A comparative study on teaching methods and approaches in ESL classrooms of Bangla and English version secondary schools in Bangladesh

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Declaration

I declare that this dissertation is a result of my own work. The contributions of other sources and information have been acknowledged wherever they have been used. It has not been previously included in a dissertation or report submitted to this university or to any other institution for a degree or other qualification.

Signature ……………………….

This paper is dedicated to all of my teachers for their valuable guidance throughout my academic career

Abstract

This paper compares the teaching methods and approaches in ESL classroom of Bangla and English version secondary levels. The researcher conducted the study on randomly selected 20 students and 20 teachers from ESL classrooms of 10 Bangla and English version schools at the secondary level. Adapted Likert scale has been employed to collect data from the respondents. In addition 2 Bangla and 2 English version ESL classes were observed to get actual scenario of the teaching. For analyzing collected data, the researcher applied mixed method. The findings of analyzed data show that Bangla version school teachers are using communicative method under grammar-based pedagogy. In contrast English version teachers are using communicative method in comprehensive way. However, both Bangla and English version schools teach their students deductive grammar lessons. This paper can help policy makers to improve teaching methods and approaches in ESL classrooms of Bangla and English version schools.

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CHAPTER 1

INTRODUCTION

In a developing country, which now is declared by World Bank as a low-middle

economic class like Bangladesh, achieving the destination is a challenging task. Inspite of

having poverty, the country is struggling to reach the goal. Various methods and approaches

are used while teaching in the classroom of Bangladesh that follows a combined stream of

education in all the level of education. These are national curriculum Bangla version,

National curriculum English version, Cambridge and other foreign curriculum English

version, Madrassa education. In the country, only Bangla medium in Bangla version

education system was run by NCTB. However, with the passage of time the ministry of

education and NCTB launched English version in the same national curriculum to cope up

with rest of the world. The syllabus is designed by NCTB.

Calculated Statistics of different census, reports, surveys, and encyclopedias

worldwide show that about 350 million people in the world speak English as the first

language and another 300 million people speak English as their second language (HSC

textbook by NCTB). The British colonized the whole world at one time. Due to the

colonization, people used to use English as the lingua franca to communicate each other. As

David Crystal (2002) said, 'A language achieves a genuinely global status when it develops a

special role that is recognized in every country'. Once, the British Sun never sets. Now-a-

days English is used globally as an international language. Around 60% populations in the

world are estimated as the multilingual people (Richards & Rodgers, 1986, p.3). Being a part

of this worldwide chain, Bangladesh, beside Bangla as the state language and mother tongue,

considers English as its second language in trade and commerce, education, media and

foreign affairs. From pre-primary to higher secondary English is taught as a subject in schools. Moreover, English is the medium of instruction for higher education in Bangladesh.

After making English compulsory in all streams of education in 1993 (Hoque, 2008), different methods are applied to teach English in Bangladesh. Grammar Translation Method and Communicative Teaching Method are mostly followed in Bangladeshi schools. Now, books from NCTB are designed following CLT method. However, some differences are seen about teaching methods and techniques between Bangla and English version school teachers' teaching in Bangladesh though they are following the same curriculum and syllabus.

This research tries to look at the English classrooms of five English version secondary schools and five Bangla version secondary schools to depict teaching methods and approaches followed. The researchers undertook the questionnaire survey of both the teachers and students as well as observed two classes of both version of schools to compare the teaching techniques and principles of teaching English in Bangladeshi Bangla and English version secondary schools.

CHAPTER 2

LITERATURE REVIEW

Teaching method refers to the principles and approaches used by a teacher in the classroom to teach various contents in different contexts following some techniques and teaching and learning styles. From the 19th century onward, a variety number of teaching methods have been inaugurated in the field of English language teaching keeping various objectives in mind. That is why methods came one after another with their different governing principles and they provided a variety of teaching techniques to obtain the desired proficiency in English language. Therefore, some theories and hypothesis also came across in different periods in the development of English language teaching methodology and made certain changes to the approaches.

However, Richard and Rodgers (2001) said that the profession of language teaching had been innovated in the twentieth century with a view to improving the principles and procedures for the design of teaching methods and materials (as cited in Bargee, 2012, p 10). Different approaches, methods, and techniques have been developed such as Grammatical Translation Methods, Direct Methods, Audio Lingual Methods, and Communicative Language Methods, Desuggestopedia and so on.

By the beginning of the nineteenth century, Britain had become world's leading industrial and trading country. By the end of the century, its economy was the most productive and the fastest in the world that is why they had sent English around the world with a view to doing business and trading (Crystal, 2003, p. 10). In the name of trading, they started colonizing and for this reason, the English successfully spread their language throughout the world. There were a few methods and approaches at that time. However, in the twentieth century, language-teaching methods were developed as applied linguistics and others sort to develop the teachings methods (Richards & Rodgers, 1986, p.5). There were

various methods discovered to apply to teach the students. Grammar-translation method is one of them. This grammar-translation method was first known as the Prussian method in the United States (Richards & Rodgers, 1986, p. 5). In Bangladeshi context, it became very popular in between 1980 to 1995. During that period students were mainly depended on literature based English classes. Students were very busy in writing translations of unfamiliar words to respond to the text. They were also busy in different grammar comprehensive tasks like voice change, narration change, transformation of isolated sentences etc. therefore they were capable of writing or translating but very much week in listening and speaking related tasks. Later on communicative approach were launched to teach the students in schools and colleges. As the useful technique, comprehension texts were given where students had to answer the given questions from seen or unseen passages. There was also an impact of other methods run in worldwide such as direct method, audio-lingual method, desuggestopedia etc. among them CLT was the best popular and well known for its principle to enhance student's four skills as reading, writing, listening and speaking.

2.2. The grammar Translation Method:

Grammar Translation was first known in the United States as the Prussian Method. Kelly marked it as the Prussian Method of teaching the elements of the Latin Language (as cited in Richards & Rodgers, 1986, p-5). Chastain said that at the beginning time GTM was called the classical method as it was first used in teaching of the classical language, Latin and Greek (as cited in Larsen & Freeman, 2004, pp. 17-18). The primary aim was to help the learner to read classical texts. For that, main focus was in reading and writing based syllabus, translation was the basic component of teaching skills. Moreover, in grammar translation method learners have to learn vocabulary list and learned it by heart. Its feature is to translate of single or pairs of sentences, or whole passage translation. It concentrates on sentence level practice and finally its result is manic interrogation (Johnson 2001, pp. 164-165).

According to Richards and Rodgers (1986), Grammar Translation possesses detailed analysis of grammar rules of a language during learning process. It is the method of studying a language that approaches the task of translating sentences and texts in and out of the target language (p. 5).

Ellis (1997) describes Grammar Translation Method as a learning process where memorizing bilingual vocabulary lists and explicit grammar rules are the largely used approach. Therefore, GTM includes:

- Teach the vocabulary and grammar rules of the target language

- Translating native language to target language and teach grammar deductively

- Teacher to the students interaction mostly

- Consideration of literary language superior to spoken language.

- Reading and writing are emphasized with vocabulary

- Using of native language in the classroom

(Nagaraj, 1996, pp. 2-7)

In terms of using 1st language in GTM Stern (1983) says, "The first language is maintained as the reference system in the acquisition of the second language". Also reading and writing is seen as the main basic skill to develop to explain new items where mother tongue is used. (as cited in Nagaraj, 1996, p. 2)

Richards and Rodgers (1986) illustrated some principal characteristics of GTM:

- Grammar rules are analyzed in detail. Reading and writing are the major focus whereas little attention is paid to speaking or listening.

- Vocabulary is based on the reading text. Words are taught through bilingual words, dictionaries and memorization. Deductive teaching of grammar rules is happened.

- Student translate sentences from mother tongue to target language

- The medium of instruction is learners' native language

2.3. Direct Method

The Direct Method which is the another name is natural method is discovered by L. Sauveur (1826-1907) using intensive oral interaction in the target language, employing questions as a way of presenting and elicitation language in the nineteenth century (Richards & Rodger, 2004, p. 11)

Direct method is also known as the immersion method where all exposures are given in the target language. Diller said (as cited in Larsen-Freeman, 2004, p. 23) that the basic rule of direct method is zero toleration of native language use that "receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language"

In his developmental study Franke said (as cited in Richard & Rodgers, 1986, p. 11), a language could best taught by using it actively in the classroom, as direct method prescribed, rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching. Kin the direct method teacher must encourage direct and spontaneous use of the foreign language in the classroom.

Nagaraj (1996) illustrated some principles of Direct Method, as—

- Associations have to be direct, concrete and definite while learning.
- Repetition is needed to form and reinforce beginning with a limited number of items.
- Learning centered classroom.
- Teaching materials are interrelated to learn effectively.
- No memorization of word lists. (p. 72)

Riverss (1968) says that a direct method class is provided by the target language using mother tongue. Nagaraj (1996) said that pictures, which are related to the topics, are shown and Grammar is not taught explicitly and deductively. Students are encouraged to acquire target

language inductively (p. 78). 'The direct method approach is evolutionary rather than revolutionary that make a student communicative competence' said by Richards and Rodgers (1986). Krashen's monitor model is the basis of this method as krashen (1982) said that learning a language happens when the meaning is clear to the learners with the help of much exposure in the target language. Richards and Rodgers (1986) stated, in direct method, the syllabus is designed for both productive skills and Receptive skills. Basic and academic learning skills are developed (pp. 184-185). In direct method, the teacher is the primary source of comprehensible unit. The teacher creates a classroom atmosphere that is interesting friendly as well as low affective filter for learning.

Larsen and Freeman (2004) said that the teacher direct the class activities. The teachers and students participate along in teaching and learning process (p. 28).

2.4. Audio-lingual Method

The audio lingual method that is another name of this method is army method which resulted from the increased attention given to foreign language teaching in the U.S. toward the end of 1950s. The audio-lingual method comprised from the combination of structural linguistic theory, contrastive analysis, oral-oral procedures and behaviorist psychology. Pattern practice is a basic classroom technique in ALM. In his developmental study Hockett said, "It is these basic patterns that constitute learners' task. They require drill, drill and more drill and only enough vocabulary to make such drills possible," (as cited in Richards & Rodgers, 1986, p. 190). This method works as an behaviorist theory where learner is viewed as ' a language producing machine' (Ellis, 1985)

In ALM, the core skills are listening-speaking-reading-writing. Dialogues are the common used technique of teaching language patterns. Acording to Nagraj (1996), through repetition phrases and sentences are taught in ALM (p. 80). In the audio-lingual method,

reinforcement is a vital element either it is positive or negative in the learning process. The

psychological foundations of audio-lingualism are given below:

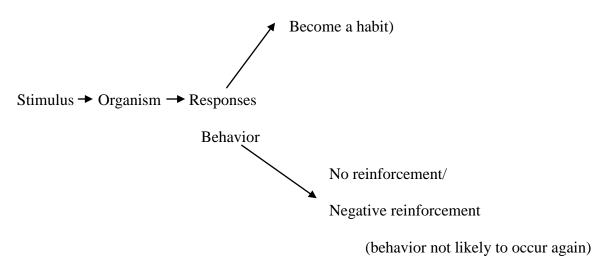Reinforcement (behavior likely to occur again and

Become a habit)

Stimulus → Organism → Responses

Behavior

No reinforcement/

Negative reinforcement

(behavior not likely to occur again)

Figure 1: Psychological foundation of Audio-Lingual Approach

The features play a vital in teaching and this is why it is teacher-dominated method.

Teacher keeps the learners attention by varying drills and tasks and choosing relevant

situation to practice structures (Richards & Rodgers, 1986, pp. 56-57). Teacher has to not

only orchestra leader but also directing and controlling the language behavior of the

structures (Larsen-Freeman, 2004). Learners follow the teacher directions and responds as

appropriately as firstly as possible. Richards & Rodgers (1986) says that learners play a

reactive role at the time of responding to stimuli.

2.5. Communicative language teaching

Communicative method impact revolutionary in language teaching and contributed

significantly in the field. Here, syllabuses deal with the what of language teaching and

techniques with the how. Role-play is the main feature of this method (Johnson, 2001, pp.

184-185). Second/ foreign language teachers talked about communicating through four

language skills: listening, speaking, reading, and writing when American structuralist,

linguistics and behaviorist psychology were language teaching methods and materials. These were widely conventional that made a framework for methods manuals, learner course materials, and teacher education programs. Savignon (1991) said that they were collectively illustrated in speaking and writing as active skills, and reading and listening as passive skills. From the Chomsky's demonstration it was clear those standard theories of structural language teaching of language was incapable of accounting for the fundamental characteristics of language, for example, the creativity and uniqueness of individual sentences.

CLT is based on the negotiation of language as communication. Barman and Basu (2013) said that Chomsky's theory of communicative competence refers what a learner should have to know or to do in order to be communicatively competent in a given community. Interaction builds the capability of acquiring language, which depends on the learner's comprehensive ability. Comprehensibility and acceptability are good reasons for teaching grammar carefully (Richards & Renandya, 2002). Using the target language in the classroom by creating a variety of language activities are the focuses in CLT. According to Kumaravadivelu implicit instructional modes for dealing with grammar in L2 classrooms focuses on meaning based learning. Meaning focus learning and form focus learning differ greatly how language competence are developed. Basically, it is based on the conviction that learners proceed as they had to access to comprehensible input and in this way they are motivated. Again in form focus learning grammar is ignored as meaning focused activities in which learners are preoccupied with the process of understanding, extending or conveying meaning and cope up with langage forms incidentally and as demanded by that process (as cited in Cohen, 2007, p. 121). In the study, Sujit Kumar Dutta said all the language skills-speaking, listening, reading and writing are carried out as common activity which facilitate an all round development of the students' performance in the target language (as cited in Bargee, 2012, p. 11).

Basic features of CLT as shown in Richards and Rodgers (1986) are:

- Emphasis is given to communication and interaction in target language

- Authentic texts is introduced in the learning situation

- Learners get the opportunity to focus on learning as well as the process of learning

- Contribution of learning elements on their experience of target situation

- Linking classroom language with the real communication stage outside the classroom

Teaching procedures of CLT are:

- Motivational discussion and teaching on language function by presenting dialogue in

brief or mini dialogue

- Orally practicing the segments of dialogue

- Question and answer based discussion and pattern practice

- Dialogue based structure teaching based on certain function

- Oral recognition and interpretative activities

- Oral production in freer communication

2.6. Desuggestopedia:

By tapping more mental potential to learn for accelerating the process of learning

desuggestopedia was originated in late 70s. Lozanov theorize it as the language learning

method that focuses on the 'desuggestion' of the limitations that the learners encounter to

facilitate learning through providing the sort of relaxed state (Barman & Basu, 2006).

Relaxed and comfortable learning environment make the learning easier.

Celce-Murcia (as cited in Larsen-Freeman, 2004, p. 73) said that desuggestopedia is a

humanistic approach that respects for student's feelings. Larsen-Freeman stated that

Suggestopedia is now called desuggestopedia based on the hypothesis that human generally

use only five or ten percent of mental capacity as LAD (language acquisition device).

Desuggestopedia helps and works to make better use of our reserved capacity, when students

cannot learn language well. Desuggestopedia helps them to overcome the barriers to learning

(p. 73).

Freeman (2004) showed the principles of desuggestopedia are:

- Learning is facilitated in a joyful environment

- By respecting and trusting the teachers authority, learner accept as well as retain

better

- Songs are used for freeing muscles and also for positive emotions

- Fine art system

- Teacher recognized the students psychological barrier

Nagraj (1996) illustrated three main principals of this method:

- Joy and psycholaxition

- Obtaining access for receiving powers of mind

- Learn the language both in conscious and unconscious mind

Chapter 3

Research Methodology

3.1. Objective:

The objective of the study is to explore the teaching methods and approaches in ESL

classrooms of Bangladeshi Bengali and English version secondary schools.

3.2. Research Question:

Central research questions are:

1) What is the difference between approaches implemented in Bangladeshi Bengali and

English version school where same curriculum prescribed by NCTB is followed?

2) How effective are approaches and methods implemented by schools to improve students' general language proficiency?

3) What method do teachers prefer in teaching general English?

3.3. Significance of the research

The undertaken research is important in the sense of layout of technique and principles that are applied in the ESL classrooms in the two main streams of secondary education in Bangladesh. This paper is the pocket book of teachers' and students' perception on the teaching and learning approaches followed in their classrooms. By going through the results of undertaken research any researcher, teacher or educationist can get an overview of teaching methods of contemporary Bangladesh use in national curriculum Bangla and English version schools. A teacher can also know the other useful and popular techniques to improve their style of teaching from this research.

3.4. Methodology

3.4.1. The instrument:

i) Questionnaire for teachers: The researcher distributed questionnaire among teachers that consists of 18 scaled multiple-choice questions.

ii) Questionnaire for the students: The researcher distributed questionnaire among students that consists of 15 scaled multiple-choice questions.

iii) Classroom observation report by the researcher

For designing scaled multiple choice questions the researcher use the Likert scale model. According to Seliger and Shohamy's (1989) suggestion the sequence of attitude and response were reversed in the questionnaire against Likert's suggested sequence- Yes=3, Sometime=2 and No=1.

3.4.2. The participants:

The participants of this research were 10 teachers from 5 English version schools and 10 teachers' from 5 Bangla version schools in Dhaka. As same as the teachers the researcher chose 10 students of grade 7 and 8 from respective Bangla version schools and 10 from respective English version schools.

3.4.3. Procedure:

The researcher distributed questionnaire 1(see appendix -1) to the teachers and questionnaire 2 (see appendix -2) to the students. The researchers helped the teachers and students to understand the topic and terms of the questionnaire if asked. Positive atmosphere was created during the survey to make students feel free to give opinion.

3.4.4. Method of analysis:

After collecting the raw data using the data collection tools it was hand tabulated and analyzed in terms of frequency counts and mean scores. The mean score is the average score of each item, which was calculated through the summation of mathematically calculated scores divided by the participants in each item. In the results and data analysis section results are arranged and presented in tables. In the hand tabulation sheet and also in the result sheet the researcher drew the all no. of item down the left hand side and the respondents and results along the top. To show the clear contrast and comparison results of Bangla and English version school are presented side by side in the table.

3.4.5. Limitations:

The researcher could visit the schools of rural areas and get responses from the teachers and students of those schools. In that way more participants could be connected and based on their opinion the variables could be justified more precisely.

3.4.6. Further studies:

Further studies should be done in large scale in the different areas of Bangladesh. Moreover, both secondary and junior secondary classes should be observed and interviewing

planners and book writers should do supporting research. Use of materials either authentic or

bookish in the classroom should also be justified and include in the study.

Chapter 4

FINDINGS AND ANALYSIS

4.0. Introduction:

In both questionnaires for teachers and students, participants had to tick in a box that they thought was appropriate for them from the alternatives given in each question. Then the researcher converted their responses into mathematical figures as follows:

'Yes' = 3

'Sometimes' = 2

'No' = 1

The interpretation scale for justifying participants' responses and analyzing them are:

Mean Score 1.00- 1.99 = hardly applied

Mean Score 2.00 - 2.49 = partially applied

Mean Score 2.50- 3.00 = fully applied

The results are given in the following tables:

In each box the number on top indicates the number of scorers and the number at the bottom indicates the score after conversion into mathematical figures. The bottoms ones are calculated for means.

4.1. Teachers' responses in Likert Scale:

Table 1: Teachers' responses over questionnaire of Bangla and English version schools:

No of Item	Item Statements	Bangla version					English version			
		Yes	Some times	No	Mean score		yes	Some times	No	Mean score

1	Taking class in English	10	0	0	3	10	0	0	3
		30	0	0		30	0	0	
2	Use of Bangla while teaching	10	0	0	3	0	8	2	1.8
		30	0	0		0	16	2	
3	Teaching list of isolated words	2	8	0	2.2	6	2	2	2.4
		6	16	0		18	4	2	
4	Teaching of translation (English-Bangla-English) to students	0	4	6	1.4	0	0	10	1
		0	8	6		0	0	10	
5	Teaching of deductive grammar rules and structures	8	0	2	2.6	10	0	0	3
		24	0	2		30	0	0	
6	Students' participation in listening and speaking task	10	0	0	3	10	0	0	3
		30	0	0		30	0	0	
7	Practicing memorization by students	10	0	0	3	2	6	2	2
		30	0	0		6	12	2	
8	Teaching of pronunciation and intonation	4	8	0	2.8	8	2	0	2.8
		12	16	0		24	4	0	
9	Teaching materials orally before presenting in written form	8	2	0	2.8	4	6	0	2.4
		24	4	0		12	12	0	

10	Teaching different language drills to students	6 18	4 8	0 0	2.6		6 18	2 4	2 2	2.4
11	Using word-chart, maps, audios, videos and other teaching materials during teaching	4 12	6 12	0 0	2.4		8 24	2 4	0 0	2.8
12	Teaching of sentence and vocabulary from comprehension text rather than isolated one	8 24	2 4	0 0	2.8		8 24	2 4	0 0	2.8
13	Using of gestures and sign language while teaching	4 12	6 12	0 0	2.4		2 6	8 16	0 0	2.2
14	Teaching of language functions like requesting, promising, asking, agreeing etc. in different situations	8 24	2 4	0 0	2.8		10 30	0 0	0 0	3
15	Considering language learning as habit formation by teachers	8 24	0 0	2 2	2.6		10 30	0 0	0 0	3
16	Meaning is more	4	0	6	1.8		6	2	2	2.4

	important than form in learning a language	12	0	6		18	4	2	
17	Using of pattern practice, oral drilling are better than directly teaching grammar rules	10 30	0 0	0 0	3	10 30	0 0	0 0	3
18	During teaching, reading and writing should be introduced after sufficient tactical and grammatical basis is established	4 12	0 0	6 6	1.8	2 6	0 0	8 8	1.4

4.2. Students' responses in Likert Scale:

Table 2: Students' responses over questionnaire of Bangla and English version

schools:

No of item	Item Statements	Bangla version					English version			
		'yes'	'som etime s'	No	Mean score		'yes '	Some times	No	Mean score
1	Taking class in English	10 30	0 0	0 0	3		10 30	0 0	0 0	3
2	Use of Bangla while	0	4	6	1.4		0	3	7	1.3

	teaching	0	8	6		0	6	7	
3	Teaching list of isolated words	2 6	5 10	3 3	1.9	2 6	4 8	4 4	1.8
4	Teaching of translation (English-Bangla-English) to students	7 21	3 6	0 0	2.7	1 3	0 0	9 9	1.2
5	Teaching of deductive grammar rules and structures	10 30	0 0	0 0	3	4 12	3 6	3 3	2.1
6	Students' participation in listening and speaking task	10 30	0 0	0 0	3	5 15	5 10	0 0	2.5
7	Practicing memorization by students	9 27	1 2	0 0	2.9	1 3	4 8	5 5	1.6
8	Teaching of pronunciation and intonation	8 24	1 2	1 1	2.7	4 12	5 10	1 1	2.3
9	Teaching materials orally before presenting in written form	10 30	0 0	0 0	3	5 15	5 10	0 0	2.5
10	Teaching different language drills to students	0 0	4 8	6 6	1.4	6 18	2 4	2 2	2.4

11	Using word-chart, maps, audios, videos and other teaching materials during teaching	1 3	2 4	7 7	1.4		8 24	2 4	0 0	2.8
12	Teaching of sentence and vocabulary from comprehension text rather than isolated one	5 15	4 8	1 1	2.4		7 21	3 6	0 0	2.7
13	Using of gestures and sign language while teaching	0 0	2 4	8 8	1.2		4 12	5 10	1 1	2.3
14	Teaching of language functions like requesting, promising, asking, agreeing etc. in different situations	7 21	3 6	0 0	2.7		8 24	2 4	0 0	2.8
15	Meaning is more important than form in learning a language	6 18	4 8	0 0	2.6		0 0	4 8	6 6	1.4

4.3. The analysis of teachers' responses:

The total number of teacher and student from each version of school are 10.

Item 1: Taking class in English

Teachers' responses: From both Bangla version and English version teachers, not a single teacher ticked neither 'sometimes' nor 'no', 10 teachers out of 10 ticked 'yes' option. The mean score is 3.

Item 2: Use of Bangla while teaching

Teachers' responses: From Bangla version schools, 10 teachers out of 10 answered 'yes' option. The mean score is 3. On the other hand, from the English version teachers, none of them ticked 'yes' option, 8 teachers ticked 'sometimes' option and 2 teachers answered 'no'. The mean score is 1.8.

Item 3: Teaching list of isolated words

Teachers' responses: 2 of the Bangla version teachers ticked 'yes' option, another 8 teachers ticked 'sometimes' option. The mean score is 2.2. In contrast, from English version teachers 6 teachers said 'yes', 2 teachers said 'sometimes' and another 2 teachers answered 'no' option. The mean score is 2.4.

Item 4: Teaching of translation (English-Bangla-English) to students

Teachers' responses: From Bangla version teachers, not a single teacher answered 'yes', 4 teachers ticked 'sometimes' and 6 teachers ticked 'no' option. The mean score is 1.4. From English version teachers nobody ticked neither 'yes' nor 'sometimes' option. All of them answered 'no'. The mean score is 1.

Item 5: Teaching of deductive grammar rules and structures

Teachers' responses: From Bangla version, 8 teachers ticked 'yes' option and another 2 teachers ticked 'no' option. The mean score is 2.6. On the other hand, from English version 10 teachers out of 10 ticked 'yes' option. The mean score is 3.

Item 6: Students participation in listening and speaking task

Teachers' responses: From both Bangla version and English version teachers not a single teacher ticked neither 'sometimes' nor 'no', 10 teachers out of 10 ticked 'yes' option. The mean score is 3.

Item 7: Practicing memorization by students

Teachers' responses: All Bangla version teachers answered 'yes' option. The mean score is 3. From English version, 2 teachers ticked 'yes' opinion, 6 teachers ticked 'sometimes' and another 2 teachers ticked 'no' option. The mean score is 2.

Item 8: Teaching of pronunciation and intonation

Teachers' responses: From Bangla version teachers 4 answered 'yes' and 8 answered 'sometimes'. The mean score is 2.8. Among English version teachers, 8 answered 'yes' and another 2 answered 'sometimes'. The mean score is 2.8.

Item 9: Teaching materials orally before presenting in written form

Teachers' responses: 8 of the 10 Bangla version teachers ticked 'yes', and another 2 ticked 'sometimes'. The mean score is 2.8. From English version teachers 4 ticked 'yes', and another 6 ticked 'sometimes' option. The mean score is 2.4.

Item 10: Teaching different language drills to students

Teachers' responses: Among Bangla version teachers 6 teachers ticked 'yes' and another 4 teachers ticked 'sometimes'. The mean score is 2.6. On the other hand, 6 English version teachers ticked 'yes', 2 teachers ticked 'sometimes' and another 2 ticked 'no' option. The mean score is 2.4.

Item 11: Using word-chart, maps, audios, videos and other teaching materials during teaching

Teachers' responses: 4 of the 10 Bangla version teachers ticked 'yes' opinion and another 6 teachers ticked 'sometimes' opinion. The mean score is 2.4. 8 teachers out of 10

English version teachers ticked 'yes' and another 2 ticked 'sometimes'. The mean score is 2.8.

Item 12: Teaching of sentence and vocabulary from comprehension text rather than isolated one

Teachers' responses: From Bangla version teachers 8 teachers ticked 'yes', and another 2 teachers ticked 'sometimes'. The mean score is 2.8. As same as Bangla version teachers 8 English version teachers ticked 'yes' and 2 ticked 'sometimes'. The mean score is 2.8.

Item 13: Using of gestures and sign language while teaching.

Teachers' responses: From Bangla version 4 teachers ticked 'yes' and 6 teachers ticked 'sometimes' option. The mean score is 2.4. From English version 2 teachers answered 'yes', and another 8 teachers ticked 'sometimes'. The mean score is 2.2.

Item 14: Teaching of language functions like requesting, promising, asking, agreeing etc. in different situations

Teachers' responses: Among the Bangla version teachers 8 teachers ticked 'yes', and another 2 ticked 'sometimes' opinion. The mean score is 2.8. In contrast 10 out of 10 English version teachers replied 'yes'. The mean score is 3.

Item 15: Considering language learning as habit formation by teachers

Teachers' responses: 8 of the Bangla version teachers ticked 'yes' and another 2 'no' opinion. The mean score is 2.6. All the English version teachers ticked 'yes'. The mean score is 3.

Item 16: Meaning is more important than form in learning a language

Teachers' responses: From Bangla version teachers 4 teachers ticked 'yes' and 6 teachers ticked 'no' opinion. The mean score is 1.8. From English version teachers 6 teachers ticked 'yes', 2 teachers ticked 'sometimes' and another 2 answered 'no'. The mean score is 2.4.

Item 17: Using pattern practice, oral drilling better than directly teaching grammar rules

Teachers' responses: From both Bangla version and English version teachers not a single teacher ticked neither 'sometimes' nor 'no', 10 teachers out of 10 ticked 'yes' option. The mean score is 3.

Item 18: During reading and writing should be introduce after sufficient tactical and grammatical basis is stabiles

Teachers' responses: Among Bangla version teachers 4 teachers ticked 'yes' and another 6 teachers ticked 'no'. The mean score is 1.8. On the other hand, 2 English version teachers ticked 'yes' and another 8 ticked 'no' option. The mean score is 1.4.

4.4. Analysis of students' responses:

Item 1: Taking class in English

Students' responses: As same to the teachers' responses students from both Bangla version and English version neither ticked 'sometimes' nor 'no' option. Everybody ticked option. The mean score is 3.

Item 2: Use of Bangla while teaching

Students' responses: From Bangla version students 4 students ticked 'sometimes' and 6 students replied 'no' and none of them ticked 'yes' option. The mean score is 1.4. From 10 English version students nobody ticked 'yes' option, 3 students answered 'sometimes' and 7 students replied 'no'. The mean score is 1.3.

Item 3: Teaching list of isolated words

Students responses: Among the 10 Bangla version students, 2 students ticked 'yes' option 5 students ticked 'sometimes' option and another 3 students ticked 'no' option. The mean score is 1.9. On the other hand, from English version students 2 students ticked 'yes' option 4 students ticked 'sometimes' option and 4 students answered 'no'. The mean score is 1.8.

Item 4: Teaching of translation (English-Bangla-English) to students

Students' responses: From Bangla version students 7 students ticked 'yes' option and other 3 students ticked 'sometimes' option. The mean score is 2.7. In contrast, from English version students 1 student said 'yes' and another 9 students answered 'no' option. The mean score is 1.2.

Item 5: Teaching of deductive grammar rules and structures

Students' responses: From Bangla version 10 students out of 10 said 'yes'. The mean score is 3. From English version 4 students ticked 'yes', 3 students ticked 'sometimes' and another 3 students answered 'no'. The mean score is 2.1.

Item 6: Students participation in listening and speaking task

Students' responses: From Bangla version students' not a single student ticked neither 'sometimes' nor 'no' opinion. 10 students out of 10 ticked 'yes' option. The mean score is 3. From English version, 5 students ticked 'yes' option and 5 students ticked 'sometimes' option. The mean score is 2.5.

Item 7: Practicing memorization by students

Students' responses: From Bangla version 9 students ticked 'yes' option and another 1 student ticked 'sometimes' option. The mean score is 2.9. From English version 1 student ticked 'yes' option 4 'sometimes' and another 5 students ticked 'no' option. The mean score is 1.6.

Item 8: Teaching of pronunciation and intonation

Students' responses: From Bangla version students, 8 ticked 'yes' opinion 1 'sometimes' another 1 ticked 'no' opinion. The mean score is 2.7. From English version students 4 ticked 'yes', 5 ticked 'sometimes' and 1 ticked 'no' option. The mean score is 2.3.

Item 9: Teaching materials orally before presenting in written form

Students' responses: None of the students from Bangla version ticked 'sometimes' or 'no' option, 10 out of 10 ticked 'yes' option. The mean score is 3. From English version students 5 of them ticked 'yes' and another 5 ticked 'sometimes'. The mean score is 2.5.

Item 10: Teaching different language drills to students

Students' responses: Nobody from Bangla version students ticked 'yes' option, 4 ticked 'sometimes' and another 6 answered 'no'. the mean score is 1.4. From English version students 6 ticked 'yes', 2 ticked 'sometimes' and another 2 ticked 'no'. The mean score is 2.4.

Item 11: Using word-chart, maps, audios, videos and other teaching materials during teaching

Students' responses: From Bangla version students 1 student answered 'yes', 2 'sometimes' and 7 'no'. The mean score is 1.4. From English version students, 8 answered 'yes' and another 2 answered 'sometimes'. The mean score is 2.8.

Item 12: Teaching of sentence and vocabulary from comprehension text rather than isolated one

Students' responses: From Bangla version 5 students ticked 'yes', 4 ticked 'sometimes' and another 1 ticked 'no' option. The mean score is 2.4. Among English version 7 students ticked 'yes' and another 3 ticked 'sometimes'. The mean score is 2.7.

Item 13: Using gestures and sign language while teaching.

Students' responses: None of Bangla version students ticked 'yes', 2 of them answered 'sometimes' and another 8 answered 'no'. The mean score is 1.2. Among English version students 4 answered 'yes', 5 ticked 'sometimes' and another 1 ticked no option. The mean score is 2.3.

Item 14: Teaching of language functions like requesting, promising, asking, agreeing etc. in different situations

Students' responses: From Bangla version 7 students ticked 'yes', and another 3 ticked 'sometimes'. The mean score is 2.7. 8 from English version students said 'yes' and another 2 replied 'sometimes'. The mean score is 2.8.

Item 15: Meaning is more important than form in learning a language

Students' responses: Among Bangla version students 6 students ticked 'yes' and another 4 ticked 'sometimes'. The mean score is 2.6. No one of English version students ticked 'yes', 4 of them chose 'sometimes' and another 6 ticked 'no'. The mean score is 1.4.

4.5. Analysis of the classroom observation:

A classroom observation

School type: Bangla version (School A)

The researcher observed grade VII-Section A general English class of School A. The topic of the lesson was 'changing voice' and the day the teacher was supposed to teach changing voice of simple present tense, from active to passive and passive to active that is vice versa. After exchanging greetings the teacher asked students to open their book. Then the teacher wrote some objects and subjects on the board. He also wrote an example of changing voice of simple present which was:

Active: I write a letter.

Passive: A letter is written by me.

However, he did not mention earlier that they were going to learn about changing voice of simple present tense though students understood subconsciously. In this way the teacher introduced the day's lesson. After that, he explained what voice is and how to change it from active to passive. Sometimes the teacher used Bangla during the time of explanation and discussion. Students listened very quietly and there was only teacher's talk. The teacher noticed that some students were not attentive. He asked them to stand up and asked what he told earlier. Without giving some time to answer, the teacher started explaining again. After

giving a few more examples orally, he wrote 5 active sentences on the board and asked students to write them in passive. He sit on the chair and did not monitor whether everyone was writing or not. He checked a few script shortly and provided correction to all writing on the board. Later on he finished the class.

No. of students: 40

Students' average age: 12-13 years

Language level: Elementary

Medium of instruction: Mixed

Duration of the class: 40 minutes

A classroom observation

School type: Bangla version (School B)

The researcher visited another class of VIII in a Bangla version school. This was the class after Tiffin break. It seemed that the teacher's objective was to give a composition class on Aim in life. However, the teacher spent the whole class with speaking to students. At the beginning of the session teacher greeted the students and wrote some profession's name on the board under the headline 'Aim in life'. Then he asked one student, 'What is your Aim in life?' The students replied, 'Doctor'. Then the teacher asked, 'Why do you want to become a doctor?' the student replied that because people of country suffer from various diseases. Teacher advised him to tell elaborately. The student remained silent. The he asked the same question to another student. The student said that he want to be a police officer because he wants to destroy the criminals and his father is a police officer. Teacher said, 'Nice profession'.

Being asked the same question another student answers that he wants to be a software engineer. Then the teacher replied that how would he help the people of the country. The student said something about his plan on developing mobile apps. Finally, the teacher spoke

in Bangla and asked the students to write a letter to their friend about their 'aim in life' and submit tomorrow as homework. Students were busy with their own work when teacher was talking to one particular student. It was not a well-planned class and well monitored class. Nevertheless, students were able to speak with the teacher. One by one, the teacher went to most of the students, asked the same question, and made a short conversation with the students. It was not clear that what was his objective – teaching composition or letter or just make the students to speak.

No. of students: 45

Students' average age: 14-15 years

Language level: pre-intermediate

Medium of instruction: Mixed

Duration of the class: 35 minutes

A classroom observation

School type: English version (School C)

The researcher went to another school to observe the English class of class eight. The teacher was very experienced. He started the class by greeting the students. He wrote some sentences on the board containing the structure verb + ing that were 'walking is a good exercise'; 'while walking, I saw a dead cow'. The he explained gerund, participle, and their uses. He made some group and gave them some same sentences using verb + ing and identify which one is use of gerund and which is use of particle. Those who were unable to understand he tried to make them understand softly. Later on, he gave them homework of filling the gaps of sentences and ended the class.

Students' average age: 14-15 years

Language level: pre-intermediate

Medium of instruction: English

Duration of the class: 40 minutes

A classroom observation

School type: English version (School D)

The researcher observed the class seven English for today class. It was a well-prepared class. After greeting students, the teacher quickly spread some piece of paper to the students and asked them to write one thing what they like to do on one side and on opposite side what they don't like to do within two minutes. Then she collected those, shuffled it, and distributed among students. She called one student and asked him to guess who could be the writer. This way she spent 15 minutes of her class and students loved it a lot. Then she asked students to open their books page no 87 and read the text for 5 minutes. During reading session teacher monitored the classroom and helped if needed. The teacher again read the text and notified some new words with correct pronunciation. Then she asked her students to fill the selected table based on the reading from the book. She moved at all the corners of the classroom and facilitate to students class work. Finally, she gave correction as whole class once and finished the class. No homework was given except reading the text for better comprehension at home.

Students' average age: 12-14 years

Language level: pre-intermediate

Medium of instruction: English

Duration of the class: 40 minutes

Chapter 5

Discussion

This part discusses the result of the teachers and students' responses on the questionnaire. All the results are discussed on the basis of the theories. The discussion of the results of table 1and 2 are presented here.

** (The discussion of the result follows following interpretation key- 1.00 to 1.99 = Hardly applied; 2.00 to 2.49 = partially applied; 2.50 to 3.00 = fully applied)

In response to the item 1 of the teachers (Taking class in English) both the Bangla and English version teachers' mean score is 3 which shows that teachers keep class instructions and other communicative activities in English.

In response to the item 1 (Taking class in English), both the Bangla version and English version students' mean score is 3 which shows that teachers fully apply English as medium of instruction both in English and Bangla version. The result also as same as to the result founded in teachers' questionnaire survey. It was also found during classroom observation.

In response to the item 2 (use of Bangla while teaching) the mean score Bangla version teachers' is 3 and the English version teachers' mean score is 1.8. Therefore, the score shows that the Bangla version teachers fully apply Bangla during teaching; on the other hand, English version teachers hardly apply Bangla during teaching.

For item no. 2 (Use of Bangla while teaching), both the Bangla and English version students' mean score varied with the teachers' response. Here Bangla version students' mean score is 1.4 and English version students' mean score is 1.3, which shows that teachers hardly apply Bangla during teaching in both Bangla and English version schools. The researcher found it in classroom observation.

In response to the item 3 (Teaching list of isolated words) the mean score of Bangla and English version teachers' responses are 2.2 and 2.4 respectively which shows that both Bangla and English version teachers partially apply teaching list of isolated words.

In response to the item 3 (Teaching list of isolated words), the mean score of Bangla and English version students are 1.9 and 1.8 respectively which are nearer to teachers mean score. The score shows, teachers hardly focus on teaching list of isolated words.

In response to the item 4, Teaching of translation (English-Bangla-English) to students, the mean score of the Bangla version and English version teachers are 1.4 and 1 respectively. The score shows that Bangla version teachers hardly apply teaching of translation practice, and the English version teachers never apply teaching of translation practice.

In response to the item 4 [Teaching of translation (English-Bangla-English) to students], The mean score of Bangla and English version students are 2.7 and 1.2 respectively. The score shows that teachers of Bangla version school fully apply teaching of translation that is contradictory to the teachers' response that showed, teachers hardly apply teaching of translation. On the other hand, the mean score of English version students' response is same to the teachers' response that shows teachers of English version schools hardly apply teaching of translation in the classroom. Above discussions shows, both the Bangla and English version teachers put to sleep the technique and principal of grammar translation method in their teaching approach.

In response to the item 5, (Teaching of deductive grammar rules and structures) The mean score of Bangla version teachers is 2.6 and the English version teachers is 3. The score indicates that teachers fully apply teaching of grammar rules deductively.

However, in response to the item 5 (Teaching of deductive grammar rules and structures), the mean score of Bangla and English version students are 3 and 2.1 respectively.

The score indicates that Bangla version teachers fully apply deductive or passive teaching of structures where English version teachers partially apply. Therefore, the researcher found that teachers are following GTM technique in terms of grammar teaching that supports their current method of language teaching.

From the view of above discussion, the researcher found that an impact of GTM is still continued in teaching of English language in Bangladeshi secondary Bangla version and English version schools. Among the governing principles of GTM - use of mother tongue, translation practice an isolated vocabulary learning (Richards and Rodgers, 1986), only deductive teaching of grammar rules highly followed in both versions schools. Teachers are no more teaching translation practice. The teachers are following the other techniques and principles of GTM either poorly or partially to support their teaching method in classroom. Therefore, teachers mixing up technique of modern and previous methods use one kind of eclectic method.

In response to question item 6, (students participation in listening and speaking task) both the Bangla and English version teachers mean score is 3. The score indicates that the teachers of Bangla and English version school fully apply listening and speaking activities in the classroom.

For item no. 6 (Students' participation in listening and speaking task), the mean score of Bangla version students is 3 which shows that teachers of Bangla version schools fully apply students participation in listening and speaking task and activities. On the other hand, English version students' mean score is 2.5 that is contradictory to teachers' mean score (3) that shows English version teachers partially apply listening and speaking task. The researcher thinks that this contradiction can be ignored because students were from junior secondary level and they might have some misconception on the teaching technique and approaches followed by their teachers.

In terms of practicing memorization by students that was the 7th item in questionnaire, Bangla version teachers' mean score is 3, where the mean score of English version teachers is 2.

For item no. 7 (Practicing memorization by students), the mean score of Bangla and English version students are 2.9 and 1.6 respectively which are very nearer to the teachers' mean score (3 and 2 respectively). The score shows that in Bangla version schools students fully apply practicing memorization whether students of English version schools hardly apply memorization.

In response to item number 8, (teaching of pronunciation and intonation practice) the mean score of both the Bangla and English version teachers are 2.8, which shows that teachers of both version schools fully apply listening and speaking practice.

In response to the item no. 8 (Teaching of pronunciation and intonation practice), the mean score of Bangla and English version students are 2.7 and 2.3 respectively that shows teachers' involvement in giving pronunciation and intonation practice to students which is partially matched with teachers response.

In response to the item 9, (presenting teaching materials orally before presenting in written form) the mean score of Bangla version is 2.8 and English version is 2.4. The score shows that teachers have a tendency to promote active learning in classroom where the Bangla version teachers apply more than English version teachers do. In the above discussion, rejection of GTM and acceptance of post-GTM are seen between the both version teachers. English version teachers are more advanced in implementing the techniques and principles in CLT, where Bangla version teachers are on the pathway towards CLT.

For item no. 9 (Teaching materials orally before presenting in written form), the mean score of Bangla version students is 2.8 which shows that teachers fully apply oral presentation of teaching materials and well instructions in classroom. On the other hand,

English version students' mean score is 2.5, which shows that teachers partially apply oral presentation of teaching materials before presenting in written form. Students' survey result matched the teachers' survey result in this part too. It also supports the statement that the teacher is the primary source of comprehensible unit (Richards & Rodgers 1986, pp. 186-188).

In response to the item 10 (Teaching different language drills to students), the mean score of Bangla version teachers is 2.6 and mean score of English version is 2.4. The score shows Bangla version teachers fully apply language drills; on the other hand, English version teachers partially apply.

In response to the item no. 10 (Teaching different language drills to students), the mean score of Bangla and English version students are 1.4 and 2.4 respectively. The score shows that Bangla version teachers hardly apply teaching language drills whether English version teachers partially apply teaching different language drills.

In the response item 11, (Using word-chart, maps, audios, videos and other teaching materials during teaching) the mean score of Bangla version teachers is 2.4, and the mean score English version teachers is 2.8. The score shows that Bangla version teachers partially apply authentic materials and the English version teachers are fully apply authentic materials.

For item no. 11 (Using word-chart, maps, audios, videos and other teaching materials during teaching), the mean score of Bangla version students is 1.4 which shows that teachers hardly apply authentic materials and audios, videos etc. during teaching. On the other hand' English version students' mean score, which is 2.8, shows that teachers of English version schools fully apply different materials.

In response to the item 12, (Teaching of sentence and vocabulary from comprehension text rather than isolated one) the mean scores of both Bangla and English

version teachers are 2.8, which shows that both version teachers are fully apply teaching in comprehensive way.

For item no. 12 (Teaching of sentence and vocabulary from comprehension text rather than isolated one), the mean score of Bangla and English version students are 2.4 and 2.7. The score shows that teachers of Bangla version schools fully apply comprehensive method and teachers of Bangla version schools partially focus on teaching in comprehensive method.

In response to the item 13, (Using of gestures and sign language while teaching) the mean score of Bangla version is 2.4 and English version is 2.2. The score shows that both version teachers partially apply gestures and sign languages.

In response of the item no. 13 (Using of gestures and sign language while teaching), the mean score of Bangla and English version teachers are 1.2 and 2.3 respectively. The score shows that teachers of Bangla version schools hardly apply gestures and sign language while teaching. In contrast, teachers from English version schools partially use gestures and sign language.

In response to the item 14 (Teaching of language functions like requesting, promising, asking, agreeing etc. in different situations) the mean score of Bangla version is 2.8, and the English version is 3, which shows that both the Bangla and English version fully apply teaching English language function in various situations in our daily life.

For item no. 14 (Teaching of language functions like requesting, promising, asking, agreeing etc. in different situations), the mean score of Bangla and English version students are 2.8 and 3 respectively. The score shows that both version school teachers fully apply teaching different language functions that are using different situation to perform a particular job.

In response to the item 15, (Considering language learning as habit formation by teachers) the mean score of Bangla version is 2.6 where the mean score of English version

teachers is 3. The score expresses that both the Bangla and English version teachers fully

consider teaching language in term of habit formation as Larsen-Freeman (2004) pointed out

about directing and controlling the language behavior.

In response to the item 16, (Meaning is more important than form in learning a language) the

mean score of Bangla medium teachers is 1.8 and the score of English version teachers is 2.4,

which shows that Bangla version teachers hardly focus on meaning whether English version

teachers partially focused on meaning.

However, in terms of meaning, the mean score of Bangla and English version students

are 2.6 and 1.4 respectively. The score shows that Bangla version teachers are highly focused

on meaning rather than form that supports Krashen's (1985), brief that learning a language

happens when the meaning is clear to the learners. On the other hand English version teachers

fully focused on meaning.

The above discussions shows that in Bangla version schools teachers are following

mix method mainly focused on meaning based learning, teaching language forms directly

with a view on deductive grammar teaching that comprise their comprehensive way of

teaching. In contrast, English version schools teachers are following CLT method focused on

communicative competence in English language skills supporting by others helpful

techniques of previously uncounted methods that suits to the teaching and learning context of

Bangladeshi school.

In response to the item 17, (Using of pattern practice, oral drilling are better than

directly teaching grammar rules) the mean score of both the Bangla and English version

teachers is 3. The score shows that teachers fully apply communicative activities like pattern

practice, drilling in the classroom. In response to the item 18, (During teaching, reading and

writing should be introduced after sufficient tactical and grammatical basis is established) the

mean score of the Bangla and English versions are 1.8 and 1.4 respectively that shows

teachers focus on reading, writing, listening and speaking equally. Above discussion proves

teachers high involvement with the communicative method in the English version schools.

Besides, Bangla version schools are following communicative method with a notion of

eclectic method to make the students competitive in listening and speaking. GTM is a

supporting tool for methods that both the English and Bangla version schools are following in

terms of grammar teaching.

Chapter 6

Conclusion and Recommendation

Conclusion

Based on the results and findings of the questionnaire and classroom observation the following statements draw conclusion about teaching methods and approaches in ESL classrooms of secondary schools in Bangladesh:

- Textbooks are focused on communicative approach and the syllabus is so. Teachers are prescribed to use CLT principles and techniques in the classrooms. However, CLT in secondary schools is still practiced through grammar-based approach that is to a certain extent indistinguishable from the previous grammatical syllabus.

- In Bangla version school grammar rules are still memorized in isolation and translation has a big part in reading and writing. However, teachers are taking listening and speaking class, they use Bangla in the classroom often while teaching.

- In contrast, English version teachers who avoid Bangla in classrooms give deductive grammar lessons focusing on forms allow learners to memorize isolated list vocabularies. Nevertheless, it is good news that they teach forms in communicative way using authentic and comprehension texts rather than translation.

- English version schools are at one step forward than the Bangla version Schools in implementing CLT in terms of the way and techniques they use to teach different functions of language use in various contexts. It seemed, new implemented communicative syllabus integrated with grammar forms like new wine at the same bottle, for the grammar-based pedagogy used in Bangla medium schools. On the other hand, same lesson is taught in English version schools that endorse long lasting competency in communication.

- A motive and positive reinforcement were seen among the English version teachers to
  establish a learning centered classroom. However, in contrast, that was absent in the
  teacher centered classroom in Bangla version schools.

Recommendations:

After conducting the undertaken research, the researcher recommends following
issues:

- Government and other policy makers in education as well as the education
  management team should raise consciousness among teachers about the importance
  and use of methods in teaching foreign language.

- The researcher believes that instead of following an eclectic method or flawless
  principles and technique teachers should integrate grammar in communicative
  language teaching approach or lesson. However, there should be proper time
  management for focusing on grammar.

- Another way is i8ntroducing those activity and class work in grammar lesson that
  help to continue communication.

- Finally, whatever the method is, teachers should make sure that students get the
  capability to use the classroom knowledge to outside classroom area when they need
  the functions of language in real life communication.

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Appendix 1

Questionnaire: for teachers:

Institution's Name:

Teacher's Name:

Sex: Male   Female

Please put a tick on any one of the following options of each question.

1) Do you take your class in English?
   a) Yes   b) No   c) Sometimes

2) Do you use Bangla in your classroom while teaching?
   a) Yes   b) No   c) Sometimes

3) Do you teach students list of isolated words?
   a) Yes   b) No   c) Sometimes

4) Do you teach translation (English-Bangla-English) to students?

   a) Yes   b) No   c) Sometimes

5) Do you teach deductive grammar rules in your class?

   a) Yes   b) No   c) Sometimes

6) Do your students participate in listening and speaking task in your classroom?
   Yes   b) No   c) Sometimes

7) Do your students practice memorization?
   a) Yes   b) No   c) Sometimes

8) Do you teach pronunciation and intonation practice in your classroom?

   a)Yes   b) No   c) Sometimes

9) Do you teach materials orally before it is presented in written form?

   a) Yes   b) No   c) Sometimes

10) Do you teach different language drills to students?

   a) Yes   b) No   c) Sometimes

11) Do you use word chart, maps, audios, videos and other teaching materials while teaching?

   a)   Yes   b) No   c) Sometimes

12) Do you teach sentence and vocabularies from comprehension text rather than isolated structures and vocabularies?

   a)   Yes   b) No   c) Sometimes

13) Do you use gestures and sign language in the classroom?

   a)   Yes   b) No   c) Sometimes

14) Do you teach language functions like requesting, promising, asking and agreeing in different situations to students?

   a)   Yes   b) No   c) Sometimes

15) Do you think language learning is habit formation rather than knowing about grammatical structures and vocabularies of the language?

   a) Yes   b) No

16) Do you think meaning is more important rather than form in learning a language?

   a) Yes   b) No

17) Do you think it is better to use pattern practice, oral drilling rather than directly teaching grammar rules?

   a) Yes   b) No

18) Do you think reading and writing should be introduced after sufficient lexical and grammatical basis is established?

   a) Yes   b) No

Suggestions:

Appendix 2

Questionnaire: for students:

Institution's Name:

Student's Name:

Sex (student): **Male** **Female**

Class:

Please put a tick on any one of the following options of each question. If the options do not express your thought properly, you can tick more or write your opinion in the blank space beside "comment Option"

1) Do your teachers take your class in English?
   b) Yes   b) No   c) Sometimes

2) Do your teachers use Bangla in your classroom while teaching?
   b) Yes   b) No   c) Sometimes

3) Do your teachers teach you list of isolated words?
   Yes   b) No   c) Sometimes

4) Do your teachers teach you translations (English-Bangla-English)?
   Yes   b) No   c) Sometimes

5) Do your teachers teach you grammar rules and structures?
   Yes   b) No   c) Sometimes

6) Do you participate in listening and speaking activities in your classroom?
   Yes   b) No   c) Sometimes

7) Do you practice memorization?
   b) Yes   b) No   c) Sometimes

8) Do your teachers teach you pronunciation and intonation practice in your classroom?
   a) Yes   b) No   c) Sometimes

9) Do your teachers present materials orally before it is presented in written form?

   a) Yes   b) No   c) Sometimes

10) Do your teachers teach you different language drills?

   b) Yes   b) No   c) Sometimes

11) Do your teachers use world chart, maps, audios, videos and other teaching materials while teaching?

   b) Yes   b) No   c) Sometimes

12) Do your teachers teach you sentence and vocabularies from comprehension text rather than isolated structures and vocabularies?

   b) Yes   b) No   c) Sometimes

13) Do your teachers use gestures and sign language in the classroom?

   a) Yes   b) No   c) Sometimes

14) Do your teachers teach you language functions like requesting, promising, asking and agreeing?

   b) Yes   b) No   c) Sometimes

15) Do your teachers give you meaning of the text by translating it into Bangla?

   a) Yes   b) No   c) Sometimes