

**Communicative Language Teaching in Secondary Level
of Bangladesh:
Teachers' and Learners' Perspective**

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Abstract

Learning depends upon the teacher and the method that he/she implements. The overall teaching procedure involves both the teacher's competence and the method which he/she applies. Communicative Language Teaching, one of the most modern teaching methods, is now practiced in classrooms worldwide. Even in our country this method of teaching is practiced and used by the Education Board in its curriculum and reflected in the book. The aim of this study is to find out teachers' and learners' perspective towards CLT in Bangladesh. Moreover, I want to explore whether this popular method is feasible to teach in our context. In order to conduct this research I have taken interviews of ten English Language teachers of secondary level from different schools and also ten secondary level learners. I have interviewed the teachers and students through two different questionnaires. The findings showed that both teachers and students had positive perceptions towards CLT method. This study also hypothesizes that Communicative Language Teaching can be feasible to teach in our context through trained the teachers and raising awareness among them.

Chapter I: Introduction

This chapter outlines the background of the study. This also includes the research questions and the limitations of the study.

1.1. Research Topic:

To make classroom teaching successful English Language teachers use different type of methods. Grammar Translation Method (GTM), Audiolingual Method (ALM), Community Language Learning, Total Physical Response (TPR), Suggestopedia and Communicative Language Teaching (CLT) are some of them. Among all, Communicative Language Teaching is one of the modern and popular methods. CLT focuses on the communicative competence of language teaching. The goal of this method is to develop a learner's four language skills (reading, writing, speaking and listening) in English or a second language. This method has also been popular in our country since the 1990s although, GTM is still followed in teaching English Language. So to identify teachers' and learners' perceptions of CLT, I have selected "Communicative Language Teaching in Secondary Level of Bangladesh: Teachers' and Learners' Perspective" as my research topic.

I have chosen this topic as my research for several reasons. In this era of globalization English has become an important language of communication. It is necessary for everyone to know English to connect with the whole world. Even in Bangladesh people are giving much more importance towards learning English in order to communicate to people of other countries, to get good jobs, to do business as well as to have higher education. As a result in our country English is made a compulsory subject

the HSC level and so students have to study English. However, students of our country are hardly able to use English language effectively in their day to day lives as they do not get opportunity to practice this language. As a result, CLT has been introduced in our country in the 1990s as the goal of this approach is to develop learners' communication skills. Since then the Education Board of our country has been trying to train the English language teachers all over the country in CLT through different projects so that they can use this method in their classroom teaching. Though initially this method was not so much used, now a day after being trained the English language teachers know about it and try to follow it in classroom teaching. As a result, their students are familiar with different features of CLT. So it seems that in our country this method becomes popular and so I want to find out the perception of the teachers and students towards Communicative Language Teaching and the feasibility of this method in our context.

I have chosen secondary level English language teachers for this study because they are more experienced and familiar with different types of methods of language teaching. Moreover most of the teachers of this level are trained in CLT. Also, the students I have selected for this study are from secondary level. As the questionnaire is in English it may be a difficult one for understanding to the primary level learners rather than the secondary level learners in our context. Moreover, in our context from secondary level English language learning is given more importance. These are the reason for which I have chosen secondary level for this dissertation.

1.2. Research Questions:

The goal of my research will be to know the answer of following questions:

- What are the perceptions and attitudes of the teachers and learners towards CLT of Bangladesh?
- Is CLT method really feasible in our context?

To find out the answers I interviewed 10 secondary English Language Teachers of different schools. I gave them a questionnaire where they were asked to answer some questions which helped me to determine their perceptions towards CLT. To know the learners' perception I made another questionnaire and took interview of 10 students of secondary levels of different schools. These two questionnaires have been included in the methodology chapter.

1.3. Limitation of the study:

Due to time constraint it was not possible to survey many schools in Dhaka city. Moreover, it was difficult to contact with the schools outside Dhaka city in this short period of time. In addition, during the research time the teachers were busy with examinations so it was difficult to conduct this research work. If these constraints were removed, a better research could have been carried out.

1.4. The Summary of this Dissertation:

Chapter: 1- Introduction

This chapter contains the research topic and research questions of this study.

Chapter: 2- Literature Review

This chapter includes literature review. It discusses the definition of CLT, its history, objectives, principles, teachers' and students' roles, and teaching activities elaborately. The views and opinions of other researchers are also included in this chapter.

Chapter: 3- Methodology

The methodology that has been used to conduct this research is described in this chapter. The questionnaires of this study are also included in this section.

Chapter: 4- Results and Discussion

This part of this study includes the findings of this study. The researcher have also discussed the findings on the basis of literature review in this chapter.

Chapter: 5- Recommendations

In this chapter there are some recommendations on the basis of the findings.

Chapter: 6- Conclusion

In this chapter the whole study is summarized.

Chapter II: Literature Review

This chapter contains a theoretical overview on CLT: its definition, its history, its objectives, underlying principles, teachers' and learners' roles and teaching activities.

2.1. Communicative Language Teaching (CLT):

According to Nagaraj in "English Language Teaching: Approaches, Methods, Techniques," Communicative Language Teaching is a big term which includes "the development of language learning or teaching from form-based to a meaning-based approach, the move towards an eclectic approach from a rigid method, the shift from teacher-fronted to learner-centered classes" (pg.43). It is considered an approach rather than a method as its principles reflect a communicative view of language and language learning. The vast Communicative Approach starts from a theory of language as communication and so its goal is "communicative competence." Communicative competence refers to the ability to use a language appropriately and effectively in different circumstances. This approach is more learner-centered and experienced-based view of second language teaching. CLT views language as a system for the expression of meaning where the main function of language is to permit interaction and communication (Richards, 2001). William Littlewood (1981) thinks that CLT means to pay systematic attention to both functional and structural aspects of language merging these into a communicative view. According to Harmer there are two aspects of CLT: what to teach and how to teach. The 'what to teach' aspect of this approach gives more importance on language functions rather than grammar and vocabulary. The second aspect 'how to teach' states that there should be "plentiful exposure to language in use and plenty of

opportunities to use it” for the development of a student’s knowledge and skills. CLT wants to involve students in real or realistic communication through different activities. In this case the accuracy of target language is less important than successful achievement of the communicative task (Harmer 2001). In “Approaches and Methods in Language Teaching,” Richards and Rodgers (2001) summarized the communicative view of language as:

1. Language is a system for the expression of meaning;
2. The primary function of language is to allow interaction and communication;
3. The structure of language reflects its functional and communicative uses;
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse (pg.161).

So the communicative approach views language as a system through which the meaning is expressed perfectly. Its main function is to permit interaction and communication. The primary elements of language are not only grammatical and structural features but also the functional and communicative meaning.

2.2. History of CLT:

The Communicative Approach emerged from the past methodologies in second language teaching to promote communication in the 20th century. It was first found to concurrent developments in Europe and North America. At that time in Europe the language was required for the description of social and linguistic context along with the rich British linguistic tradition. In this circumstance the Council of Europe developed “a

syllabus for learners based on notional-functional concepts of language use.” The main goal of this concept was to focus on communicative needs of learners. (Savignon, 1976)

Chomsky (1965) differentiated between linguistic competence and linguistic performance which traced the theoretical development of Communicative Language Teaching. According to him, linguistic theory is concerned with an ideal speaker-listener in a completely homogeneous speech community who knew the perfect use of the language. He thought that the focus of linguistic theory was to illustrate the abstract abilities which a speaker possessed. These abilities enabled the speaker to produce grammatically correct sentences in a language. This theory of Chomsky was challenged by the sociolinguistics like Hymes. He was concerned with the social and cultural knowledge which are needed by the speakers in order to understand and use the language. He emphasized not only the knowledge of language but also the ability how to use the language in communication. As a result, in the early 1970s Hymes coined the term “communicative competence” which is the central theoretical concept in communicative language teaching. According to Hymes’s view, communicative competence represents the ability to use the language in a social context. (qtd. in Richards, 2001)

Communicative competence is not a method rather it is a way of describing the knowledge of a native speaker. It enables a native speaker to interact effectively with other native speakers. The native speaker knows not only how to say something but what to say and when to say it. The linguistic features of an exchange are embedded in a cultural context which includes the role of the speaker in a particular context, the roles of other participants, and a host of non-verbal communication cues such as distance, postures, gestures and facial expressions (Savignon, 1976). So communicative

competence has many degrees and in 1980 four dimensions of communicative competence are identified by Canale and Swain. These are: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Richards, 2001).

Halliday, another linguist, focused on the functional account of language use. According to him the function of language is the use of language to express intentions as appropriate to social contexts. Besides, in the 1960s and 1970s a number of new approaches were developed. They were different in many ways but all of them stressed the importance of communication. So they were grouped as “communicative approach.”

2.3. The objectives of CLT:

There are specific objectives of any methods. For example, the goal of Grammar Translation Method (GTM) is to learn a language through translation. Then the aim of Direct Method (DM) is to learn a language directly with the help of teacher without any interference of mother tongue. The Communicative Language Teaching also has some objectives and the main goal of CLT is to be communicatively competent. The main focus of this method is to help the students to learn a language so that they can use it to communicate meaningfully in any real life situations. This method assumes that the learners of English language will be able to communicate socially on an everyday basis with native or expert English language speakers. The communicative approach makes teachers and students to consider language in terms of the communicative functions it performs in real situations, as well as its structures (vocabulary and grammar). In fact the objectives of CLT can be categorized in two parts:

- (a) make communicative competence the goal of language teaching, and

- (b) develop the procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. (Richards, 2001)

Piepho (1981) levels the objectives of CLT. These are:

1. An integrative and content level: language as a means of expression.
2. A linguistic and instrumental level: language as a semiotic system and an object of learning.
3. An affective level of interpersonal relationships and conduct: language as a means of expressing values and judgments about oneself and others.
4. A level of individual learning needs: remedial learning based on error analysis.
5. A general educational level of extra-linguistic goals: language learning within the school curriculum. (qtd. in Richards, 2001)

So, the primary focus of CLT is to assist learners in creating meaning not in developing perfectly grammatical structures or acquiring native-like pronunciation. This means that success of learning a foreign language depends how well learners have developed their communicative competence and how much they are able to apply this knowledge of language in real life situations.

2.4. Principles of CLT:

CLT, a broad approach to teaching, is most often defined as a diverse set of principles that can be used to support a wide variety of classroom procedures. Richards and Rodegers (2001) described some of these principles:

1. Learners learn a language through using it to communicate

2. Authentic and meaningful communication should be the goal of classroom activities
3. Fluency is an important dimension of communication
4. Communication involves the integration of different language skills
5. Learning is a process of creative construction and involves trial and error

Another linguist David Nunan (1991) listed five features of CLT. According to him the features of CLT are:

- a. an emphasis on learning to communicate through interaction in the target language;
- b. the introduction of authentic texts into the learning situation;
- c. the provision of opportunities for learners to focus, not only on language but also on the Learning Management process;
- d. an enhancement of the learner's own personal experiences as important contributing elements to classroom learning;
- e. an attempt to link classroom language learning with language activities outside the classroom.

Therefore the primary principle of CLT is that in any teaching practice the language learning process should emphasize on communication to develop learners' communicative competence in an authentic context. It connects classroom language learning with language activities outside the classroom. 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. Therefore, the features of CLT approach can be summarized below:

1. stresses the need to allow students opportunities for authentic and creative use of the language;
2. focuses on meaning rather than on form;
3. suggests that learning should be relevant to the needs of the students;
4. emphasizes a functional approach to language learning and culture awareness of the target language.

2.5. The role of the teachers in CLT:

There are several roles for teachers in Communicative Language Teaching which are determined by the view of CLT adopted. According to Breen and Candlin in article "The essentials of a communicative curriculum in language teaching" there are two main roles of a teacher in a CLT classroom. The first role is to facilitate the communication process among all the students in the classroom, and between the students and the different type of activities and texts. Next, a teacher has to act as an independent participant within the learning teaching group. The teacher is also expected to act as a resource, an organizer of resources, a motivator, a counselor, a guide, an analyst and a researcher (Richards & Rodgers, 2001). As a resource, CLT teachers can provide students with dictionaries, ample reading materials, writing models, video or audio clips to develop their language skills. Furthermore, CLT teachers should know how to organize these resources and make relevant to their language learning. As a motivator, CLT teachers encourage students in using the language both inside and outside the classroom

as well as provide feedback. As a counselor, CLT teachers are expected to assist learners to communicate effectively by giving advice, feedback, and confirmation to learners. If learners find themselves unable to cope with the demands of a situation, the teacher can offer advice or provide necessary language items. If the group members cannot agree on any point, the teacher can resolve their disagreement. A teacher's presence in this capacity may be an important psychological support for many learners especially for those who are slow to develop independence. While learners are performing, the teacher can monitor their strengths and weaknesses. Moreover, the teacher must make sure that learners understand what they are required to do in an activity. He can demonstrate the activity to them. Also a teacher may need to discourage learners from resorting to their mother tongue in moments of difficulty. He might make note of their errors to be worked on at a later time during more accuracy-based activities. However, a teacher has no direct role in the activity rather he can take part as a 'co-communicator'. He has to maintain his role without becoming dominant (Littlewood, 1981).

2.6. The role of the learners in CLT:

As the emphasis in Communicative Language Teaching on the process of communication rather than mastery of language forms, there are different roles of learners in classroom. The main role of learners is negotiating. They negotiate among themselves, the learning process, and the object of learning. A learner should contribute as much as he gains, and thereby learn in an interdependent way. They interact within the groups and within the classroom procedures and activities which the group undertakes (Breen and Candlin, 1980). Through this they can achieve interdependence by recognizing responsibility for his own learning and by sharing that responsibility with other learners and teacher. The

teacher creates a situation and sets an activity in motion, but it is the learners themselves who are responsible for conducting the interaction to its conclusion. They are more responsible managers of their own learning (Larsen-Freeman, 1986). Learners also have important monitoring role which they may apply subjectively to their own language. The learner can provide feedback to others concerning his own interpretation of the specific purposes of the curriculum. In a CLT classroom situation learners get opportunity to express their individuality as well as to share their ideas and opinions. CLT believes that “learner first, learning second” (Richards, 2001). It means learners engagement is a priority.

2.7. Teaching Activities in CLT:

There are various types of exercises and activities in communicative approach which “enable learners to attain the communicative objectives of the curriculum, and engage learners in communication” (Richards, 2001). Classroom activities are often designed to focus on completing tasks that involve negotiation of information and information sharing. According to Littlewood (1981) there are two types of communicative activities: functional communication and social interaction activities. Functional communication activities include the task such as learners comparing sets of pictures and noting similarities and differences; working out a likely sequence of events in a set of pictures; discovering missing features in a map or picture; etc. The main purpose of this type of activity is that learners should use the language they know in order to get meanings across as effectively as possible. On the other hand, social interaction activities include conversation and discussion sessions, dialogues and role plays, simulations, skits, and debates. This type of activity also aims that learners should convey the meanings

effectively, but pays greater attention to the social context in which the interaction takes place.

Chapter III: Methodology

This chapter of the paper deals with the research methodology in order to investigate the teachers' and students' perception towards CLT approach. This chapter is divided into five sections: background information, participants, instruments, data collection procedures, and data analyzing procedures.

3.1. Background Information:

To conduct the research I used qualitative method. The qualitative approach is a way to gain insights through discovering meanings by improving our comprehension of the whole. It explores the richness, depth, and complexity of phenomena. This type of research analyzes data from direct fieldwork observations, in-depth, open-ended interviews, and written documents. According to Mackey (2005), qualitative research refers to the research that is based on descriptive data that does not usually deal with statistical procedures. The careful and detailed description is required in terms of qualitative research rather than measurements, ratings and scores. This type of research is often process-oriented or open-ended. It follows an inductive process that begins with few perceived notions and so "qualitative researchers tend to approach the research context with the purpose of observing whatever may be present there, and letting further questions emerge from the context" (Mackey, 2005).

There are many ways to collect data in qualitative method: interactive interviewing, written description by participants and observation. In the first way people are asked verbally to describe their experiences of phenomenon whereas in the second one people are asked to write descriptions. The third one, observation, is

concerned with the descriptive observation verbal and non-verbal behavior. In this study the second way of collecting data is used where the teachers and students are asked to answer some descriptive questions regarding their experiences with CLT.

3.2. Participants:

As the purpose of this study is to know the teachers' and students' perspectives towards CLT, there are two groups of participants: teachers and students.

3.2.1 Teachers:

Ten Secondary English Language teachers are chosen randomly from different Bengali Medium schools of Dhaka city because it is easy to collect data from this region for the researcher in this short period of time. Among the teachers, three are male and seven are female. The range of their age is 30-55 years. All of them have more than 5 years teaching experience. They have BA (BED) degree. They have also taken different types of training on different English Language Teaching methods including CLT arranged by the Dhaka Educational Board. They apply this method in their classroom teaching. All of them use English language while teaching and encourage their students to speak in English.

The main reason for choosing these teachers is the fact that all of them are from Bengali Medium and have vast experience. They got training on CLT so they know about this popular method of English Language Teaching. So their attitudes and

3.2.2 Students:

To find out the students' perception ten secondary English Language learners are interviewed. They all are Bengali medium students of different levels studying in different schools in Dhaka city. Among them, two are from class six; three from class seven, two from class eight, and three from class nine. All of them are familiar with four language skills: reading, writing, speaking and listening. They have practiced different types of communicative activities in their class, such as role playing, group activities, pair activities. They communicate in English with their teachers and peers in classroom setting. They know the importance of English language in communication and try to practice English language as means of communication outside the class.

As they know about CLT, they have their own perspective towards CLT that will help this study in finding the answer of research question. Moreover, they are from different classes which will make the study more consistent.

3.3 Instruments:

Two data collection instruments were administered in this study. The first instrument was a teacher questionnaire to investigate the perception towards CLT. The second instrument was a student questionnaire to study the students' perception towards CLT.

3.3.1 Questionnaire for teachers:

1. What do you understand by the term "Communicative Language Teaching"?
2. Which type of methods do you like to use in classroom teaching?
 - a) Grammar Translation Method
 - b) Communicative Language Teaching Method

- c) Audio Lingual Method
 - d) Direct Method
 - e) Any others
3. In which medium do you feel comfortable to teach English?
- a) Through lecture
 - b) Through classroom activities
4. What types of activities do you ask your students to do in the classroom?
- a) Group activity
 - b) Role-play
5. Do you participate with the students when they are working in groups?
6. Do you help your students in the classroom activities?
7. Do you encourage them in the classroom activities?
8. Do you pay special attention to weak students in language classes?
9. Do you motivate the students to use English in classroom?
10. Which skill(s) do you focus more while teaching?

There are ten questions in total. Among all the questions seven are open-ended questions and three are multiple choices. All the questions are related to the classroom teaching. There was an open-ended which was asked to write about their understanding of the term Communicative Language Teaching. In another questions they are asked to write which skills they focused more while teaching. Others were yes-no questions. Here the teachers were not required of explaining their answers. In multiple choices type questions there were some selective answers and the teachers had to choose the specific one according to their view. In one multiple choice the name of different type

of methods were given and the teachers were asked to choose the method that they liked to use in classroom teaching. The next question was to investigate their attitudes towards lecture based class and classroom with different activities. The last one was to see their preference between group activity and role-play.

3.3.2 Questionnaire for students:

1. Which skill is focused more in your English Language class?
2. What type of class do you like most?
 - a) lecture based class
 - b) class filled with different activities
3. In what ratio do you use English in classroom to interact with your teacher and peers?
4. Does your language class encourage you to speak English in classroom as well as outside the classroom?
5. Do you want more opportunities to practice English in the classroom?
6. Do you think English should be used as a mode of communication? Why?
7. What type of activities do you like?
 - a) group activities
 - b) individual activities
 - c) pair activities
8. Do the classroom activities help you in communication?
9. Does your teacher help you in classroom activities?
10. Does your teacher motivate you to use English in communicating?

Students are asked to answer ten questions. There are two multiple choices and eight open-ended questions. Students were asked to mention the ratio of using English in classroom interaction. They were also asked some yes-no questions. In some questions they were required to give explanation. In multiple choices type questions they were asked to choose the best alternative according to their perspective.

Both questionnaires were arranged in such a way so that the perceptions of teachers and students towards CLT came out from their answers.

3.4 Data collection Procedures:

As the research is undertaken in Bangladesh context, the data was collected from Bengali medium teachers and students.

First of all, the researcher contacted with three Bengali medium secondary schools. Among them one was a government school and two were non-government schools. In the government school the researcher first had to take permission from the headmaster and then interviewed three teachers. The teachers were then given the questionnaire. They had to write their name and the school's name on the top of the paper. They were given as much time as they needed to answer the questions. The researcher was there to help them if they faced any problem with any questions. Then the researcher went to a non-government school where she found three teachers. There the researcher used same procedures to conduct data. The third school was known to the researcher from earlier so there she did not need to take any formal permission from the headmaster. From this school four teachers were interviewed through the questionnaire. They also wrote their name and school's name on the top of the questionnaire. In each school the headmasters and the teachers cordially received the researchers. The teachers

were very much interested in giving interview. They all were co-operative in collecting the data. However, it was difficult in terms of every school to find all the English language teachers in one time. So the researcher had to wait till the class was over. Moreover, it was the time of their class test and so teachers remained very busy.

To interview the students the researcher went to a coaching centre where she found students from different school at a time. First of all, the researcher collected ten students randomly from different classes and sat with them in a different room. Then the researcher distributed them the questionnaire and asked them to write their names, school's name and class on the top of the paper. All the students were asked to use pencils so that they could easily erase their mistake to make their answer clear. As they were secondary English language learner they might have faced problems in understanding the questions. So the researcher explained all the questions thoroughly using Bangla before they started to write. They were given as much time as they needed to answer the questions. All the students were excited and they felt happy to take part in this survey.

3.5 Data analyzing procedures:

After collecting the data, every interview was analyzed and interpreted. As everything was in written form there was nothing to transcribe. The researcher had to read every script for several times in account to analyze the qualitative result and then she had to interpret.

Chapter IV: Results and Discussions

This part of the dissertation presents the results of the research. As there are two separate questionnaires to investigate the perceptions of teachers and students towards CLT, the results are also showed in two sections. In the first section the researcher discusses the teachers' perception based on their answers. In the next section the perception of the students towards CLT is discussed.

4.1. Findings:

4.1.1. Teacher' Perception:

To use any method in classroom teaching at first the teachers have to have the clear idea on that method. So the first question of the teachers' questionnaire was to find out what they understood by the term "Communicative Language Teaching". From their answer it is clear that all of them knew what CLT means. One teacher wrote, "Communicative Language Teaching is a new method which requires practice in language skills through teacher-student and student-student interaction in the classroom." According to another teacher CLT "advocates that language should be based on real life situation." So it is found that all of the teachers have the main concept of CLT that it is an approach rather than a method and the main objective of this approach is communication.

The second question was to find out the teachers' perception towards different method by answering which method they liked most in classroom teaching. All the teachers answered that they liked to use CLT in second language teaching.

In the next question teachers were asked to write how they felt comfortable to teach English: through giving lecture or using classroom activities. From their answers it would be clear that what techniques they followed most in their classroom teaching. In this question all the teachers chose classroom activities as the preferable techniques to teach English.

The next question was to find out which type of activities they asked their students most to do in the classroom: group activity or role-play because these two activities are most common in CLT classroom teaching. The result is that all the teachers answered group activity which means they found more comfortable in this activity than role-play.

According to CLT teachers should participate in the activities with the students. So in the next question I wanted to know that whether they participated with their students in when they were working in groups. All the teachers answered positively in this question.

In the next two questions I wanted to know from the teachers whether they helped and encouraged their students in classroom activities. All the teachers answered yes in both questions.

One of the important roles of teachers according to CLT is that teachers should pay special attention to weak students in language classes. In the next question I wanted to find out whether the teachers played this role in their classroom teaching and every teacher answered yes to this question.

In the next questions they were asked to write that whether they motivated their students to use English in classroom. The result is positive.

The last question was to find out which skills they focused most while teaching English. 80% teachers wrote that they focused all the four skills in teaching language. However, 20% of them motioned only two skills: reading and writing or reading and speaking.

So from the above discussion it can be said that the teachers who have interviewed through the questionnaire had clear conceptualization of the overall CLT approach. They also had a clear knowledge of other elements of CLT: communicative competence, communicative activities, learners' roles, teachers' roles, communicative materials, and communicative assessments. The findings of the present study indicated that the promotion of CLT to those know that CLT is an approach that focuses on competence rather than knowledge of language. According to them, CLT creates a communicative environment in the classroom to promote interaction between teachers-students and students-students. CLT emphasizes on all four language skills equally. Moreover, they know as a CLT teacher their roles are to participate with the students, help and encourage them in classroom activities, motivate them in using English in classroom and pay special attention to weak students. Their affirmative responds shows that they play those roles while teaching English in classroom setting. Therefore from overall discussion it is clear that all of them possess positive perspective towards CLT approach.

4.1.2. Students' Perception:

The first question was to find out which language skills were focused in the classrooms. Among the students 70% answered that in their English Language class writing and speaking skills were focused. The reading skill was focused in every

classroom. However, only 20% students' responded that in their classroom listening skill was focused. Moreover, 20% students answered that in their classroom two skills were focused: either reading and writing or reading and speaking. 40% students wrote that reading, writing and speaking these three skills were focused in their English language classroom. However, only 20% students' classroom all the four skills were focused. So it indicates that English language classrooms of our country most focus on reading skill and then on writing and speaking skills. There are hardly practices of listening skill in this classroom setting.

Through the second question the researcher wanted to find out which type of class the students liked most: lecture based class or class filled with different activities. Lecture based class is the traditional classroom where students have to listen to the teachers. On the other hand class filled with different activities is preferred by Communicative Language Teaching method. Here all the students have chosen the second one which shows that they all like interactive classroom where they can have lots of activities to learn English language.

According to CLT, the main role of learner is negotiating. A learner acts as a negotiator "between the self, the learning process, and the object of learning" (Richards, 2001). So the aim of the next question was to find out how much the students used English language in classroom to interact with their teacher and peers. It was found that the ratio of using English in classroom to interact was more than 80% in terms of 30% students. 50% students written that the ratio they used English in classroom was between 50-60%. However, only 20% students wrote that the percentage was less than 50% that they interacted in English.

The next question was to find out whether the English language class encouraged the students to speak English in classroom as well as outside the classroom. The main objective of CLT is to make the learners communicatively competent. It means this method makes the students able to use language not only in classroom setting but also outside the classroom in different real situation. In this question, 100% students answered that they were encouraged by their language class to speak English both in the classroom and outside the classroom settings.

CLT believes that learners should get more opportunity to practice the language in classroom setting as it gives the learners' role more priority. So through the next question I wanted to find out whether the students were satisfied with the opportunity of practicing English in the classroom or they wanted more. The result is that all the students answered yes which means they want more opportunities to practice English in their classroom.

English is the most popular and powerful language throughout the world in this age of globalization and it is used as mode of communication all over the world. In the next question I wanted to know the perception of the students whether they thought English should be used as mode of communication or not. I also wanted to know the reason behind their opinion. All the students answered yes in this question however the reason of choosing English as mode of communication is different. 60% students thought that English should be used as mode of communication to get higher degrees and a good job. On the other hand 40% thought that as English is an international language to communicate with the people of other country it is necessary.

There are vital types of activities that are practiced in a CLT classroom for negotiating and interacting. Among these activities most common are group activity,

individual activity and pair activity. In the next question students were asked to choose which type of activity they liked most. 80% students chose group activities and only 20% student chose individual or pair activities in this case. It seems that the group activities are like most among these three.

Through the next question I wanted to identify whether their classroom activities were effective in terms of communication. Every student answered yes which shows that their classroom activities are effective and these help them in communication.

According to CLT, teachers are the facilitators and their main role is to help students in practicing the language through different type of activities. The purpose of the second last question was to find out whether the teachers help their students in classroom activities. Students were asked also to mention one way how the teachers helped them. All the students answered yes in this question. 40% students wrote that their teachers helped them by giving instructions. 30% students answered that they helped them in their classroom activities by giving feedback.

Another important role of teacher according to CLT approach is motivating the students. The last question found out whether the teachers motivated their students to use English in communicating. Every student answered yes to this question which means their teacher motivated them in using English in communication.

From the students' perspective it can be said that though CLT emphasizes on all four skills, in English Language class of our context reading skill is focused most. Along with this skill writing or speaking is practiced as a second priority. They all like to do various types of communicative activities in their classroom. In an average they get 50% chance to interact with teachers and students using English and they want more

opportunities to practice English in the classroom. However, according to them their English language class encourages them and their teachers motivate them to speak English in both classroom and outside the classroom settings. They think their classroom activities help them in communication and their teacher help them in giving proper instructions and feedback while doing activities. According to them, English should be used as a mode of communication to get higher degrees as well as to interact with the people of other countries. Therefore, it can be said that all the students have positive response to the principles of CLT approach.

Chapter V: Recommendations

This chapter of the study presents recommendations based on the findings. This section provides some suggestion how the classroom teaching in secondary level of our country can be made more interactive, what teachers should do to make it effective and how students' competence can be improved.

Though the teachers agreed that they liked to teach their language class following the CLT method, in real they hardly apply this method in their classroom. Their focus is still based on the other method. Moreover, they are not much aware of in making their classroom effectively communicative. The majority among these teachers does not use English in class room settings and if they do however their students are not encouraged use English. As a result students hardly speak in English and their communicative competence is not developing at all.

Therefore, the researcher strongly recommended that the secondary English language teachers should receive more training in various techniques of CLT so that they are able to make their classroom teaching more communicative. They should encourage themselves to use English in classroom and outside the classroom while interacting with any other English teachers or students. They should encourage their students to speak in English. They should give emphasis on using the language appropriately and thus they should design the syllabus. They should be well prepared before conducting a class and should be more creative in making their class more interactive. Furthermore, teachers should give emphasis to speaking and listening skills as same as writing and reading and

so there should be individual classes to practice these two skills. Also, the students' progression in speaking and listening skills should be examined in every class.

Students know that learning English is necessary for them but most of them do not get interest in practicing English. There lies an unknown fear in most of the students that English is hard to learn as it is their second language. The main reason of this fear is the teaching process. Still students think that accuracy is more important than fluency. So to get rid of this fear the teaching methodology should be changed. Students should be given more opportunities to practice English and they should be motivated to use it.

Chapter VI: Conclusion

This chapter summarizes the answer to the research questions of the study. The answers of the research questions are provided question to question basis in two sections.

6.1. What are the perceptions and attitudes of the teachers and learners towards CLT of Bangladesh?

6.1.1. Teachers' Perceptions:

The findings of this study show that the English language teachers of secondary level in Bangladesh had clear, positive and supportive perspective towards CLT. All of them were from English background and they knew about teaching methodology. Moreover, they were all trained in CLT method. As a result they could differentiate CLT method from the earlier methods. From the findings it is clear that they liked to follow the techniques of CLT using different types of classroom activities in their language classes. They also acted as a motivator and facilitator. In addition they helped the students in classroom activities and gave special attention to the weak students. However, most of them did not focus on four language skills equally. Also, there were lacks of teaching aids to create a communicative classroom. Apart from these, it can be said that they played most of the roles which a CLT teacher has to do and it shows that the English language teachers of secondary level in our context have positive perspective towards CLT approach.

6.1.2. Students' Perceptions:

The results that the researcher got from the students' interview showed that the secondary English language learners of our country had positive perspective toward CLT

method. The findings showed that though they were the students of Bengali medium 50% students among them got chance to use English in their classroom to interact with their teachers and peers. They wanted more opportunities to practice English in their classroom settings as they knew English is necessary throughout their lives as a mode of communication. Furthermore, they liked that type of class which was filled with different activities. They had clear idea about group activities, individual activities and pair activities and they these types of activities helped them in communication. From the findings the researcher also came to know that the learners were motivated by their teachers to use English in communicating. Therefore it can be said that the learners had affirmative perspective towards CLT method.

6.2. Is CLT method really feasible in our context?

The second research question of this study is if CLT method is really feasible in our context. As this research was conducted only in Dhaka city it is difficult to say that whether CLT method is feasible in our context or not. However, it is proved from the findings of the research that both teachers' and students' of secondary level have positive attitudes and perceptions towards CLT method. Both the groups appreciate the techniques of CLT and from their response it is clear that CLT can be an effective classroom teaching method in our country. Therefore, it can be said that CLT method is feasible in our context.

In this age of globalization to communicate with other parts of the world our learners need to learn how to communicate in English. The main goal of Communicative Language Teaching is to make the learners communicatively competent. This method can help our English teachers to make their students able to communicate in English. Already

the education board of our country has started to train all English teachers of our country on CLT method. Through this study the researcher wanted to find out the perceptions of teachers and students of secondary level in our country and to investigate whether this method is really feasible in our context or not. The findings of this research show that the teachers as well as the students have an affirmative perspective towards CLT and this method can be used in our context. Therefore CLT can be an effective teaching method in our context if all English teachers receive training and encourage applying this method in their classroom teaching.

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