help somewhat but could be difficult in keeping peace in the classroom.
>
> (Source of data: An interview with Teacher G)

On the other hand Teacher B replied:

> No, no difficulty arises; use of authentic materials is very useful.

In terms of the appropriateness of materials, the following figure 4.14 shows that the majority of 35 percent of the respondents quoted 'disagree' with the present course content or materials while 29 percent of the respondents ticked 'slightly agree.' On the other hand, about 18 percent of the respondents said 'strongly disagree' while around 18 percent of the respondents recorded 'agree'.

Figure 4.11: Are the present course content or materials appropriate for the CLT Method?

18%   0%   18%

29%   35%

0%
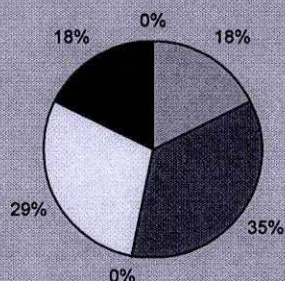
□ Strongly disagree   ■ Disagree   □ Slightly disagree   □ Slightly agree   ■ Agree   □ Strongly agree

4.5.2 Classroom Practice

This section addresses the teachers' attempts to implement teaching materials in CLT classroom. Figure 4.13, 4.14 and 4.15 display the relevant data from the questionnaire (see Appendix A).

The data indicates that the majority of the respondents are not satisfied with the present teaching materials. This perception also came through their interviews. The following selected examples typically portrayed what the Bangladeshi teachers said.

> Materials are used in very few cases in the classrooms. Supply & use of authentic materials are insufficient.
>
> (Source of data: An interview with Teacher J)

> English speech and interaction are authentic materials but this causes difficulties. Moreover, audio visual system and picture display are also essential. But, all these are lacking.
>
> (Source of data: An interview with Teacher M)

On the other hand Teacher H said:

> Authentic materials are very useful in the class but most students are embarrassed of interaction.
>
> (Source of data: An interview with Teacher H)

4.6 The role of teachers and students in the CLT classrooms

4.6.1 Teachers' perception

This section deals with the teachers' roles and students' participations in the CLT classrooms. The following figure 4.12 indicates that the respondents were divided in two ways. A small numbers, 29 percent of respondents think, that students' participations do

not create chaos in the classroom. They quoted 'strongly disagreed' with the belief that students' participations may create chaos in the CLT classroom. On the other hand, the same percent of the respondents recorded that they 'slightly agreed' with the belief that students' participations may create chaos in the CLT classroom. However, 18 percent of respondents quoted 'agree' and 12 percent of respondents viewed 'strongly agree'.

Figure 4:12: Students participations create chaos in the classroom

Marks on the Likert Scale

□ Strongly disagree   ■ Disagree   □ Slightly disagree   □ Slightly agree   ■ Agree   ▣ Strongly agree
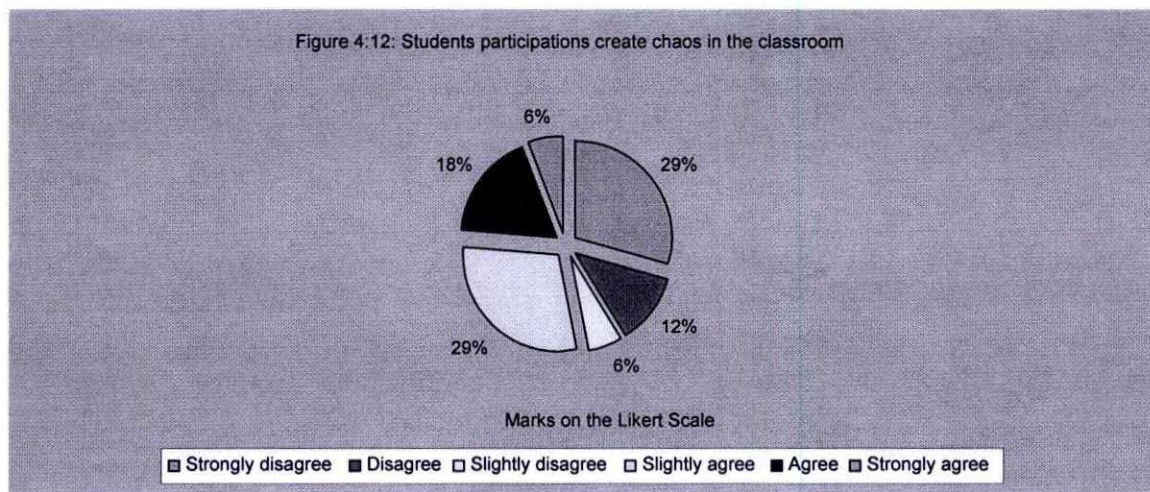
In the same way, in terms of students' participations in the CLT activities the figure 4.13 shows that the large numbers of respondents quoted that they agreed with that interaction among students help them to solve problems in a good way. 29 percent of the respondents 'strongly agreed' while 12 percent quoted 'disagreed'.

Figure 4.13: Is interaction among students and students to solve problems a good way

6%
12%
29%
6%
6%
41%

Marks on the Likert Scale

◻ Strongly disagree   ◼ Disagree   ◻ Slightly disagree   ◻ Slightly agree   ◼ Agree   ◻ Strongly agree
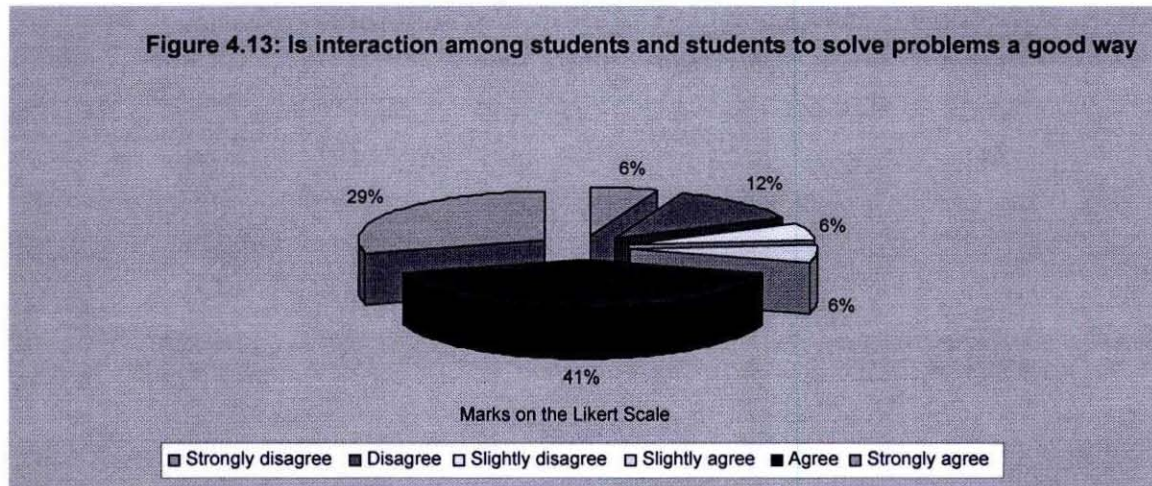
When asked what kind of difficulties might students and teachers face because of changing roles, teachers replied in the following ways:

> Both the group would need logistic and infrastructural support, which is not enough.
>
> we do not still possess a CLT environment
>
> (Source of data: An interview with Teacher A)
>
> Students feel shy and in spite of their capability they retrain from talking part, as their credit will be given to only written skill.
>
> (Source of data: An interview with Teacher F)
>
> To avoid difficulties such as mis-understanding between teacher and students frequent changes in methodology may be considered as harmful to language.
>
> (Source of data: An interview with Teacher F)

4.6.2 Classroom practice

Regarding the discussion of academic problems in the classroom, the following figure 4.14 shows that teachers are divided into four groups in this issue. 29 percent of the respondents ticked that they allowed discussion in the classroom 'often' while 17 percent of the respondents quoted 'very often'. On the other hand, 27 percent of the participants quoted 'never' and another 27 responded 'always'.

4. 14: Does teachers allow discussing the academic Problems in the classroom

27%   27%

17%

29%

Marks on the Likert Scale

□ Never ■ Often □ Very Often □ Always
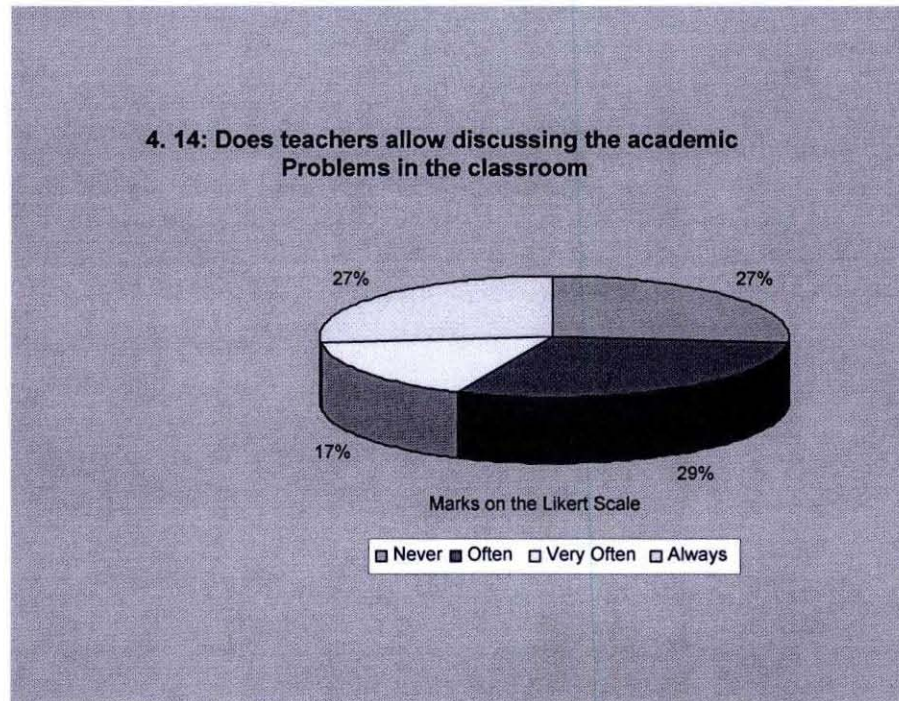
When asked what kinds of contents are interesting for CLT activities, teachers replied in the following ways:

> Content in a language lesson is very important. I think that real life activities are of greatest interest to our learners

> (Source of data: An interview with Teacher E)

4.7 The role of in-service training in English language teaching

As the teachers discussed various ideas about CLT, they were also asked how they had learned about CLT, and what their sources of learning were. Responses from the interviews showed that the teachers had learned about CLT from sources that included personal L2 learning, personal L2 teaching, teacher development programs, in-services and other teachers. Although the teachers learned about CLT through different sources,

personal L2 learning and teaching experiences seemed to have had the greatest influences.

Teachers who attended a teacher's development course gained some ideas about CLT but did not seem to have thorough explanations of what CLT meant. The teachers who attended in-services training replied that they had difficulties finding the time necessary to implement the classroom activities that they learned there.

> Yes in-services training are nice. I think most programs are giving us techniques to encourage students to use the language they know and encourage them to learn from each other. Yea, they are not teacher-oriented group-work and pair work-oriented and interaction. Yet, after coming back, I just don't have the time to plan all those things and sometime it is not possible because of time-consuming activities.

> (Source of data: An interview with Teacher P)

Apart from this situation, the majority of the teachers did not get any kind of in-service training. They just heard it from other teachers. In particular, the majority of the teachers said that watching good and bad teachers and learning about their experiences was quite influential. One teacher felt that training was not necessary.

> I think in-services training are not much necessary because it automatically come through the passage of time, through his/her experience, through facing the problem and finding suitable solution one after another

> (Source of data: An interview with Teacher N)

4.8 Conclusion

The three data sources revealed major aspects of these Higher Secondary colleges teachers' perceptions about CLT as well as challenges that provided tensions that affected those conceptions. The observation data showed reluctance on the part of teachers to promote CLT and indicated that many teachers avoided the few ideas of CLT that they held. The interview and survey data explained teaching practice and teachers' beliefs.

Although most teachers reported using communicative activities such as role-play, games, survey, group work, and simulations, unfortunately, these things were rarely observed. Almost all teachers relied on traditional practices that are teacher-fronted envolved drills like repetition, translation, explicit grammar presentation exercises from the textbook, and little of no L2 use or culture integration. In conclusion, the data shows that teachers are not guided by their beliefs or knowledge of CLT There is a gap between the concepts or opinions expressed by the teachers and the teacher's actual teaching practice.

Chapter Five - Conclusion and recommendations

This chapter provides a summary of the findings, followed by a discussion of the limitations faced while conducting the study and suggestions for further research.

The study was guided by these mains research questions:

1. To what extent is the CLT framework working in Bangladesh?

2. What beliefs or concepts do teachers have of CLT?

3. Are the teachers able to make their class communicative?

4. What are the teachers' attitudes toward CLT techniques?

5. What is the role of grammar in the CLT class?

6. What are the teachers' attitudes toward the prescribed materials designed by National Curriculum and Textbook Board (NCTB) based on the Communicative Language Teaching (CLT) approach for the Higher Second colleges in Bangladesh?

7. To what extent are CLT activities used in the classrooms?

The results yielded by the data analysis are outlined below:

-   The theoretical implications of CLT

-   The role of grammatical competence

-   Teachers' understanding of CLT activities

-   The role of teachers

-   The role of teaching materials

-   The role of in-service training

5.1 Findings

5.1.1 The theoretical implication of CLT in Bangladesh

The majority of the respondents viewed that they are eager to apply the CLT method in the language teaching class. The data analysis indicates that many respondents expressed that they want to create healthy interaction with the learner. They strongly believe that healthy interaction enhances the learning capability of the learners. Most of the teachers agree that CLT is important because they believe it helps a lot to motivate the whole class.

By using three data sources, it was learned that the teachers in the study held four concepts about CLT. They believed that CLT (a) emphasized communication in the L2, (b) relied on speaking and listening skills, (c) involved little grammar teaching, and (d) used time-consuming activities. However, the interview data highlighted the fact that the teachers believed CLT was possible, even though it was still evolving and time-consuming. The observation data revealed the teachers' reluctance to implement either interactive or innovative practices, whereas the survey data showed that they had inclinations to use both CLT and traditional (form-focused, teacher-centered) teaching aspects. Together, all three data sets uncovered the complexity teachers faced in defining their CLT knowledge, sharing their CLT practice, and realizing their CLT beliefs. Through this study it was learnt that practice and theory for these L2 teachers created tensions that not only challenged their conceptions but also affected their action in the learning environment.

5.1.2   The role of grammar in CLT classrooms

The data analysis indicates that quite a few teachers understood CLT as not involving grammar, or any type of language structure. Although some teachers did not directly mention grammar usage, many alluded to the problem of how, if at all, to include it.

It is interesting to note that the teachers reported that CLT involved little grammar learning. Nonetheless, a major challenge mentioned by many of the teachers pertained specifically to grammar instruction. Just what was grammar's role? They said they did not know how to handle grammar in their classrooms, especially when, according to their perceptions, guidelines, scholars, or policy-makers suggested that grammar was not an integral CLT component. These teachers provided evidence that not only did they have difficulty ignoring grammar in what they perceived as CLT, but they had a further problem with how to teach it because most believed it was important for language learners. Regardless, in the classroom it was not unusual to see teachers presenting grammar explicitly, in English, and adhering to texts that were grammatically based.

Grammar teaching is the part of linguistic competence as advocated in CLT. For this reason, grammar teaching should be taught under the CLT methodology. Here, teachers need training in this area to learn how to make grammar suitable for CLT. The presentation of grammatical structures was well as grammar activities need not be confined to drill exercises. In other words, grammar can be incorporated by specifying activities, problem solution tasks and other communicative activities. These would make grammar teaching enjoyable and effective.

5.1.3 Teachers' understanding of CLT activities

Regarding this issue, the analysis of the data revealed that teachers are ready to implement CLT activities but they have to deal with a big class. So it is not possible for them to apply CLT activities. As the data analysis expressed that they believe it is important to have healthy learners- teachers' interaction, but at the sametime they remarked that students' participation creates chaos in the class. The classroom observation pointed out that if there are 100-150 students in each class, it would not be possible for the teachers to apply groupwork or to have classroom discussion. The teachers were also obligated to keep their classes quite as other class.

Another problem according to the teachers was the idea that CLT activities created too much work for them. This was upheld by class observation because no participants were observed to use such activities in the classroom. Through interviews, observations, and surveys, the participants in this study revealed that they found CLT activities very time- consuming and it was difficult to implement these in a large class where the number of students was so many. However, the observation data showed that students are willing to participate because they answer teachers' initiated question, but the class never become interactive because there was no interaction among students and teachers also asked few questions. They are not involved in any of these activities that are considered to be CLT activities such as role-play, information-gap etc.

This was very noticeable because the prescribed materials in *unit one: Families Home and Abroad: lesson 1* covered in class had typical CLT activities such as pairwork,

but teachers did not implement this activity in the classroom. This fact demonstrated that the classes are not communicative because the teachers are not using communicative activities.

5.1.3   The role of teachers

The survey data indicates that many respondents expressed a marked preference for the negotiated role of teachers and students in English language class. But, the observation data provided evidence that no one played any kind of role which can be considered as manager, adviser or monitor. All teachers agreed that CLT involved in speaking and listening skills but in their classes they only emphasized reading, writing and grammar rules. In their classes, they retained the traditional dominating role of teacher.

5.1.4   Teaching materials and syllabus

Regarding this issue, the analysis of the data revealed a multi-faceted picture. Essentially, the teachers' beliefs varied considerably depending on the teaching materials and syllabus.

While the class observations report shows that teachers are not effective in using the textbook, in some cases they did not follow completely. The teachers said that they are not satisfied with the present teaching materials. Majority of them complained that the chapters with literary texts should be changed. Some of them complained that a few lessons are not clear to them. A few also did not like the topics related to British culture because they are unfamiliar to use these contexts. The issue of cultural appropriacy is probably result of incomprehension rather than ideological view.

The problem is also related to the syllabus. There are many topics, structures and vocabulary in the syllabus. Sometimes it is a mammoth task for teachers to complete the syllabus. At the same time, they want some materials outside the book for change or innovations. However, it is difficult for them to create authentic materials as it might take up a lot of time.

5.1.5   CLT training

The link between teaching and training is universally agreed on, and the data analysis confirms that this is the case among the teachers who participated in this study. They put a lot of emphasis on having in-service training because they want to know more about CLT. Curriculum designers should keep in mind that creating or designing a CLT syllabus is not the final goal, rather implementing and evaluating the syllabus should be the aim. So do so, teachers have to be prepared and equipped with the skills to "teach" the new syllabus

The data analysis showed that the way that these teachers made sense of their L2 teaching and learning was based on their personal experiences; little came from any type of program or in-service training. Although all of them emphasized on the in-services training for developing the teaching capabilities, personal L2 learning and teaching experiences filtered through as the primary variables that nurtured their beliefs, knowledge, and practices in L2 teaching and learning.

In addition to training teachers, other stakeholders such as school administrators, parents and students should also be familiarised with the CLT approach. Unless

principles understanding and the goals of CLT, they will not be able to extend the support that teachers need to implement CLT activities. Teachers need freedom and flexibility in covering the syllabus. They must be allowed to make classes interactive even if classes become noisy and boisterous. More importantly teachers need a lighter workload so that they have adequate time to prepare and teach the "time-consuming" CLT activities. It was encouraging to note that teachers are interested in CLT. This indicates that CLT will be effective once teachers learn how to incorporate the theory into reality.

5. 2 Limitation of the study

Although this study has provided valuable insight into the ground reality of the CLT situation at Higher Secondary colleges, this is not a complete and final case study. There are a few limitations in the research. The data had to collect my data within a period of six weeks. This time constraint was determinant for the way in which data was collected. The target population observed and interviewed was downsized to only 26 teachers from seven colleges. For a nation-wide understanding, a research carried over a longer time period and area would be needed. Therefore, the findings discussed in this study cannot be generalized for all teachers in Bangladesh. Also, because of the same constraint, classroom observations were conducted only once per teacher, while repeated observations would have certainly enabled a more detailed picture of actual classroom practice.

Second, as with all questionnaire-based surveys, there is a possibility that not all questions were answered with due care. Reluctance, resistance, and time pressure may have influenced some of the teachers when responding to the questionnaire. Classroom observations too may have been tainted by the fact that some teachers might have felt the need to 'perform' rather than teach as they normally would, despite the efforts to keep observance as inconspicuous as possible. Similarly, one cannot rule out the possibility that, during the interviews, some teachers may have given the answers that they felt were 'right', although it was made very clear that they were not being interrogated or tested.

Finally, this study was guided by a simple research design, where the aim was to begin to understand to what extent the CLT method is working in the higher secondary colleges in Bangladesh. It is possible that it is the first study of this type to be conducted in Bangladesh, and it is hoped that more in-depth studies will follow, which may contribute to a better understanding of the concept 'the implication of CLT in Bangladesh'. Some suggestions for further research are indicated below.

5. 3 Suggestions for further research- why teachers failing to use the CLT method

Firstly, future studies could use a broader sample population from colleges in all areas of Bangladesh. This would ensure a higher degree of representativeness. Also, it would make it possible to observe more thoroughly any differences between urban areas and rural and remote areas, where teachers do not have many opportunities to keep abreast with the latest trends in English language teaching.

Secondly, having an adequate amount of time available, actual classroom practice may be given more prominence, so that it may be possible to ascertain with more confidence the extent to which teachers' beliefs are reflected in classroom practice.

Thirdly, the potential of the use of the students' mother tongue in the classroom clearly needs further exploration. This is because virtually all literature on communicative language teaching has advocated L2-only methods for decades and is, therefore, partly responsible for the uneasiness which many teachers, experienced and inexperienced, feel about permitting the use of L1 in the classroom.

Finally, it might be interesting to find out about the students' beliefs with regard to the CLT method. After all, they are the ones who will be most affected by any development in language teaching methodologies and it is only fair that they have a say about the way they are taught as well as what they are taught.

Despite the limitations, it is hoped that this thesis will shed some light into the belief system of teachers of English in Bangladesh and that it will help a larger research project in this area so that a closer connection may be established between academia and the practitioners in the field.

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Appendix A: Questionnaire

Part-1
CLT _ in Bangladesh
Questionnaire for teachers

This questionnaire is a part of the M.A in ELT & Applied linguistics Dissertation offered by BRAC University. The main aim of this survey is to find out how effectively teachers are able to incorporate the goal of CLT (Communicative Language Teaching) method in their classroom at the Higher Secondary level in Bangladesh. All information is only used for academic purposes and no one will know the information you are giving. So please give your answer very sincerely. This questionnaire will not take more than 30 minutes to complete. Some options are given.

Please read each instruction and write your answers. This is not a test so there is no "right" or "wrong" answers and you do not even have to write your name on it. Just put a circle on the option you think is right for you. . Please do not leave out any of items. Thank you very much for your help!

Never 1	Often 2	Very often 3	Always 4
For example if you are asked to answer the following question – Do you like to travel by air?		1 2 3 4	

1. Do you follow any kind of activity which is related to the CLT method?	1 2 3 4
2. In the English language classes, do you always speak in English?	1 2 3 4
3. Do you arrange any kind of activities which allow students to practice the speaking or listening skills?	1 2 3 4
4. Does the number of students in your class allow you to participate in classroom activities?	1 2 3 4
5. Do you allow memorizing most of the items in the textbook?	1 2 3 4
6. Can you allow discussing the academic problems in the classroom?	1 2 3 4
7. Are you satisfied with the present teaching materials that are prescribed in the textbook of NCTB?	1 2 3 4

Thanks a lot for your reciprocation. Your opinion will never be open to others. If you want to know more about the research please contact with the following e-mail-------------------- monj0603@gmail.com

Part- 2
CLT _ in Bangladesh
Questionnaire for teachers

This questionnaire is a part of the M.A in ELT & Applied linguistics Dissertation offered by BRAC University. The main aim of this survey is to find how effectively teachers are able to incorporate the goal of CLT (Communicative Language Teaching) method in their classroom at the Higher Secondary level in Bangladesh. All information is only used for academic purposes and no one will know the information you are giving. So please give your answer very sincerely. This questionnaire will not take more than 30 minutes to complete. Some options are given.

> Please read each instruction and write your answers. This is not a test so there is no "right" or "wrong" answers and you do not even have to write your name on it. Just put a circle on the option you think is right for you. . Please do not leave out any of items. Thank you very much for your help!

Strongly Disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1	2	3	4	5	6

(Ex.) If you strongly agree with the following statement, write this:	
"Milk is good for health"	1 2 3 4 5 6

1. "Healthy interaction between teachers –students enhances the capability of learners"	1 2 3 4 5 6
2. "Discussion with classmates during class time for solving problems is a good way to learn"	1 2 3 4 5 6
3. Learning grammar rules is the best way to know English"	1 2 3 4 5 6
4. "Students participation crates chaos in the class"	1 2 3 4 5 6
5. "Learners are not supposed to do any mistake"	1 2 3 4 5 6
6. "English should be the medium of instruction in English language classes."	1 2 3 4 5 6
7. Do you think the course content/ materials are appropriate for the CLT method?	1 2 3 4 5 6
8. Do you think creative writing as an essential part in your lesson plan?	1 2 3 4 5 6
9. Do you think the grammar rules should be taught without using any content?	1 2 3 4 5 6

Thanks a lot for your reciprocation. Your opinion will never be open to others. If you want to know more about the research please contact with the following e-mail------------- - monj0603@gmail.com

Appendix B: Classroom Observation Checklist

Table 3.2 Classroom Observation Checklist

Name: …………………………….
Colleges: …………………………...   Subject: ………………
Date: ………………………….   Time: …………………………

Time	Activities	Notes
	Is this a Communicative Language Teaching Class? (a) Yes (b) No (C) others	
	Is the class designed for CLT class? Explain. (a) Yes (b) No (c) others	
	Mark how teacher deals with the students. Is the relationship that of partnership? Gives examples. (a) manger (b) monitor (c) advisor (d) traditional	
	Does teacher follow any kind of interaction pattern? (a) group work (b) pair work (c) whole class teaching (d) traditional	
	Are the course content/ materials and activities appropriate for this particular method? (a) Yes (b) No (c) others	
	Does teacher follow any kind of CLT activities on the basis of the class lesson? (a) Yes (b) No (c) others	

Appendix C: Interview questions

Interviewee: ....   Intended duration: .... mins

College: ....   Interview began: ....

Date: ....   Interview finished: ....

Location: ....   Actual duration: .... mins

Topic: How teacher incorporate the CLT method in their Classroom

1. What do you understand by communicative language teaching?

2. CLT sets as its goals the teaching of communicative competence. What does term mean?

3. Can you find examples of exercises that practice communicative competence and those that practice grammatical competence? Which kinds of activities predominate?

4. What difficulties might students and teachers face because of changes in their roles in using a communicative methodology?

5. Can you give examples of fluency and accuracy activities that you use in your teaching?

6. Can you find examples of activities that provide mechanical, meaningful and communicative practice? What types of activities predominate?

7. How useful do you think authentic materials are in the classroom? What difficulties arise in using authentic materials?

8. How important is content in a language lesson? What kinds of content do you think are of greatest interest to your learners?

9. What kinds of advantages and disadvantages do you encounter when you implement communicative language teaching in your classroom?

10. What kinds of activities do you ask your students to do in the classroom? Why?

11. What methods do you apply to teach English in the classroom? Why do you use those methods? What does happen in practice?

12. Do you face any problems regarding CLT? What are these?

13. Do you feel in-service training is essential for all the English language teachers?