

A comparison on the present scenario of CLT in both Bangla Medium School and English

Medium School

Sabiha Sultana

ID: 13103029

BRAC University

Department of English and Humanities

April, 2017



Inspiring Excellence

BRAC University, Dhaka, Bangladesh

A Thesis Submitted to the Department of English and Humanities

Of

BRAC University

By

Sabiha Sultana

ID- 13103029

In partial fulfillment of the requirements for the degree of Bachelor of Arts in English

April 2017

Acknowledgement

First of all, I would like to express my deepest gratitude the Almighty Allah for allowing me to complete my thesis within the scheduled time. I want to express my heartiest gratitude to my supervisor, Mohammad Mahmudul Haque for his immense patience and guidance .I would also like to thank Dr.Firdous Azim, Chairperson, Department of English and Humanities, for her encouragement. In addition, I want to thank to the school authorities and teachers of both English and Bangla medium schools for giving me opportunity to conduct this research. Also, I would like to thank my friend for her endless support and encouragement. Finally, I would like to thank my parents who supported me in every aspects of my life.

Declaration

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

Sabiha Sultana

ID- 13103029

BRAC University

Abstract

The topic of my dissertation is “A comparison on the present scenario of CLT in Both Bangla Medium School and English Medium School. It tries to inspect about the implementation of CLT in both mediums. In addition, it tries to compare between the two mediums focusing on the features of CLT, teaching materials as well as the use of classroom activities. The data for this study was collected through a questionnaire both the students and the teachers and a observation from the researcher. It contains the result observation of one class from every school. The entire findings of the survey presents that there are some differences on the present scenario of CLT in both mediums. The study will also compare between the perception of CLT and the actual scenario of CLT in the classroom

List of Tables

Table 1:Teacher focuses on functional skills to teach various underlying structures.(for example: teacher will tell about any past experience and use past tense while explaining.)	35
Table 2:Teacher helps students in continuing their response by using their own strategy if students get stuck in the middle of the conversation.	36
Table 3:Teachers teach how to talk in a certain situation.(for example: use formal English while speaking with teachers, use informal English while chatting with friends etc)	38
Table 4:Teachers teach techniques to talk in a new situation (for example: understand the situation before starting conversation)	40
Table 5:Sometimes teacher gives lectures and ask students to give their point of view that makes classroom interactive rather than following text Books. (For example: student-teacher interaction, student-student interaction).	42
Table 6: Text books contain real life examples (for example, conversation between two friends, conversation between student and teacher, conversation between patient and doctor etc.).	44
Table 7:Wide varieties of materials are used by the teacher for the students(for example: listening to a conversation, watching a video, students reading articles to find answer to given questions, writing a summary of a video clip etc.)	45
Table 8:Syllabus focuses on the four skills (speaking, reading, writing, listening) and organize the materials for the students	47
Table 9: Teaching a language for communication is more important than teaching grammatical structure (for example: I <u>go</u> to school, this sentence is in present tense. Teacher first give examples than teach grammatical structure)	48
Table 10: Teacher provides different types of meaning focused activities (e.g. role play, information gap activities etc.) in the classroom.	50
Table 11: Students play different roles imitating real life communication.(for example:	52

student may become a bookseller, students may become a driver etc.)	
Table 12: Teachers provide pictures /maps/puzzle to conduct an activity.	53
Table 13: Students participate in sharing real information through presentation/interviews.	55
Table 14: Teachers employ group (task between two students) or pair work (task between more than two students) in classroom.	57
Table 15: Teachers change seating arrangement to suit different activities.	59
Table 16: Teachers create a communicative environment before starting a class(for example: teacher ask students about their weekend or ask them about the last class etc)	60
Table 17: Teachers give enough effort on how to make a class communicative (for example: discuss with his colleague, ask students about their opinion, do research to find a innovative way etc.)	62
Table 18: Teachers only focus on the understanding rather than memorization (for example: teacher ask students what he/she meant by “Education is the backbone of the nation” to rather than memorizing it.)	64
Table 19: Teachers ask students to focus on grammatical rules both on academic purpose and daily use of English.	66
Table 20: Students interact with each other in the classroom i.e. pair work discussion(discussion between two students), sharing information etc.	69
Table 21: Students give reply to teachers question enthusiastically.	70
Table 22: Students react positively when the teacher teaches in a friendly way.	72
Table 23: Teachers ask students to correct each other’s’ mistake.	74
Table 24: Students apply their learning outside the class and report it in the next class.	76
Table 25: Teachers use technology to support different communicative activities. (for example: showing a video of a conversation will help a student to understand how to be in a different role)	78

List of Figures

Figure1: Teacher focuses on functional skills to teach various underlying structures.(for example: teacher will tell about any past experience and use past tense while explaining.)	36
Figure 2: Teacher helps students in continuing their response by using their own strategy if students get stuck in the middle of the conversation.	38
Figure 3:Teachers teach how to talk in a certain situation.(for example: use formal English while speaking with teachers, use informal English while chatting with friends etc.)	39
Figure 4:Teachers teach techniques to talk in a new situation (for example: understand the situation before starting conversation)	41
Figure 5:Sometimes teacher gives lectures and ask students to give their point of view that makes classroom interactive rather than following text Books. (For example: student-teacher interaction, student-student interaction).	43
Figure 6: Text books contain real life examples (for example, conversation between two friends, conversation between student and teacher, conversation between patient and doctor etc.).	45
Figure 7:Wide varieties of materials are used by the teacher for the students(for example: listening to a conversation, watching a video, students reading articles to find answer to given questions, writing a summary of a video clip etc.)	46
Figure 8:Syllabus focuses on the four skills (speaking, reading, writing, listening) and organize the materials for the students	48
Figure 9: Teaching a language for communication is more important than teaching grammatical structure (for example: I <u>go</u> to school, this sentence is in present tense. Teacher first give examples than teach grammatical structure)	49
Figure 10: Teacher provides different types of meaning focused activities (e.g. role play, information gap activities etc.) in the classroom.	51

Figure 11: Students play different roles imitating real life communication.(for example: student may become a bookseller, students may become a driver etc.)	53
Figure 12: Teachers provide pictures /maps/puzzle to conduct an activity.	55
Figure13: Students participate in sharing real information through presentation/interviews.	56
Figure 14: Teachers employ group (task between two students) or pair work (task between more than two students) in classroom.	58
Figure 15: Teachers change seating arrangement to suit different activities.	60
Figure 16: Teachers create a communicative environment before starting a class (for example: teachers ask students about their weekend or ask them about the last class etc.)	62
Figure 17: Teachers give enough effort on how to make a class communicative (for example: discuss with his colleague, ask students about their opinion, do research to find a innovative way etc.)	64
Figure 18: Teachers only focus on the understanding rather than memorization (for example: teacher ask students what he/she meant by “Education is the backbone of the nation” to rather than memorizing it.)	66
Figure 19: Teachers ask students to focus on grammatical rules both on academic purpose and daily use of English.	68
Figure 20: Students interact with each other in the classroom i.e. pair work discussion(discussion between two students), sharing information etc.	70
Figure 21: Students give reply to teachers question enthusiastically.	72
Figure 22: Students react positively when the teacher teaches in a friendly way.	74
Figure 23: Teachers ask students to correct each other’s’ mistake.	76
Figure 24: Students apply their learning outside the class and report it in the next class.	78
Figure 25: Teachers use technology to support different communicative activities. (for example: showing a video of a conversation will help a student to understand how to be in a different role)	80

Contents

Title page	1
Acknowledgement	3
Declaration	4
Abstract	5
List of tables and figures	6-9
Chapter 1: Introduction	13-14
1.1:The present scenario of CLT IN Bangladesh	13
1.2.The purpose of the study	13
1.3:The significance of the study	14
Chapter 2: Literature Review	14-27
2.1: Features of CLT focusing on communicative competence:	15
2.2.Teaching materials in CLT:	17
2.3.Communicative Language Teaching and other methods in terms of Classroom techniques:	19
2.4.Teacher’s perception about CLT approach:	24
2.5.Learner’s perception about CLT Approach:	25

2.6.Culture and Challenges of CLT in future:	26
Chapter 3: Research Methodology	27-34
3.1. Introduction:	27
3.2. Research Question:	27
3.3. Sampling of the Study:	28
3.4 Methods of Data Collection	29
3.4.1. Questionnaire	29
3.4.2.Observation:	30
3.5. Procedure:	31
3.6.Participants and setting:	31
3.7.Pilot Study:	32
3.8.Nature of the research:	33
3.8.1. Qualitative Method and Quantitative method	33
3.9.Data Analysis	34
Chapter 4: Findings and analysis	34-80
Chapter 5: Conclusion	80-84
Findings of the Study in brief:	80
Recommendations:	82
Limitations of the Study:	83
Conclusion:	83
Bibliography:	85-91
Appendices:	92-110

Appendix A – Questionnaire for students	92
Appendix B- Questionnaire for Teachers	96
Appendix C-Observation Checklist	100
Appendix D- Reports	104

Chapter 1: Introduction

1.1. The present scenario of CLT in Bangladesh:

English Language Teaching is very important for a learner to attain communication skills in English in today's world. To keep pace with the day to day world, everyone wants to learn English to communicate properly. Unfortunately, the education system is not concerned enough to improve the condition of English language Teaching in our country. A student, who learns English very class in his school life, fails to communicate in English properly. CLT was introduced as a solution of these demands. Van (1975) said that the objectives of CLT is to provide learners enough opportunities to learn and use target language in L2 context which ensures a natural growth of language ability. CLT refers to both processes and goals in classroom learning. (as cited in Farooq. 2015. p. 179).In both English and Bangla medium school in Bangladesh, this method is not applying properly due to the lacking of the knowledge of the teachers about CLT and the ignorance of the school authorities and Education board. All the teachers focus on GTM method rather than CLT and post methods. The scenario is almost same in both streams of education including BANGLA Medium School and English Medium School. Thus, the communicative Language Teaching has grabbed my attention to make a comparison of the present scenario of CLT between two streams of education.

1.2: The purpose of the study:

The purpose of the study is to compare the present scenario of CLT in both Bangla Medium School and English Medium School. This study's goal to know about the opinion of both student and teachers about the use of activities in the classroom features of CLT that followed in the classroom and the use of materials in the classroom of both mediums. This research finds out the scenario of education system if the teachers supports CLT and apply this method in the classroom, student's response in terms of different activity and teacher's teaching techniques in the classroom. There are perception of both teachers and students about CLT along with challenges of CLT. Finally, this study will provide a comparison between Bangla Medium and English Medium in terms of all the aspects of CLT.

1.3: Significance of the Study:

This research will assist the Government, education board, authority and the teachers to assure the use of CLT method in the classroom as it will show the comparison of both mediums. At the same time, it will direct the teachers to give more effort to make the classes interactive. Not only the teachers but also the authorities will be benefitted to know about their lacking in terms of CLT. They will come to know how students will be benefitted through the use of CLT method in their classroom, the necessity of using technology in the classroom, the importance of suitable syllabus and text book with real life based examples and pictures, the advantages of using authentic material along with communicative activities, the essence of maintaining STT in the classroom, and the significance of focusing on communication rather than memorization etc. Thus, this study will help them to take further steps.

Chapter 2: Literature Review:

Applicable literature related to CLT has been described in this chapter. This chapter starts with the exploration on the features of Communicative Language Teaching focusing on communicative competence. A brief discussion on teaching material, CLT and other method along with classroom techniques are described here. Besides, perception of both learner and teacher and culture and challenges of CLT are explored in this section.

2.1: Features of CLT focusing on communicative competence:

Richards (2006) states in his book, “CLT can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom”.(p.3).Richard (2001) said that in terms of CLT, the major role of language is to grant interaction and communication (as cited in Ansarey, 2012, p.62). This method has displaced both grammar-translation method and audio-lingual method. It is referred to as “communicative approach to the teaching of foreign languages” or simply the “Communicative Approach.(Anwar 2010, p.1).Ansarey (2012) mentions the target of CLT will be fulfilled if learners are able to apply their knowledge of language in real life situations by developing communicative competences.(p.62)

According to Piepho (1981), The objectives of CLT is to help the students to learn the usage of language as a means of expressions, semiotic system, expressing values and judgments. Its aim is to fulfill learning needs based on error analysis and also learning language within the school curriculum.(as cited inAnsarey,2012,p.63).Nunan (1991) gave five features for CLT. The

first feature is that the teacher gives importance on communication. It helps to learn the target language easily. Secondly, teacher uses authentic material in the classroom. Thirdly, teachers focus on both the language and the language management. Fourthly, they try to make a link between the classroom activities with outside room activities. The last point is about the learners. They can share their personal experience which helps their communication process (as cited in, Banciu & Jireghi, 2012, p.95).

This actual implementation of these features will make a meaningful conversation as it focuses on both learning and learners. CLT also needs a friendly environment which will encourage learners to take risks. Teachers will have to play the role of facilitators and there should be various strategies.

CLT cannot be defined without describing communicative competence. Hymes (1972) has first introduced Communicative competence in as a sociolinguistic concept in reaction to the concept of 'linguistic competence' that was proposed by Chomsky. According to him, Communicative competence refers to the level of language learning and it enables language users to transfer their messages to the others and it helps to understand other's message within specific context. Communicative competence helps a learner to relate between classroom and outside learning (as cited in Saleh, 2013, p.102). Canale and Swine (1980) has developed the idea of Hymes. They introduced a theoretical model of communicative competence. According to them, communicative competence is "the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of rules of language use" (as Saleh, 2013, p.103). Savignon (2002) said that the

“communicative competence” is the main theoretical concept in CLT (as cited in Farooq, 2015, p.181)

According to Canale and Swain (1980), grammatical competence is concerned with mastery of the linguistic code (verbal or non-verbal) and it includes vocabulary knowledge as well as knowledge of morphological, syntactic, semantic, phonetic and orthographic rules. This competence permits the speaker to use both knowledge and skills that are useful to understand as well as express the literal meaning of utterances.(as cited in Saleh,2013,p.97). Discourse competence deals with the interconnectedness of a series of utterances or written words or phrases that helps to form a text or a meaningful whole. It can be a poem, an e-mail message, a sportscast, a telephone conversation etc. It can also be considered as bottom-up processing. Text coherence and cohesion are two familiar concepts of discourse competence. Text coherence can be defined as the relation of all sentences or utterances in a text to a single global procession. Socio-cultural competence needs an understanding about the social context to be conscious of the proper use of language by knowing the roles of the participants and the information they share with the proper understanding of the function of the interaction. To communicate successfully, we need to know about the socio-cultural rules of appropriateness. Strategic competence refers to the strategies that are used to cope up in unfamiliar contexts. With proper practice and experience, we become expert in grammatical, socio-cultural and discourse competence that helps to adapt with these competence in every context.(Savignon 1983, pp.9-10)

2.2. Teaching materials in CLT:

From making a successful class, using authentic materials is very important but this is not an easy process. Research shows that 63 percent teachers found CLT as a major challenge ,27

percent thought that it was just a challenge and others found that using authentic material was not a challenge.(Ansarey.2012 p. 73)

Penheiro (2015) said that real world is the best source of learning a language. In a classroom, textbooks are used which are among graded materials and language is different in the textbooks. Language from real life situation is not present in these books and that is why, these are called non-authentic material. Authentic material motivates a learner to learn a language. Because of insufficient time and class size, teachers cannot maintain CLT based syllabus. This prevents the learners to learn on the basis of their need to use the language in real world. The basic principle of the CLT approach is the exposure of the real world language in the classroom.(p.157). Wu (2008) said, there is a common misunderstanding about CLT which is CLT means listening and speaking activities. As CLT helps to meet the learner needs orally, it emphasizes only on speaking and listening activities (p.51). In discussing the importance of CLT in terms of discourse, Widdowson(1978) said that the learners should know how to do is to compose in the act of writing comprehend in the act of reading and learn the techniques of reading by writing and techniques of writing by reading (P. 144). CLT emphasis on both comprehension (i.e. listening, reading) and production (i.e. speaking and writing).

A syllabus decides the overall activities of the whole course .In a CLT based classroom, syllabus plays an important role. Several syllabuses of CLT were proposed. According to Richards (2012), they were:

A Skill-based syllabus: This type of syllabus focuses on four skills (reading, writing, listening and speaking) and breaks each skill into its component micro-skills. : For example the

skill of listening might be further described in terms of recognizing key words, the topic, speakers' attitude towards a topic etc.

A functional syllabus: This syllabus is about functions that are related to the learner's ability that they should be able to carry out in English for example: expressing likes and dislikes, offering and accepting apologies, or giving explanations etc. Communicative competence is viewed as mastery of functions needed for communication across a wide range of situations and these syllabuses were often used as the basis for speaking and listening courses. There were other syllabuses too. One of them was notional syllabus that was based on the content and notions that a learner need to express and the other was a task syllabus that contains tasks and activities of the students. (pp.9-10)

2.3. Communicative Language Teaching and other methods in terms of Classroom techniques:

Communicative Language incorporates with various activities which helps a learner to develop communicative competence and has displaced both grammar translation method and audio-lingual method. On the other hand, the principle technique of grammar translation method has become a reason of frustration for students because of the exhausting experience of memorizing grammar rules and vocabulary. This method pays little attention to the students' communicative competence.(Xue and fang,2007,pp.69-70).Direct method provides a natural way of learning first language. Rivers (1968) said that Direct method provided an interesting idea of learning the foreign language with the help of activity which liberate students from the inhibitions that are associated with speaking a foreign tongue at the early stages. (as cited in Mart,2013,

p.183).Audio Lingual Method fails to make a learner able to carry on conversation in real life situation as it depends on memorization and error free utterances. Xue and fang (2007) said that it was impossible to transfer skills through audio-lingual method to real communication outside the classroom which ignores communicative competence (p.71). So, it can be said that CLT supports interaction and provide opportunities to ensure the ability than any other method. Harmer (2007) said that CLT functions as an ‘umbrella term’ for learning sequences that lead towards communication. (as cited in Littlehood,2013, pp.7-8).

The disappointment with CLT gave birth to ‘post-method’. There is no ideal method that contains all requirements to be the best method. So, post-method serves as a step in language teaching development. The characteristics of post-method include particularity, practicality and possibility. These characteristics suggest that Teacher has to be a researcher in their field. He will have to gain profound knowledge in his area which will help him to secure achievement of the learner. Secondly, both teachers and learners have to do social investigation in classrooms in all contexts. Thirdly, teacher will have to decide about which approach, methods or strategies will ensure the success of the learner by analyzing context. As teacher will be the only authority of the class, he will have to take the condemnation of any failure in terms of implementing method.

The impact of CLT cannot be ignored as it has got much popularity. The concept of competence, communicative oriented activities in teaching materials etc. came from CLT approach. CLT emphasizes the significance of exercising communicative activities. For example: Task-based Language Teaching and content and Language integrated learning follows CLT and that is these methods put stress on communicativeness. (Didenko and Pichugova, 2016,pp.3-4)

Senior (2006) said that Classroom activities are considered as techniques to encourage students to interact with each other in the target language. These activities includes communicative games and competition, role play activities, brainstorming activities, information gap tasks, problem-solving tasks, discussion tasks.(p.80).Littlewood (1981) talked about two major activity types. One of them is functional communication activities and the other is social interaction activities. Functional communication activities refer to develop certain language skills and functions, which involve communication. On the other hand, Social interaction activities contain conversation and discussion sessions, use of dialogues and role plays.(as cited inSreehari,2012 ,p.89).

Accuracy versus fluency activities

Fluency refers to engage meaningful interaction without communication breakdowns and accuracy practice focuses on creating correct examples of language use. Fluency activities will have to maintain natural and meaningful use of language for communication, use communication strategies, link language to context, Produce language instantly etc.

For example: Role play between students by playing different characters

Accuracy activities will reflect classroom use of language focusing on correct examples, practice small samples of language without thinking about meaningful communication, control choice of language etc. Example: Practicing dialogues containing intonation patterns of WH questions. All the students will have to take part and one of them will be the monitor.

Teachers should make a balance of both accuracy and fluency activities for using accuracy activities to support fluency. Based on students' performance teacher will have to decide which activity should come first.(Richard,2012,p.13)

Mechanical, meaningful, and communicative practice:

CLT proposed the distinction between three different kinds of practice – mechanical, meaningful, and communicative.(Richards,2012,p.14)

Mechanical practice: This activity is a controlled practice activity and students can complete this practice without understanding the language that they are using. Example: repetition drills and substitution drills for practicing grammatical items or other items.

Meaningful practice: In this activity, Language control is provided but students will get chances to make meaningful choice in terms of carrying out practice. Example: students have a map and a list of preposition. The teacher will ask about different location and they have to answer the questions according to location of the map.

Communicative practice: In Communicative practices, there will be a real life context and participants will be engaged in sharing real information. Participants will not be able to predict the use of language on that conversation. Example: each student might have to draw their favorite gadget and answers questions the reason behind his/her favoritism.

Information gap activities:

In real conversation, people talk to other person in order to get information that they don't know. In Information gap activities, students will have to interact with others by using their target language .By sharing information with each other, they will be able to complete this

activity.(Nunan,2003,p.56). For example: teacher has divided student into two groups and given two similar pictures with slight differences. Students will have to sit together and ask questions to find out the similarities between those pictures.(Richards 2012,p.17)

Jigsaw activities:

These activities are based on the principle of information gap activities. Richards 2012, p.17).The whole class will be divides into groups and every group will have different information .The class will have to put their information to complete the activity. (Nunan 2003, p.56).For example: Teacher has given a passage and divided each section among three groups to give their own opinion. Now three groups have to know about others sections to maintain the sequence of that passage. There are others activity in CLT. These activities are described below according to Richards (2012)-

task-completion activities: puzzles, games, map-reading and other kinds of classroom tasks. These tasks aim at using individual's language resource.

information gathering activities: surveys, interviews and searches are present in this activity. Students have to collect information by using linguistic resources.

opinion-sharing activities: In these activities, students compare values, opinions, beliefs in terms of ranking a task where students have to decide.

information-transfer activities: Students have to take information and represent that information differently as it presented.

reasoning gap-activities: This activity involve extracting deriving some new information from given information by using inference or logical inference etc.

role-plays: Students plays different roles to represent a scene or exchange based on given information or clues.(p.18)

2.4.Teacher's perception about CLT approach:

90% of the teachers are practicing the combination of both CLT and GT in the classroom. In Bangladesh, majority of the English teachers are confused about CLT approach .Though they claimed that they have clear understanding about this method, they cannot apply it in their classroom. (Penheiro.2015, p.157)

Survey shows that 70 percent of the respondent think that memorization of answers are necessary to learn a language .On the other hand 87 percent of the respondents states that teachers should have the control over the class. Both the role facilitators and instructors eliminate each other. The role of instructor is giving instruction and the role of facilitators is providing opportunities. These two different beliefs make a classroom where no method is being applied properly. On the others teachers spend most of their allocated time for giving lectures and instructions as there is no time for practicing language skills. They just give lectures about grammatical rules. In the interview, the teacher has said that students are also interested to see the teachers as an information provider not as participant. This Situation is also a hindrance for applying CLT in classrooms.(Penheiro.2015, pp.156-157).

It is reported that 80% of Bangla medium teachers who teach English have been trained on CLT and the remaining 20% have some other professional training. Among the English

medium school teachers, only 16.67% have training in CLT approach and the remaining 83.33% teachers have no training at all. Teachers are not trained properly and that is why their understanding about CLT approach is not clear. Every teachers should have a clear conception so that they can apply it in their practice. (Haider and Parvin, n.d. p.57)

2.5.Learner's perception about CLT Approach:

Ansery (2012) said that as the importance is 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 objective learning. Learners should contribute as much as they gain, and thereby learn in an independent way. They interact within the groups and within the classroom. (pp.63-64)

Still they are not comfortable with the CLT approach. Teachers are not introducing themselves with communicative activities. Rather, students are taught by the teacher with GTM because there are less opportunities of practicing language skills. Ahmed (2013) said that The learners of CLT classroom are still treated as the learners of GTM and they have few opportunities to demonstrate and enhance their own experience of their practices of language from which they could realize their lacking of grammatical competence. There are several communicative activities (e.g. role play, interviews, games, language, exchanges, surveys, pair work etc.).However, these learning activities are rarely offered to the learners.(p.1331)

Chowdhury and Haider (2012) said that most teachers held the view that traditionally, learners in Bangladeshi schools are the passive receivers of knowledge and the learners believe that they have nothing much do, as their teacher is responsible for doing everything. According

to the teachers, in a culture like this, the learners feel shy and reluctant to speak out. Moreover, some teachers admit the fact that learners are not encouraged by teachers to ask questions and they always feel insecure and helpless about making mistakes. Therefore, learners prefer it to keep silent and listening to their teachers most of the time. (p.18). This type of attitude is not helpful for implementing CLT. Learner should participate in the classroom and the teacher should make a perfect environment for making them comfortable.

2.6. Culture and Challenges of CLT in future:

Researchers sometimes cannot resolve the reason behind learning a foreign language of a learner as well as oversight a learner's cultural-national background. There are different methods regarding different learning objectives that are why one specific method is not suitable for a specific learner. Different socio-cultural background may demand for different learning method. For a learner, the reason for learning a second language can be divided into two types: firstly, learning a foreign language for daily use and the other one is learning a foreign language for academic use. Learner who wants to learn a foreign language for daily use can avoid strict grammar rules and sentence structures. For academic oriented purpose, learners have to emphasize on both CLT and SLT because they have to give importance on both communicative competence and accurate use of the language. (Ju, 2013, p.1582)

Many people have expressed their opinion about the current situation of CLT in Bangladesh. Kirkwood and Rae (2011) said that in a country like Bangladesh where students cannot speak English comfortably, CLT will be unsuccessful as it is a new English curriculum (as cited in Rahman, 2015, p.94). Abedin, Mojlis & Akter (2009) mention that CLT exists only in the curriculum but there is no realistic implementation in both inside or outside in the classroom

((as cited in Rahman, 2015, p.94).So, there is no satisfactory consequences of CLT in Bangladesh. There are many reasons behind this consequence. These are-students are not enjoying textbooks, four language skills are not exercised in class, students do not have any opportunity or interest to consult their teacher outside the class, absence of technology in class and students are not motivated to speak in class (Ahmed,2013,p.1322). The actual implementation of CLT will make differences in terms of both learning and learners which is absent in Bangladesh.

Chapter 3: Research Methodology

3.1. Introduction:

This section of the paper contains the research methodology which was followed by the researcher in order to conduct the research. Both research methods and techniques are presented in this section. Moreover, a detailed discussion on has been included in this section.

3.2. Research Questions:

The main goal of the study is to match between the practice and philosophy of CLT in both streams of education. The study is to discover-

1. What are the differences between the features of CLT that both Bangla and English Medium School follow?
2. How do the materials differ in both Bangla and English medium School?
3. Compare between the practice or implementation of classroom activities in Bangla and English Medium School.

3.3. Sampling of the Study:

For my study, I have selected 6 schools from both English Medium School and Bangla Medium School. Three of them were Bangla Medium School and three of them were English Medium School. The numbers of the teachers were 10 and the numbers of the students were 185. The participation and co-operation among the respondents were appreciable. They were very helpful.

Samples of the survey are presented below:

Table 1: Samples for the survey

Type	Number
1. Students' questionnaire	185
2. Teachers' questionnaire	10

Institution wise numbers of student and teacher respondents are given below:

Table 2: Detailed Sampling Plan

Institution	Teachers No.	Class	Students no.
1. School A, Dhaka	2	eight	40
2. School B, Dhaka	2	seven	35
3. School C, Dhaka	2	ten	41
4. School C, Dhaka	2	Eight	23

5.School E,Dhaka	2	six	22
6. School F,Dhaka	2	ten	24

3.4 Methods of Data Collection

The main aim of the researcher was to acquire complete comprehension about the present scenario of CLT by gathering information through questionnaire and observation. In a statistical survey, the researcher has to depend on numbers or statics as it is the main discipline of statistical survey. By doing survey, the researcher started to collect various types of data which gives an idea about the difficulty or problem. In terms of observing class, the researcher wanted to observe several classes but because of the limitations of the school's authority, the researcher got a chance to observe one class only. Each class was for 45 minutes and 13 to 16 years old children were observed .Questionnaire for survey and classroom observation are considered as instruments.

3.4.1. Questionnaire:

Murgan (2015) said that organized designed and prepared questions are questionnaire that are to be answers by the participants in terms of forming general opinion for a current circumstances is called questionnaire. Questionnaire is used for gathering data as well as a frequent tool for inquiry. (p.268).In order to generate reasonable and logical outcome, the questions have to be

precise and definite. The researcher should ask the participants if they faced difficulty in understanding the questions. Careful observation should be provide in terms of designing the questions.(Mathers ,fox and hunn,2009,p.19)

Murgan(2015) mentions that for collecting opinions from the respondents, anonymous or unnamed nature of questionnaire helps the researcher to receive honest and direct responses. This sort of questionnaire increases the authenticity of data. On the other hand, anonymous sort of questionnaire can also dishonest responses and sometimes, it can be found time consuming for the respondents. (p.269)

3.4.2. Observation:

Observation is considered as the scientific view to the target of research which contains a methodical planned and recorded look at the subject of the study. The observer can obtain information by the help of direct observation without inquiry of the respondents. It is based on if the behavior of the respondents is being observed as if occurs after the fact. The major kinds of observation include Participant and non-participant and Obtrusive and unobtrusive observation. The main benefit of observation contains its directness that helps to acquire information accompanied by the methods including questionnaire and interview. Directness allows the observer to inspect the situation under study and gives direct information about the current situation. It supports the independence of the respondents. There are disadvantages of observation too. It is time consuming as well as it is not possible to note down everything about

observation when the observer is in the act of participating as well as unexpected circumstances can stand in the way of observation task.(Murgan,2015,pp.271-272)

3.5. Procedure:

In this research, data was collected from six schools including both Bangla and English Medium schools. This data was gathered following the Present scenario of CLT and the researcher had to take permission from the principle and class teachers. In the beginning, the researcher made the participants relaxed by explaining that the data was for research purpose and their response should contain their own opinion. The researcher distributed the questionnaire and he explained the questions to make it clear to the participants.

3.5. Participants and setting:

In this study, both the teachers and students were given a questionnaire about the present scenario of CLT. The researcher observed six classes from both streams. Three classes were observed from three Bangla Medium Schools and the other three classes were from three English Medium Schools. The participants of this study were ten teachers and about 185 students. There were five teachers from Bangla Medium School and five teachers of English Medium Schools. All the teachers and students filled up the questionnaire. There were 25 questions in the questionnaire and both teachers and students took 15 to 18 minutes to fill up the questionnaire. The educational background of the teachers was not same as they were the teachers of different streams. The researcher explained all the questions to the students of both streams after providing them the questionnaire so that he can get correct answers. Two instruments were used

to gather data for this study includes: a questionnaire and classroom observation. The goal of observation was to investigate whether the teachers from both streams follow CLT and employ activities in the classroom and compare their teaching to get a satisfying outcome by the survey. For ensuring a better understanding of the research problems, both qualitative and quantitative approaches were operated the researcher

3.7.Pilot Study:

A pilot study is considered as a mini type of a full scale study and a pretesting of a particular research instrument such as questionnaire or interview. It is an essential study of a good study design and increase the probability of success. The benefit of administering a pilot study is to get advance caution about where the main research could fail or whether proposed methods or instruments are unsuitable or difficult (Edwin and Vnora, 2002, p.33)

For judging the feasibility of the study were examined by conducting a pilot study with a teacher and a student. The aim of the pilot study was to inspect if there were any difficult term in the questionnaire and if they faced any difficulty to understand any question from the questionnaire. The researcher replaced the difficult term with the easier one as well as changed the question pattern to make it understandable to the respondents. This pilot study helped the researcher to complete the study successfully.

3.8.Nature of the research:

3.8.1. Qualitative Method and Quantitative method

Taylor (2005) said that quantitative research is based on scores and measures that provide numerical data. On the other hand, qualitative methods tell that word (verbal, narrative and descriptive) could be applied as successfully as numbers as well as that design could be adjustable rather than operating the standard experimental format. This method can be regarded as a valid technique for supervising research. Data collection and validation includes in-depth open ended interview, direct observation and written documentation (i.e. questionnaires, personal diaries and program records.(p.4)

This research employed both qualitative and quantitative research methods. Before collecting the data, all features of the study were carefully planned and designed. In the questionnaire of both teachers and students, their feedback was taken very attentive and this attention helped a lot to produce authentic and rich data. To examine research questions correctly and perfectly, the researcher planned to analyze data very carefully for reaching to a accurate result of the study. The researcher retained the data of both English Medium Schools and Bangla Medium School separately to monitor the differences. For investigating the present scenario of CLT in Schools, the researcher used questionnaire. This falls under quantitative research. The researcher's goal was a full explanation of collecting data, examine or analyze data and interpret data. Classroom observation provides the researcher more information about the present scenario of CLT in both streams of education .So, the researcher observe every classes from where he collected data. And this falls under qualitative research

3.9 Data Analysis

After collecting data, the researcher has to analyze the data. Qualitative data were examined individually and quantitative data were analyzed for recurrent concerns. To operate the procedure of quantitative data, descriptive statistics and graphics had been used. The data were analyzed after this procedure. In the second phase, each participant's response collected from data including the Likert scale questionnaire was organized for giving a synopsis of the data.

According to Seliger and Shohami (1989), the mean score is the sum of all scores of all subjects in a group divided by the number of subjects, $[X = \sum X/n]$ (p.215). The researcher has added the scores of every item and the overall scores was divided by the number of the subjects.

The processes of counting mean score assure the researchers of the average performance of a team in terms of any activity. The researcher can come to a conclusion by shortening the huge amount of data. For the researcher, the result of overall performance is very important information. (Seliger and Shohami, 1989,216)

Chapter 4: Findings and analysis

This section of the paper will present the results and findings of the study.

4.1.1 Findings from the questionnaire

A questionnaire was made to compare the present scenario of CLT in both Bangla Medium School and English Medium School.

(The interpretation key of teachers' and students' attitude is: 1.00-2.25 = negative attitude, 2.26-3.00 = not satisfactory, 3.01-4.25 = satisfactory and 4.26-5.00 = very satisfactory.)

- **Features of CLT focusing on communicative competence**

Table 1**(BanglaMedium)**

No.	Statements	Mean score		Mean Score
		Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
1	Teacher focuses on functional skills to teach various underlying structures. (For example: teacher will tell about any past experience and use past tense while explaining.)	3.09	4.80	2.66

(English Medium)

No.	Statements	Mean score		Mean score
		Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
1	Teacher focuses on functional skills to teach various underlying structures. (For example: teacher will tell about any past	4.07	4.40	2.3

	experience and use past tense while explaining.)			
--	--	--	--	--

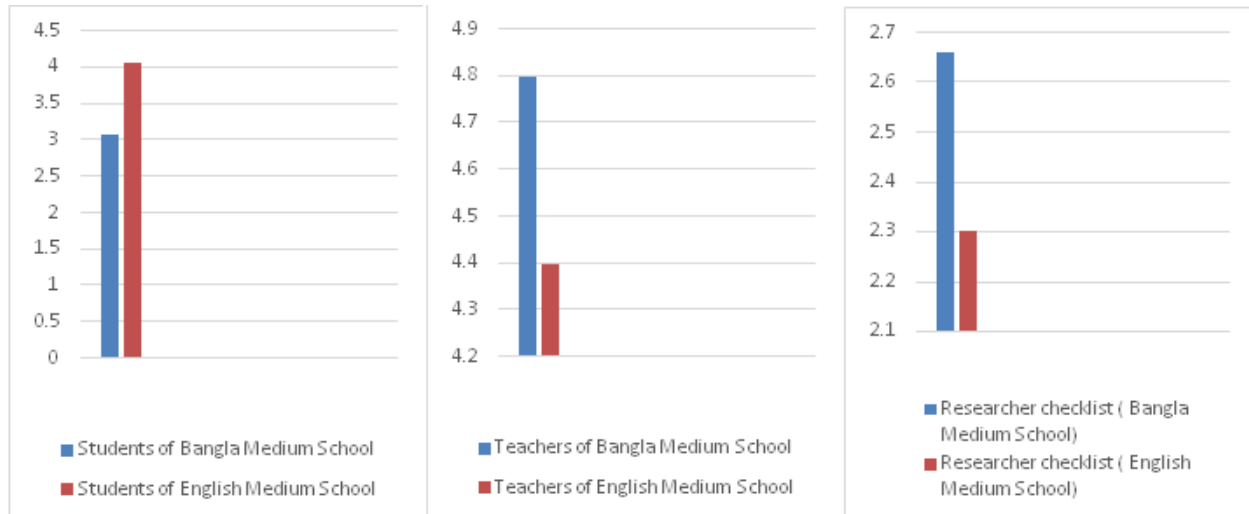


Figure 1: Teacher's focus on functional skills

After comparing three bar charts from students, teachers and researcher points of view, the result shows differences among their opinion. According to the teachers of both Bangla medium School and English Medium School, they focus on Functional skills in terms of teaching different underlying structures. On the other hand, the researcher does not give his consent to their judgments. The researcher observed that teachers were explaining grammatical structures in his lectures. In the beginning of their lectures, they did not use any explanation to make a link with the grammatical structures.

Table 2

(Bangla Medium)

	Mean score	
--	------------	--

No.	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
2.	Teacher helps students in continuing their response by using their own strategy if students get stuck in the middle of the conversation.	2.62	4.8	2.33

(English Medium)

		Mean score		
No.	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
2.	Teacher helps students in continuing their response by using their own strategy if students get stuck in the middle of the conversation.	2.84	4.2	2.6

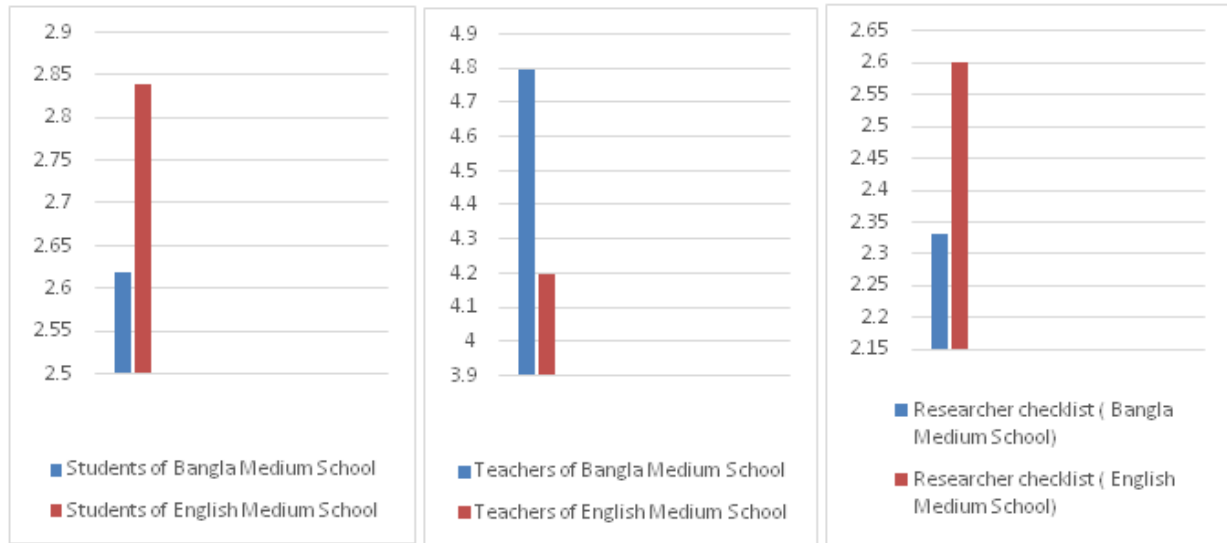


Figure 2: Helping the students to complete their responses

There are no similarities among the bar chart of the students, teachers and the researcher. In the questionnaire, the students Bangla Medium have expressed their dissent about the teacher’s assistance. On the other hand, English Medium students are satisfied with the aid of their teachers. Teachers always help them in continuing their feedback by giving them opportunities to apply own strategy rather than giving a particular suggestion. Thus, the students become more confident and it increases their curiosity. On the contrary, the researcher observed that the teachers remains busy with their lectures and do not give enough chances to express the imagination of the students by applying own strategy.

Table 3

(Bangla Medium)	Mean score	
------------------------	------------	--

No.	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
3.	Teachers teach how to talk in a certain situation.(for example: use formal English while speaking with teachers, use informal English while chatting with friends etc.)	3.30	4.2	3.90

(English Medium)

No.	Statements	Mean score		Observation Checklist Evolution
		Students' questionnaire	Teachers' questionnaire	
3.	Teachers teach how to talk in a certain situation.(for example: use formal English while speaking with teachers, use informal English while chatting with friends etc.)	4.11	4.8	3.16

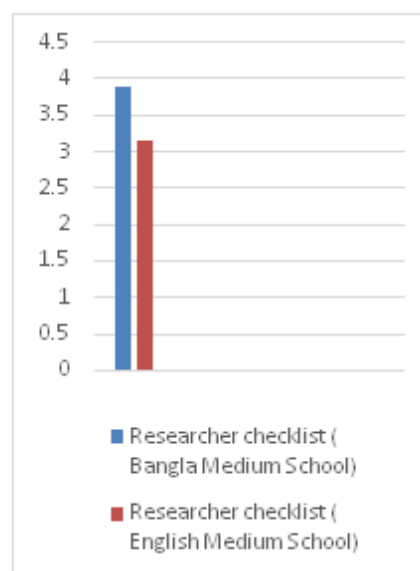
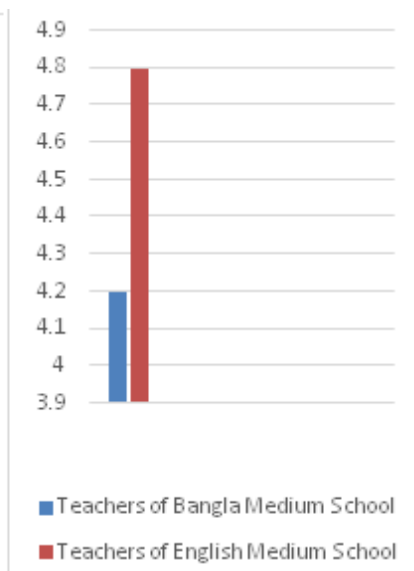
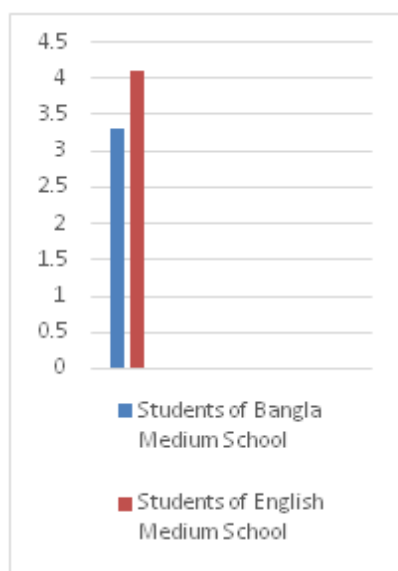


Figure 3: Teachers teach to talk in a certain situation

Students and teachers from both Bangla and English medium Schools have given same response in the questionnaire. According to the teachers of the two streams of education, they are careful about teaching the students to talk maintaining the right usages of words in terms of different context. The feedbacks of the students are also same. The Observer gives his stance for two medium and observes the same scenario in the classes. The result came though questionnaire is satisfactory for both medium.

Table 4

(Bangla Medium)		Mean score		
No.	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
4	Teachers teach techniques to talk in a new situation (for example: understand the situation before starting conversation).	4.71	3.22	2

(English Medium)

		Mean score	

No.	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
4.	Teachers teach techniques to talk in a new situation (for example: understand the situation before starting conversation)	3.98	4.6	3.3

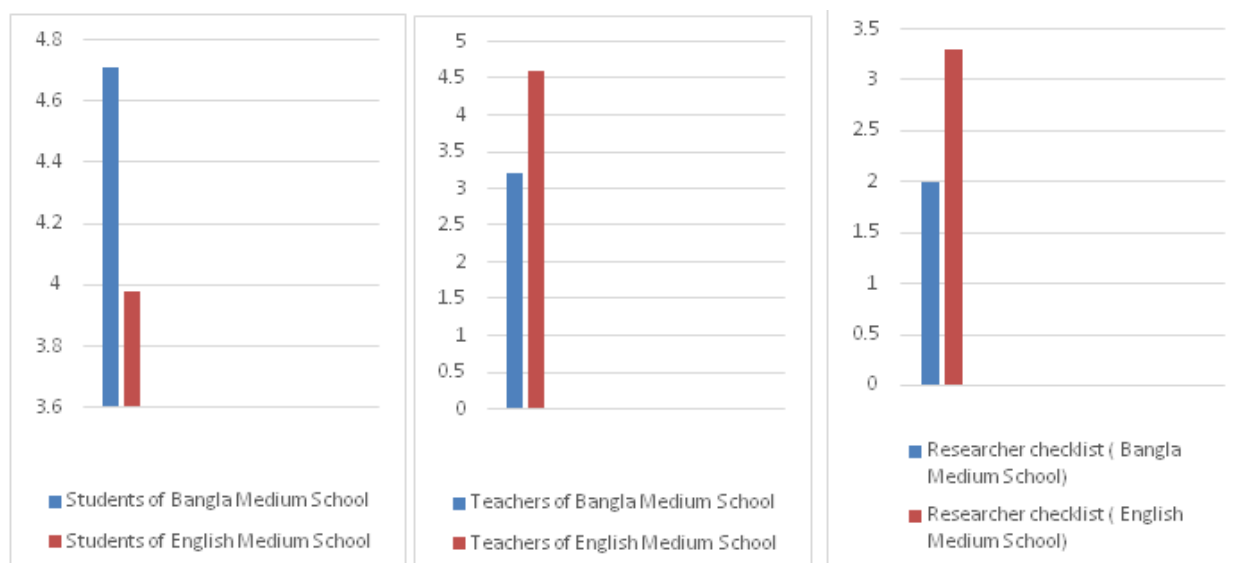


Figure 4: Teachers Teach techniques to talk in a new situation

Teachers of both medium are serious about their syllabus rather than focusing on teaching techniques to talk in a new situation. The researcher observed that teachers of Bangla medium did not explain about this issue. In the English medium, the scenario was a little bit different from Bangla Medium. On the other hand, Students and teacher from both medium have shown their positive response in the questionnaire.

- Teaching materials in CLT

Table 5**(Bangla Medium)**

N o.	Statements	Mean score		Observation Checklist Evolution
		Students' questionnaire results	Teachers' questionnaire results	
5.	Sometimes teacher gives lectures and ask students to give their point of view that makes classroom interactive rather than following text Books. (For example: student-teacher interaction, student-student interaction).	4.46	4.4	4

(English Medium)

No .	Statements	Mean score		Observation Checklist Evolution
		Students' questionnaire results	Teachers' questionnaire results	
5.	Sometimes teacher gives lectures and ask students to give their point of view that makes classroom interactive rather than following text Books. (For example: student-teacher interaction, student-student interaction).	3.86	4.2	3.10

--	--	--	--	--

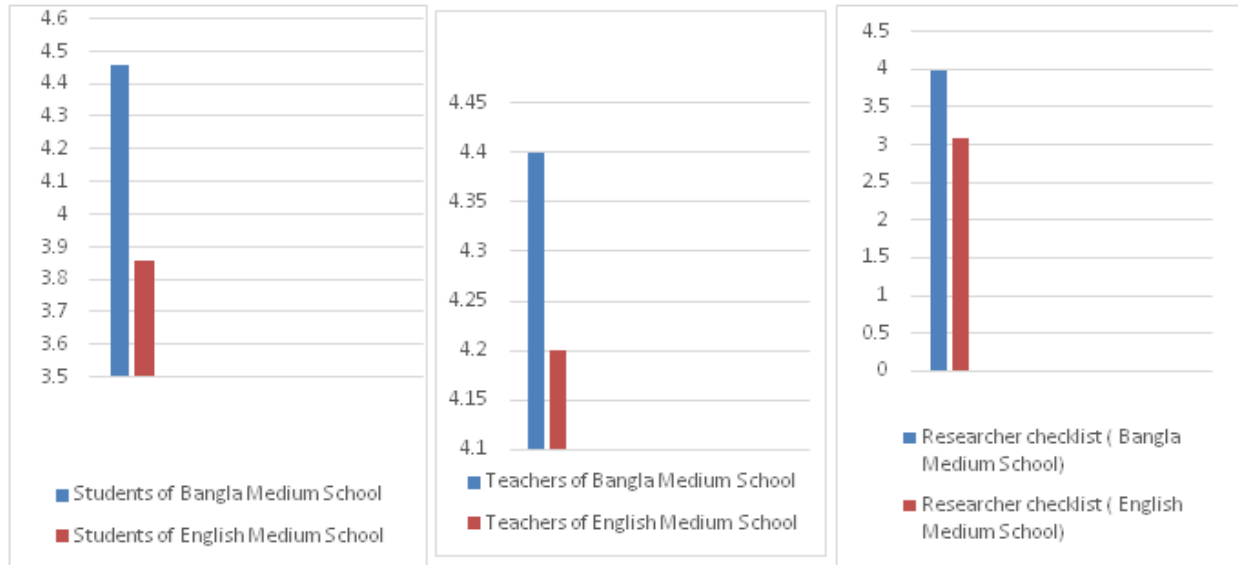


Figure 5: Teachers ask about the opinions of the students

There is no gap between the comments of both teachers and the students. The observation of the researcher also shows the same result. Teachers of both medium commented that they ask for the students’ point of view after explaining a topic. In the class, the researcher observed that teachers wanted to know about their perspectives. A few students showed their curiosity and others refused to say anything. Though teachers want to hear from students, the class duration does not allow completing this session properly.

Table 6
(Bangla Medium)

Mean score	
------------	--

No .	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
6.	Text books contain real life examples (for example, conversation between two friends, conversation between student and teacher, conversation between patient and doctor etc.).	3	2.6	1.6

(English Medium)

		Mean score		
No .	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
.6	Text books contain real life examples (for example, conversation between two friends, conversation between student and teacher, conversation between patient and doctor etc.).	2.8	2.9	1.3

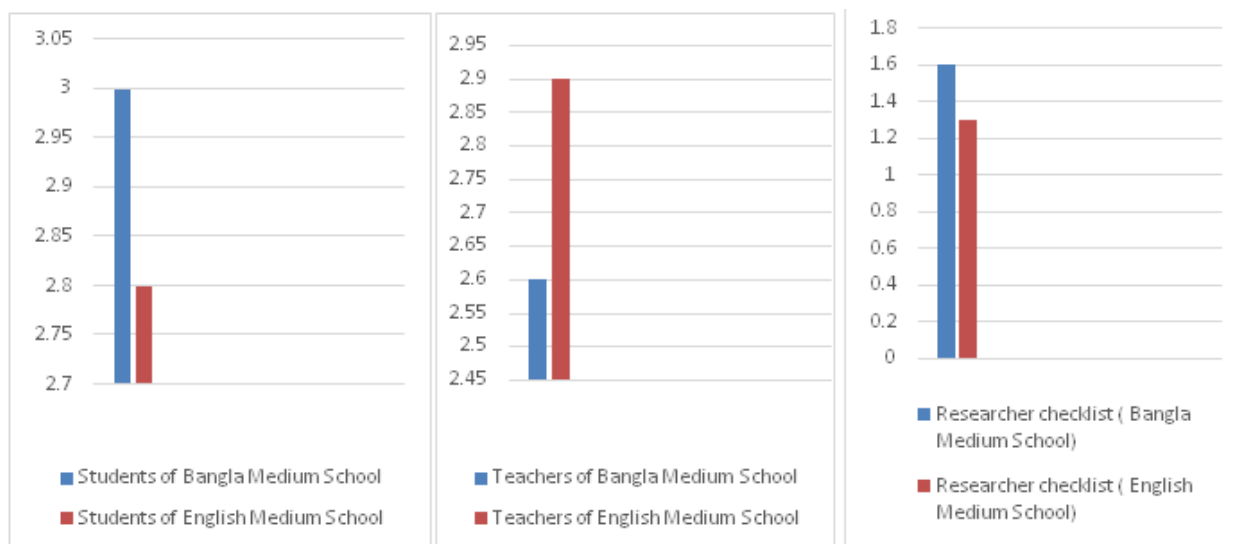


Figure 6: Text books contain real life examples

The result of the comparison among the three bar charts of the students, teachers and the researcher are same. Text book of both medium does not contain any real life example. The researcher asks both the teacher and the students about the text book. They replied negatively that text book contains only topic based examples. There are no examples from real life event. Examples from real life can work as a powerful motivator and learners can relate those examples with the text which increases curiosity of the students. However, text book focuses on only academic explanation.

Table 7

(Bangla Medium)		Mean score		
No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
.				

7.	Wide varieties of materials are used by the teachers for the students(for example: listening to a conversation, watching a video, students reading articles to find answer to given questions, writing a summary of a video clip etc.)	1.65	1.2	2
----	--	------	-----	---

(English Medium)		Mean score		
No.	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
7.	Wide varieties of materials are used by the teachers for the students(for example: listening to a conversation, watching a video, students reading articles to find answer to given questions, writing a summary of a video clip etc.)	2.33	2.3	1.3

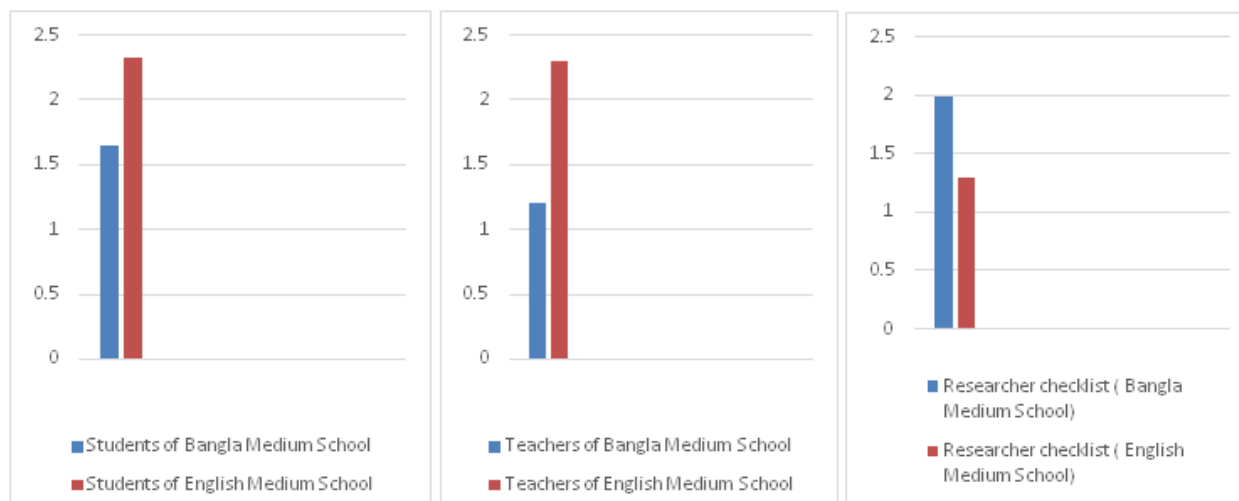


Figure 7: Wide varieties of materials are used in the classroom

After completing the observation, the researcher discloses the fact that use of materials is less in both Bangla and English medium Schools. The teachers are also accepting that they are not able to use varieties of materials in the classroom. Tomlinson(2003) suggested to use materials in the classroom and said that the use of materials in the classroom help to link the reality of language classroom and the theories. To fulfill the need of the whole class, use of materials is important.(p.73)

Table 8

(Bangla Medium)		Mean score		
No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
8.	Syllabus focuses on the four skills (speaking, reading, writing, listening) and organize the materials for the students	3.45	4.2	1

(English Medium)		Mean score		
No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
8.	Syllabus focuses on the four skills (speaking, reading, writing, listening) and organize the materials for the students	3.67	4.00	2.3

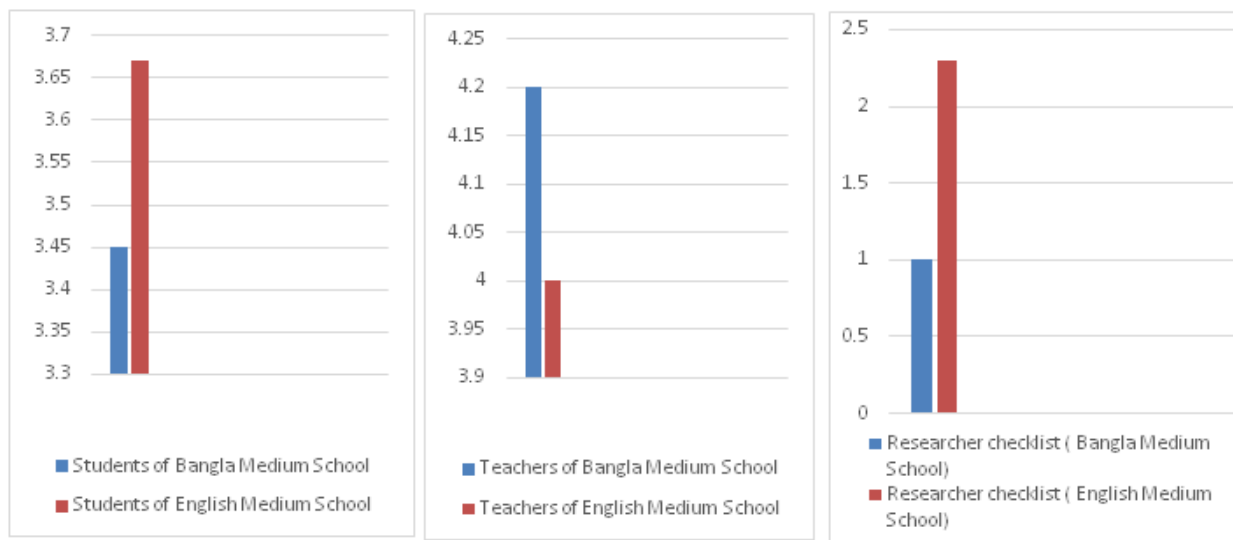


Figure 8: Syllabus focus on the four skills

Students feel more comfortable when their syllabus focus on four skills rather than practicing four skills along with the school syllabus. Students of both medium react positively in the questionnaire. Comparatively, English medium students agree with the statements more than Bangla medium school. Teachers also agreed with the statement that their syllabus focuses on four skills. The observer did not give assent to their comments and reacts negatively.

- **Communicative Language Teaching and other methods in terms of classroom techniques:**

		Mean score		
No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
.				

9.	Teaching a language for communication is more important than teaching grammatical structure (for example: I <u>go</u> to school, this sentence is in present tense. Teacher first give examples than teach grammatical structure)	4.44	4.6	2.5
----	---	------	-----	-----

(English Medium)

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
9.	Teaching a language for communication is more important than teaching grammatical structure (for example: I <u>go</u> to school, this sentence is in present tense. Teacher first give examples than teach grammatical structure)	3.86	4.2	2.8

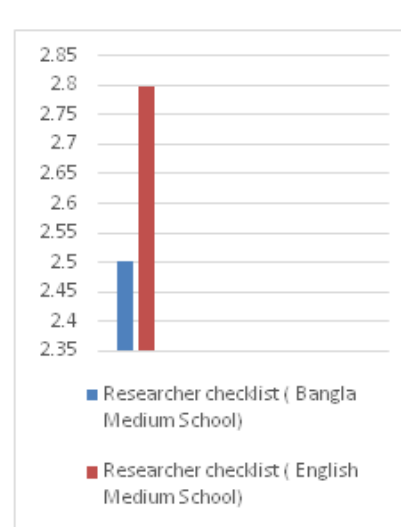
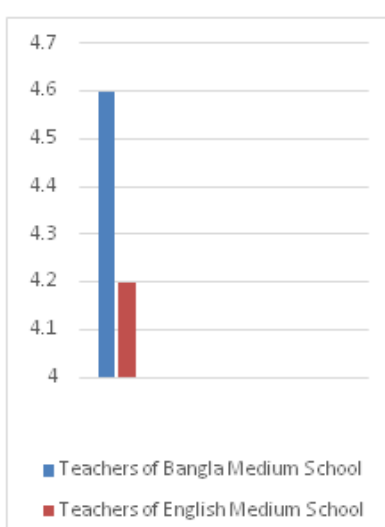
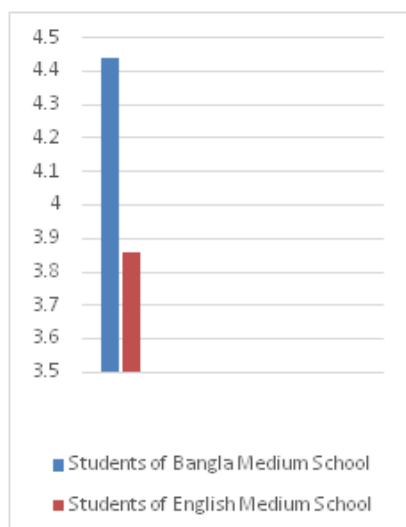


Figure: Importance of teaching a language for communication

Researcher got information from the questionnaire of students and teachers of both mediums that they are supporting the statement. On the other hand, the result from the observation is completely different. The observer observed that the teachers of both mediums teach grammatical structures rather than giving importance on communication. They do not put emphasis on teaching how to communicate by learning grammatical structures.

Table 10

(Bangla Medium)

No	Statements	Mean score		Observation Checklist Evolution
		Students' questionnaire results	Teachers' questionnaire results	
10.	Teacher provides different types of meaning focused activities (e.g. role play, information gap activities etc.) in the classroom.	2.47	4.6	1.66

(English Medium)

No	Statements	Mean score		Observation Checklist Evolution
		Students' questionnaire results	Teachers' questionnaire results	

10.	. Teacher provides different types of meaning focused activities (e.g. role play, information gap activities etc.) in the classroom.	3.41	4.2	1.6
-----	--	------	-----	-----

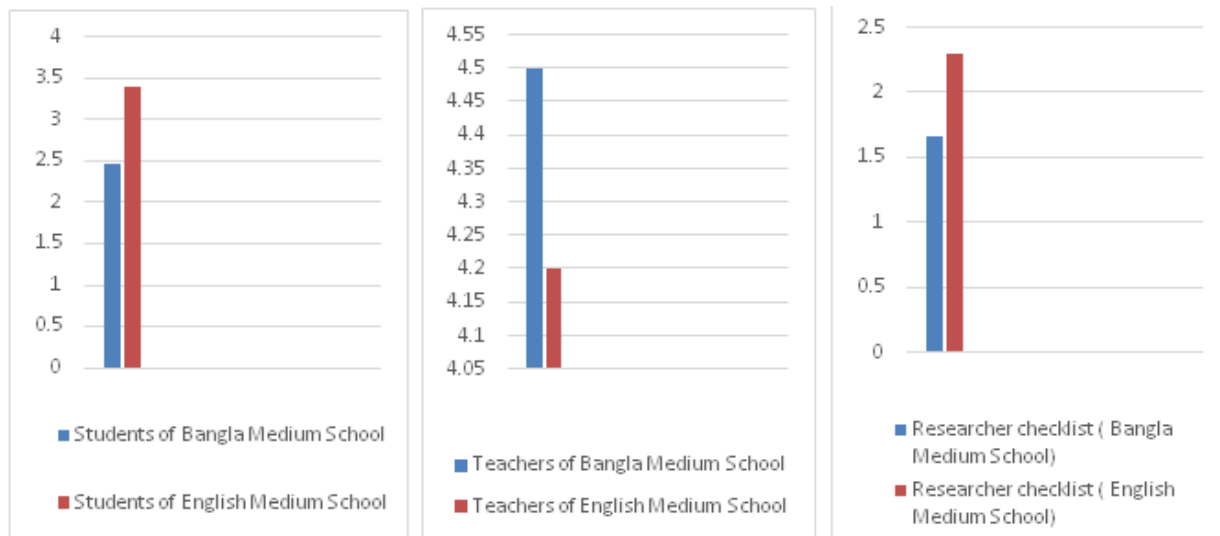


Figure 9: Use of meaning focused activities

The information given by the teachers and students has no similarity with the information of the researcher. Bangla medium students said through the questionnaire that meaning focused activity is completely absent in the classroom. It is true that learning through participation in the activity increase communication within students but teachers are not arranging any activity. Ellis (2003)

suggested that Teachers should design the tasks in such a way that will help the learner to become aware of evaluating their own learning style and strategies.(p.32)

Table: 11

(Bangla Medium)		Mean score		
No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
11.	Students play different roles imitating real life communication.(for example: student may become a bookseller, students may become a driver etc.)	2.48	3.6	2.33

(English Medium)		Mean score		
No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
11.	Students play different roles imitating real life communication.(for example: student may become a bookseller, students may become a	2.84	4.8	2

	driver etc.)			
--	--------------	--	--	--

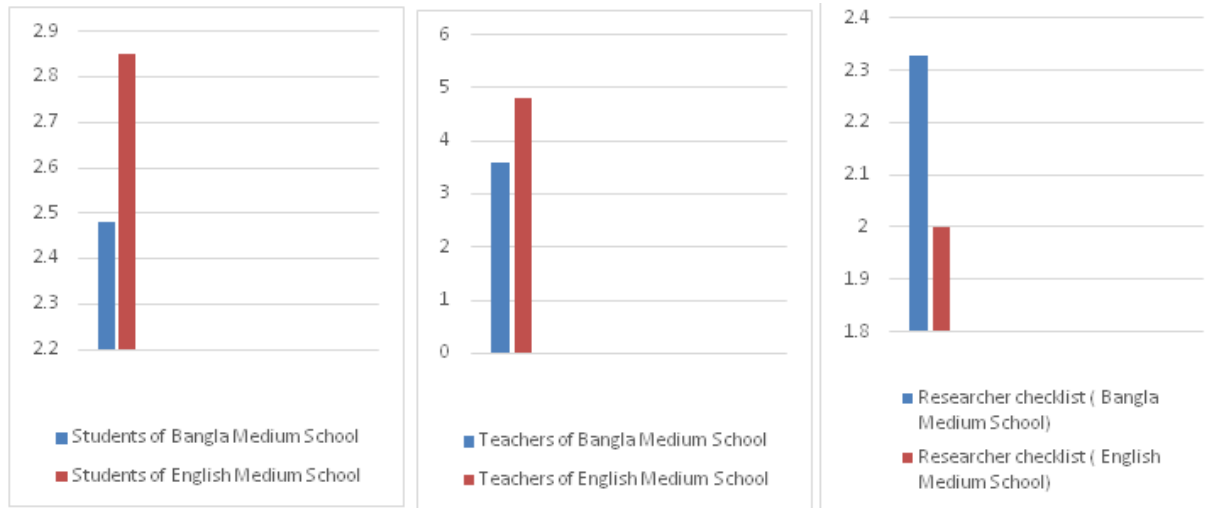


Figure 11: Playing the role of different characters imitating real life communication

By playing the role of real life character in the classroom, Student’s interest increases to take part in the activity. Students can understand a situation from different perspectives. Here is a little gap between the comments of the students and the researcher’s observation. They commented that students are not playing any roles imitating real life communication. Laddouse (1987) suggested the teachers to encourage the students for playing the roles of the real life because it will help to improve the imagination of the students.(p.13)

Table 12

(Bangla Medium)	Mean score	
------------------------	------------	--

No .	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
12.	Teachers provide pictures /maps/puzzle to conduct an activity.	1.86	3.6	1.66

(English Medium)

		Mean score		
No .	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
12.	Teachers provide pictures /maps/puzzle to conduct an activity.	2.45	4.2	2

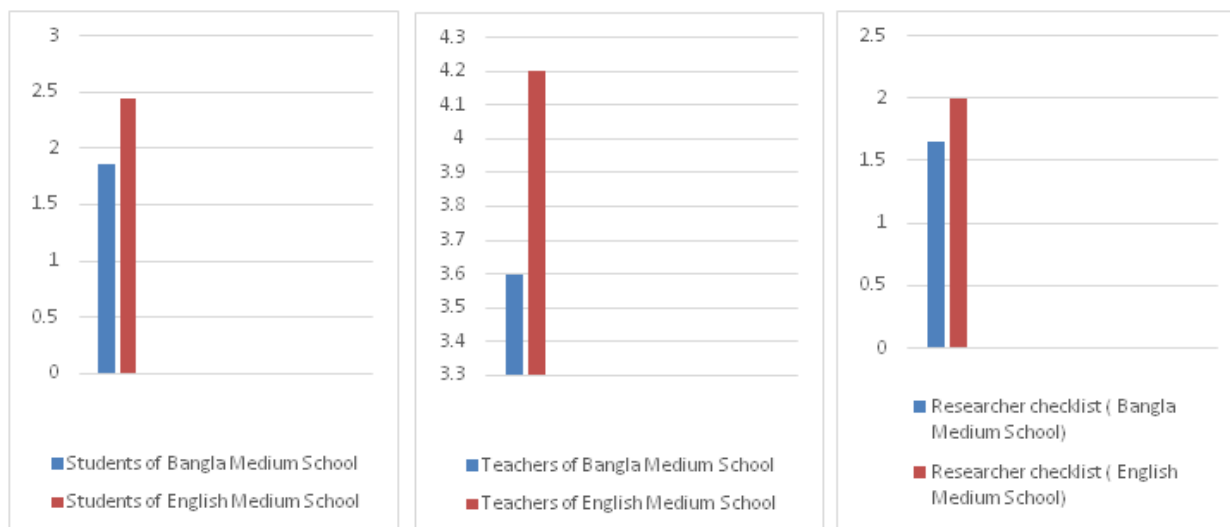


Figure 12 :Use of pictures/maps/puzzle to conduct an activity

Teachers of both medium said through questionnaire that they provide pictures/maps/puzzle to conduct an activity. On the other hand, both the observer and the students disagreed with the statements. The observer asked two students about this question after the class. They replied in the negative and said that they are not even introduced to any activity that requires pictures. Pictures helps students to make connection between word and the associated objects .It also helps the students to understand the context by relating with picture.

Table 13

(Bangla Medium)		Mean score		
No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
.				

13.	Students participate in sharing real information through presentation/interviews.	1.88	2.8	1.66
-----	---	------	-----	------

(English Medium)		Mean score		
No.	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
13.	Students participate in sharing real information through presentation/interviews.	3.62	4.00	2.66

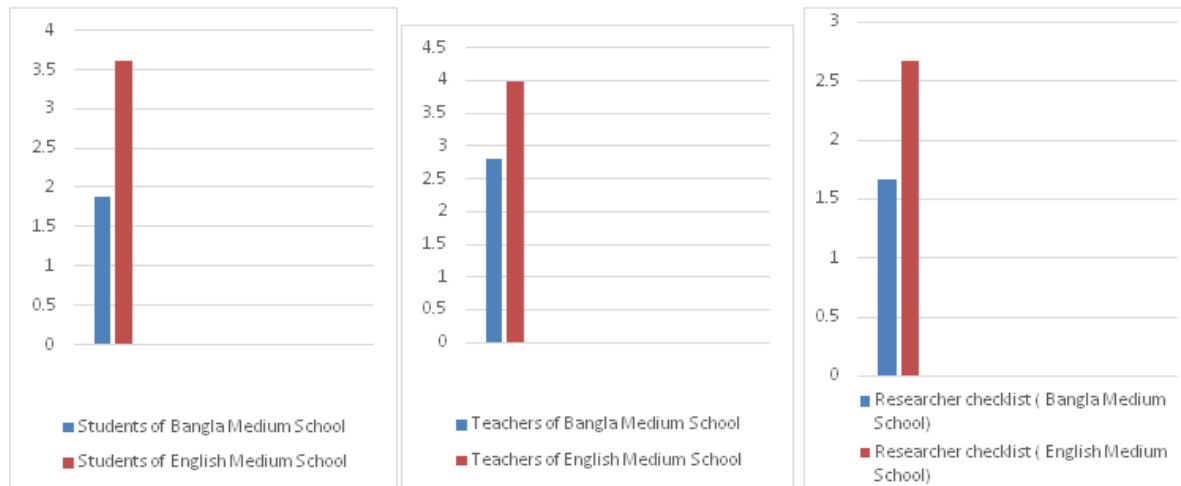


Figure 13: Participation in interviews and presentation

The result of two bar charts of both the students and teachers is completely different from each other. The students of Bangla Medium School affirm through the questionnaire that they do not participate in sharing real information through presentation/interviews and the teachers are also accepting this matter in the questionnaire. On the other hand, English medium students and teachers feedback is contradictory. However, the researcher observed same scenario in both mediums and his reaction is negative in the questionnaire.

Table 14
(Bangla Medium)

		Mean score		
No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
14.	Teachers employ group (task between two students) or pair work (task between more than two students)in classroom.	3.59	4	2.33

(English Medium)

		Mean score		
--	--	------------	--	--

No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
14.	Teachers employ group (task between two students) or pair work (task between more than two students)in classroom.	4.43	4.2	2

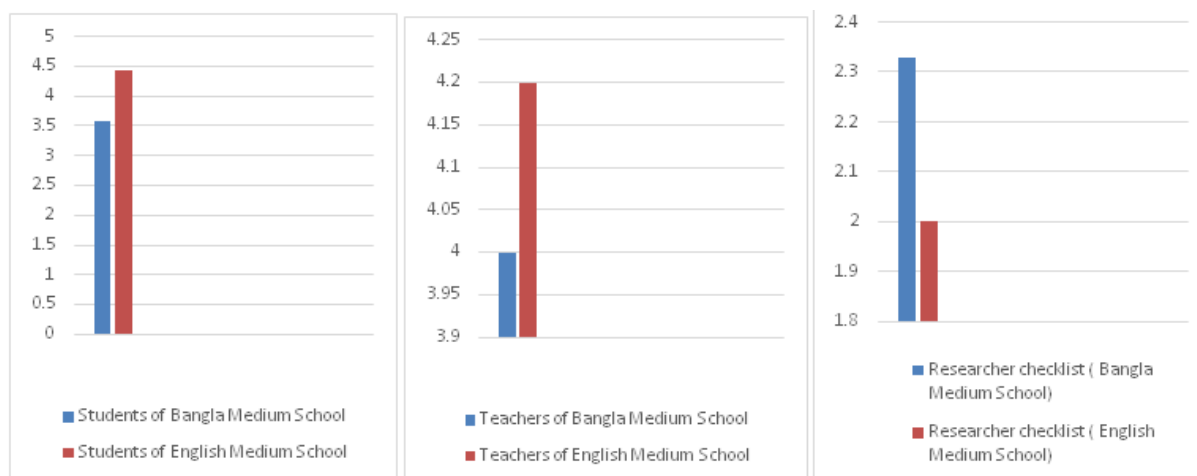


Figure 14: Employment of pair work and group work in the classroom

A student becomes confident to present him in front of the classmates by working in pair or group. It gives a sense of achievement .By comparing the charts, it is clear that both teachers of English and Bangla medium employ pair and group work. Students have also given same opinion through answering positively in the questionnaire. Nevertheless, the researcher opposed the statement .Lantolf (2000) suggested that teacher should arrange pair work and group work to

enhance classroom communication .Working in pair or group increases values in classroom practices. (p.296)

Table 15

(Bangla Medium)		Mean score		
No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
15.	Teachers change seating arrangement to suit different activities.	4.54	4.6	2

(English Medium)		Mean score		
No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
15.	Teachers change seating arrangement to suit different activities.	3.62	4.44	2.8

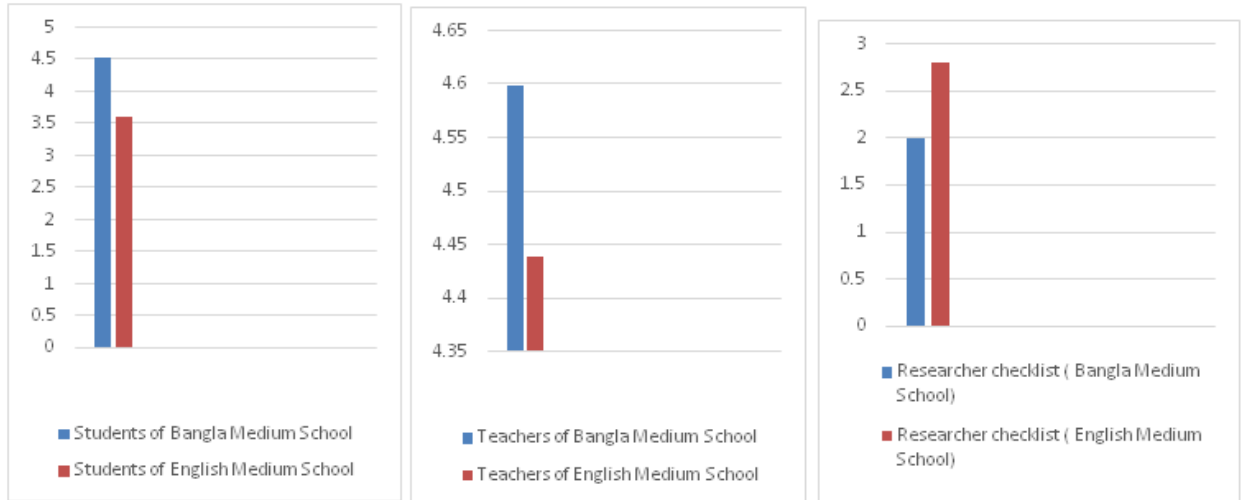


Figure 15: Changing seating arrangement to suit different activities

It is visible from the bar charts; both Bangla and English Medium Teachers change seating arrangement to suit different activities. Seating arrangements has an impact on the learning process and it is very important to maintain for conducting any activity in the class. The observer conveyed that there had been no presence of activities in the classroom .Therefore, there is necessity of changing seating arrangement that suits the activity. Brown (2014) said that seating arrangements allow group members to see each members that is helpful for conducting an activity.(p.32)

- **Teachers perception about the CLT approach**

Table 16

(Bangla Medium)

Mean score	
------------	--

No .	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
16.	Teachers create a communicative environment before starting a class(for example: teacher ask students about their weekend or ask them about the last class etc.)	2.59	4.3	4.6

(English Medium)

		Mean score		
No .	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
16.	Teachers create a communicative environment before starting a class(for example: teacher ask students about their weekend or ask them about the last class etc)	4.47	4.4	2.66

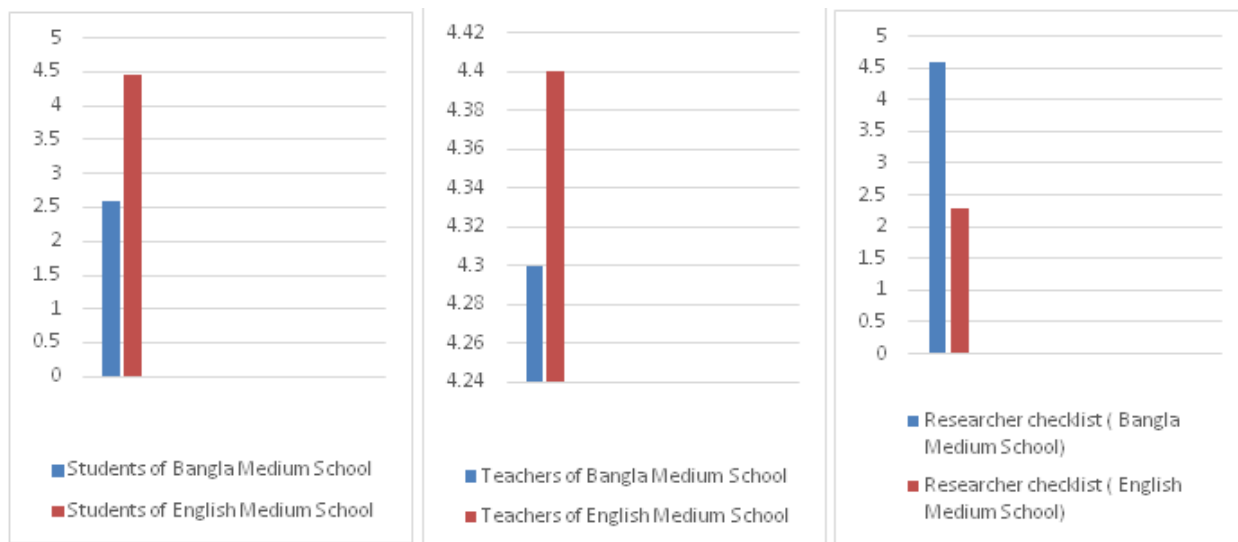


Figure 16: creating communicative environment in the classroom

Creating a communicative environment in the classroom is very important for the students to be connected with the lecture. Warm up session got less importance because teachers remain busy in preparing explanation and worksheet for the students. Teacher from both mediums said through the questionnaire that they start their lectures after completing the warm up session. Only the students of Bangla medium disagreed with the statement.

Table 17

(Bangla Medium)

No	Statements	Mean score	
		Students' questionnaire results	Teachers' questionnaire results
.		Observation Evolution	Checklist

17.	Teachers give enough effort on how to make a class communicative(for example: discuss with his colleague, ask students about their opinion ,do research to find a innovative way etc)	4.46	4.4	2.8
-----	---	------	-----	-----

(English Medium)

		Mean score		
No	Statements	Students' questionnaire results	Teachers' questionnaire results	Checklist Observation Evolution
17.	Teachers give enough effort on how to make a class communicative(for example: discuss with his colleague, ask students about their opinion ,do research to find an innovative way etc.)	3.98	4.6	2.9

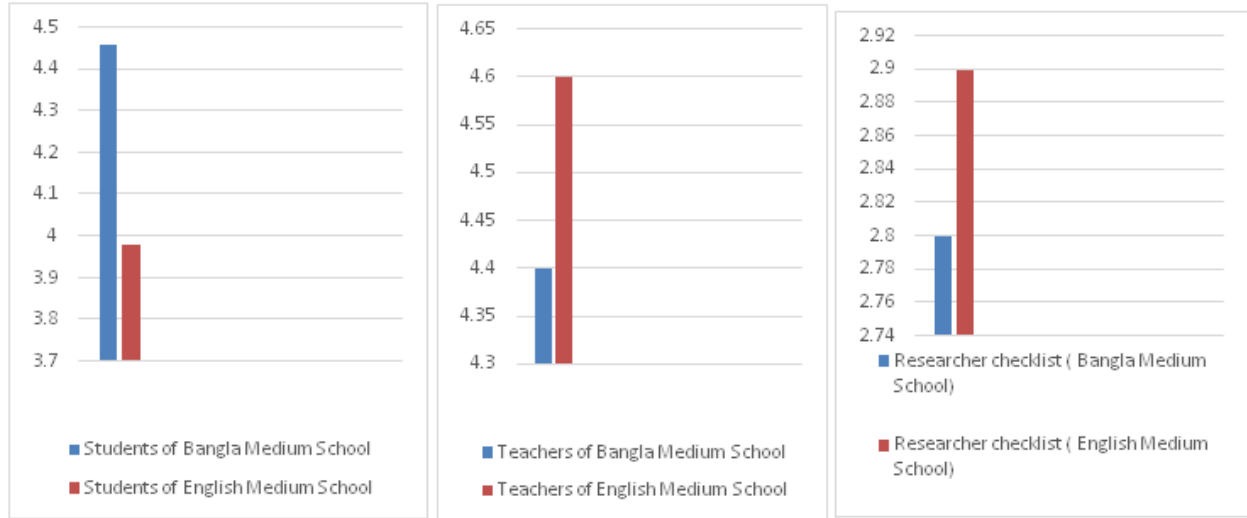


Figure 17: Teachers' effort in making a class communicative

A good teacher is an effective manager of the classroom and communicators. It depends on a teacher who can make a class communicative by adapting to a variety of learning styles. The researcher noticed that teachers do not give enough effort to make an interactive class and take any necessary steps but teachers and students were agreed with statement. Clarke and Silberstein (1977) said that teacher is necessary to resolve a language problem to make the adjustment with the strategies of that student with less intervention(as cited in Nunan, p.85)

Table 18

(Bangla Medium)

Mean score	
------------	--

No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
18.	Teachers only focus on the understanding rather than memorization (for example: teacher ask students what he/she meant by “Education is the backbone of the nation” to rather than memorizing it.)	4.76	4.6	2.5

(English Medium)

		Mean score		
No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
18.	Teachers only focus on the understanding rather than memorization (for example: teacher ask students what he/she meant by “Education is the backbone of the nation” to rather than memorizing it.)	4.28	4.2	2.3

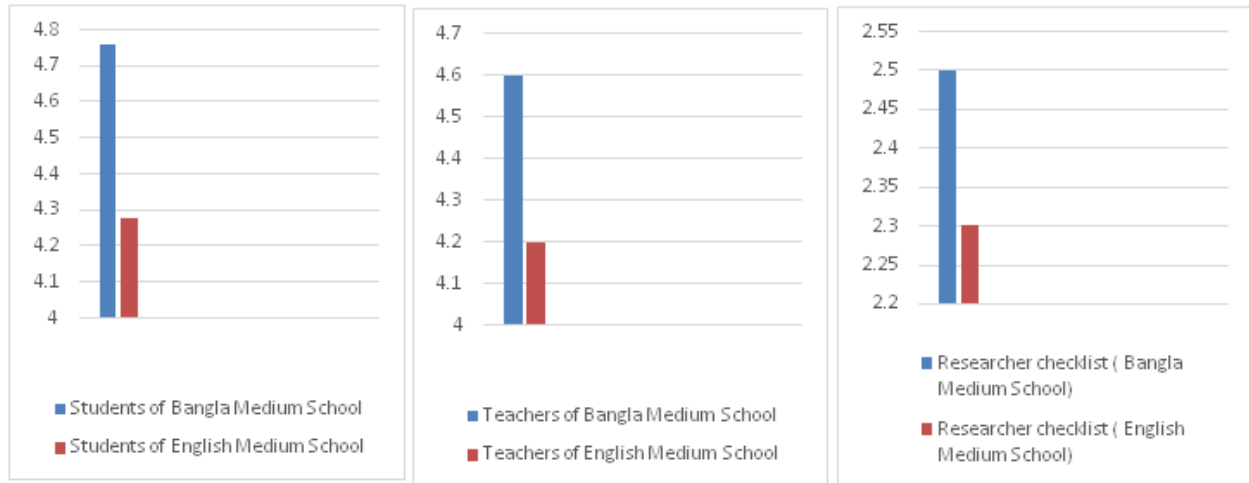


Figure 18: Teacher’s focus on memorization

There is clear dissimilarity between what teachers said through questionnaire and what they did in the class. The observer has seen that, in Bangla Medium School, Teachers asked students to memorize a paragraph and write it in the copy within 10 minutes. Similarly, in English Medium School, teachers asked the students to write the examples of a topic that he asked to memorize in the previous class. The scenario of both medium was same. This directly contradicts that teachers focus on the memorization though the students response were quite positive in the questionnaire

Table 19

(Bangla Medium)

Mean score	
------------	--

No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
19.	Teachers ask students to focus on grammatical rules both on academic purpose and daily use of English.	3.17	3.4	1.66

(English Medium)

		Mean score		
No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
19.	Teachers ask students to focus on grammatical rules both on academic purpose and daily use of English.	4.33	4.4	1.6

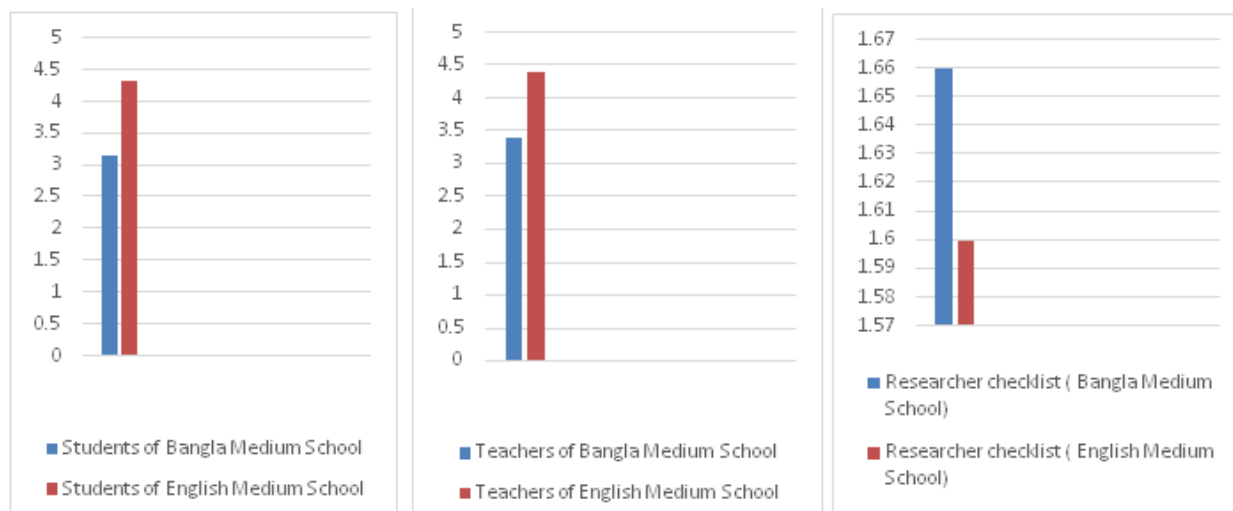


Figure 18: Focus on grammatical structures for both academic purpose and daily use of English

The result of two bar charts shows that both teachers and students of English Medium focused more on grammatical rules for both academic purpose and daily use than Bangla Medium School. The bar charts of the researcher for the two medium presents a different scenario. The observer is not satisfied and according to him, in classroom, teachers only focus on academic purpose of English. They did not talk anything from daily life that can be related to the grammatical structures.

- Learners perception about the CLT approach

Table 20

(Bangla Medium)	Mean score	
------------------------	------------	--

No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
20.	Students interact with each other in the classroom i.e. pair work discussion(discussion between two students), sharing information etc.	3.41	4.6	2

(English Medium)

		Mean score		
No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
20.	Students interact with each other in the classroom i.e. pair work discussion(discussion between two students), sharing information etc.	3.81	4.2	2.3

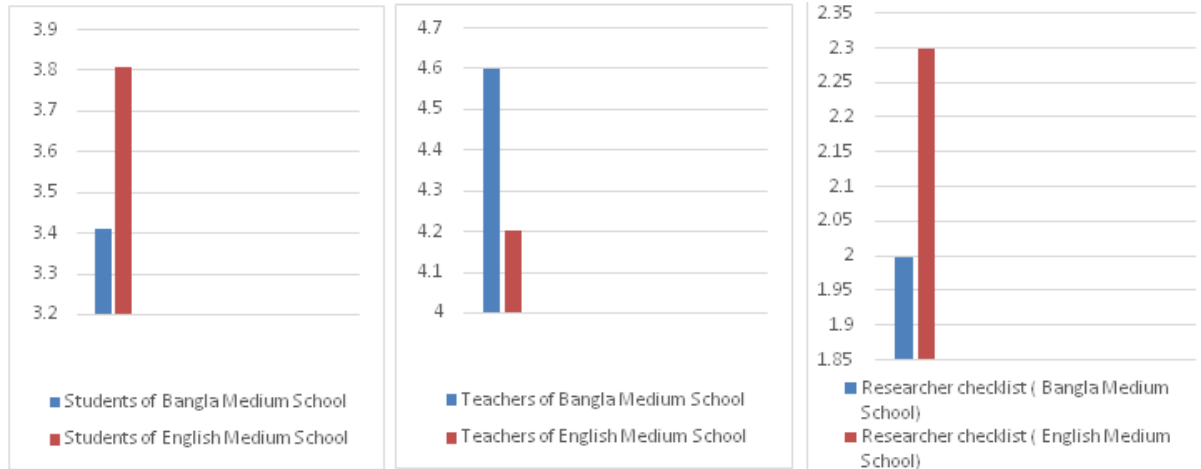


Figure 20: student's interaction in classroom

Students feel more relaxed by sharing information between pairs where they can present their own views and other will give value to their judgments. On the whole, it was noticeable for the researcher that students of both mediums do not interact with each other through pair work. However, in the questionnaire, students and teachers both respond in a positive way .Students and teachers of both Bangla medium were agreed and the another medium were entirely agreed with the statement.

Table 21

(Bangla Medium)

Mean score	
------------	--

No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
21.	Students give reply to teachers question enthusiastically.	4.57	4.00	3.3

(English Medium)

No	Statements	Mean score		Observation Checklist Evolution
		Students' questionnaire results	Teachers' questionnaire results	
21.	Students give reply to teachers question enthusiastically.	4.07	4.4	1.6

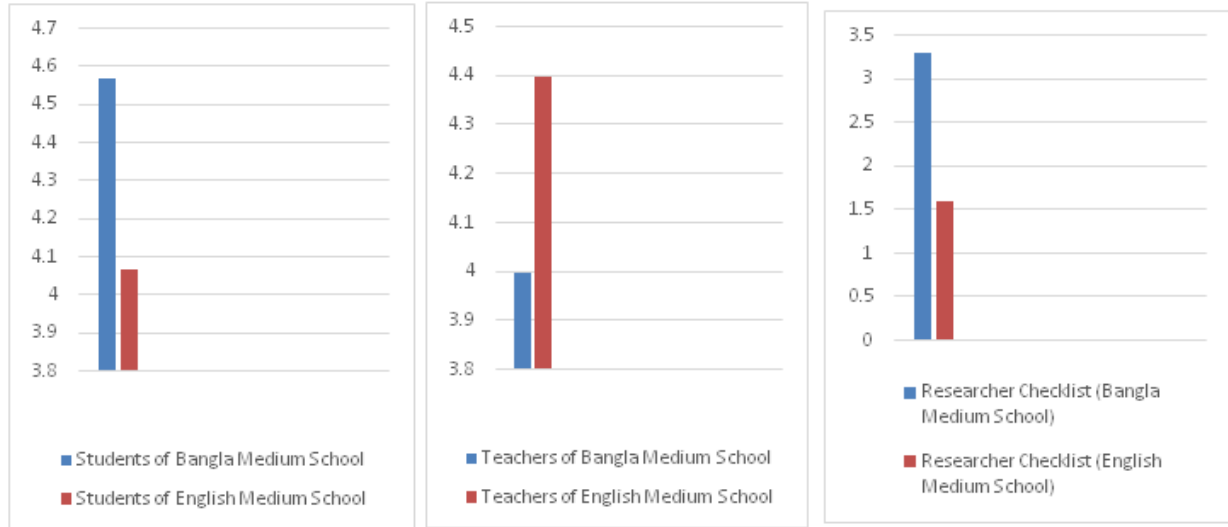


Figure 21: Students reaction on answering questions

By analyzing bar charts, it is clear that students from both medium are enthusiastic in giving reply to teacher’s question. In questionnaire, the teachers also gave the same response. On the other hand, the researchers observed that teachers were asking question in the bangle medium class but English medium teachers did not ask questions. Students were discussing among them and giving their standpoint only. There was no question answer session.

Table 22

(Bangla Medium)

	Mean score	
--	------------	--

No .	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
22.	Students react positively when the teacher teaches in a friendly way.	4.70	4.8	4.6

(English Medium)

		Mean score		
No .	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
22.	Students react positively when the teacher teaches in a friendly way.	4.56	4.6	4.5

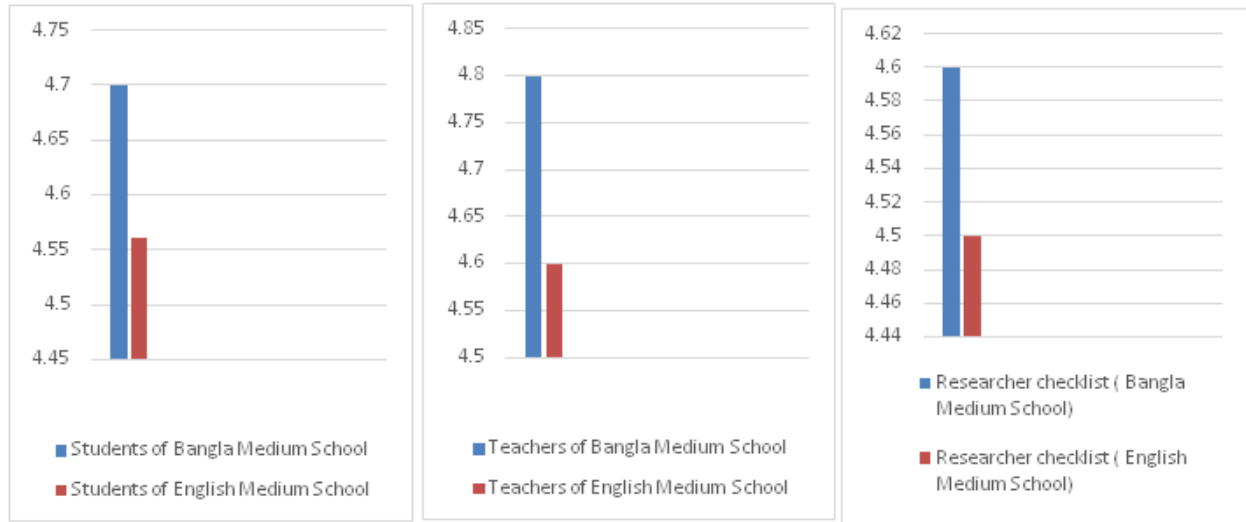


Figure 22: Student’s reaction on teacher’s friendly way of teaching

The researcher has witnessed classes from both medium where the teachers were very friendly. They gave the students enough opportunity to be relaxed in the classroom by their friendly behavior. The teachers and students have also indicated by their opinion that they are accepting the statement. Moreover, Students give their attention in the class if the teachers are not too strict.

Table 23

(Bangla Medium)

Mean score	
------------	--

No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
23.	Teachers ask students to correct each other's' mistake.	3.86	4.00	4

(English Medium)

No	Statements	Mean score		Observation Checklist Evolution
		Students' questionnaire results	Teachers' questionnaire results	
23.	. Teachers ask students to correct each other's' mistake.	4.26	4.8	3

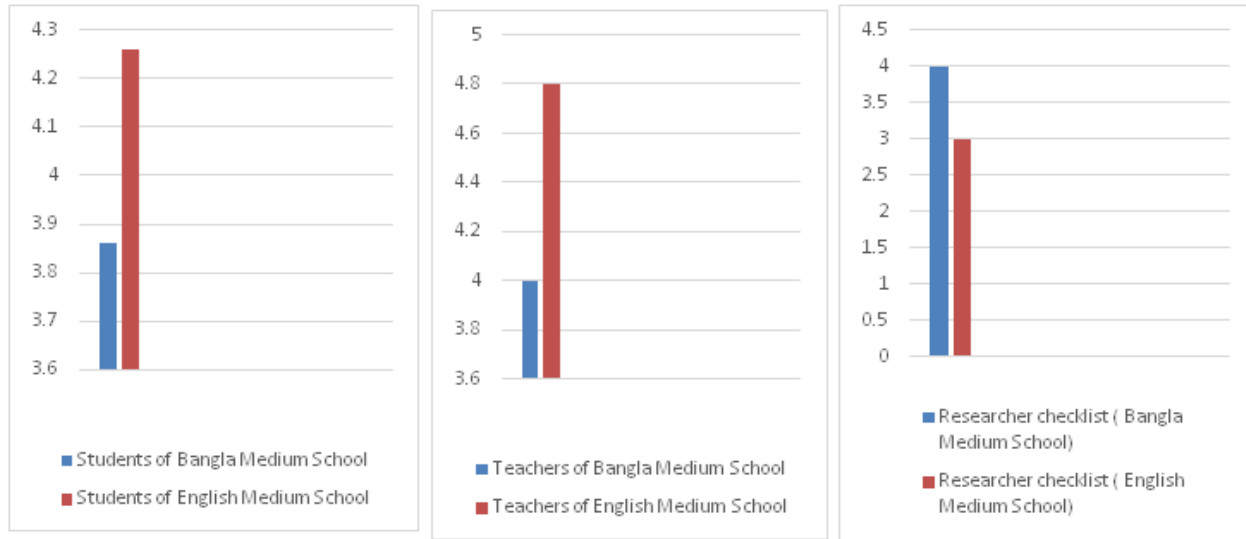


Figure 23: Correction of mistakes

The researcher was quite agreed with the statement after observing the class of both mediums. The teachers of Bangla medium school were very aware of student’s mistake. When one students gave a wrong answer, the teacher asked the same question to another and asked to correct his error. English medium teachers were also careful about this matter. If teachers give correct the mistake of the students, they will be discouraged to give response .So, giving correct feedback through the classmates can prove as a wise decision.

Table 24

(Bangla Medium)

Mean score	
------------	--

No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
24.	Students apply their learning outside the class and report it in the next class.	2.67	2.6	1.3

(English Medium)

		Mean score		
No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
24.	Students apply their learning outside the class and report it in the next class.	3.05	4.2	2.3

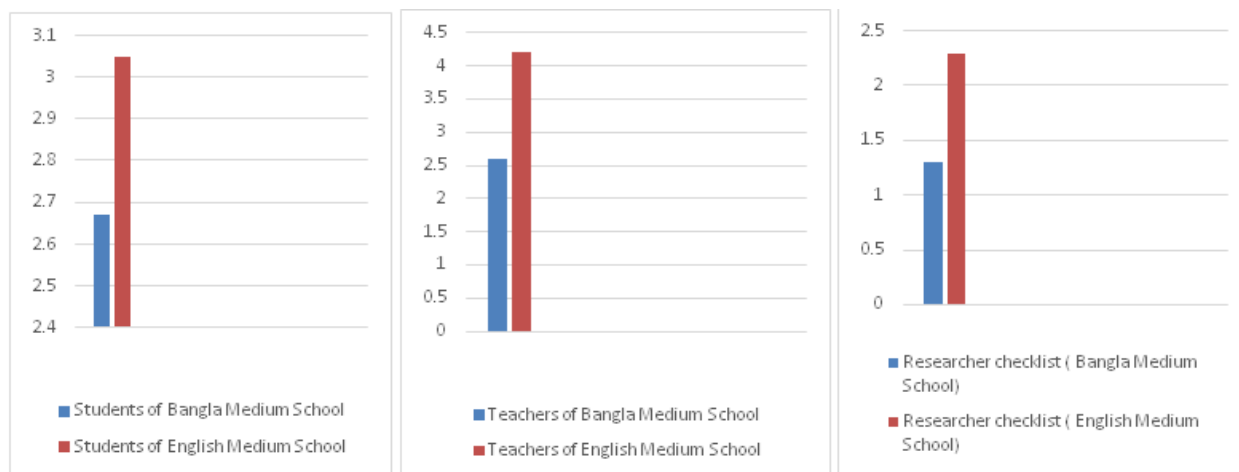


Figure 24:Applying classroom knowledge outside of the classroom

Both teachers and students from English medium agreed with the statement that students apply their learning outside of the classroom. Students of Bangla Medium School are entirely disagreed with the statement. The researcher’s opinion was same for both mediums. The researcher discerned that the teachers were in a hurry to complete the lesson in class within time limit. He did not evaluate if the students applied their learning from the previous classes. So he was quite sure that there was no assessment from the teacher and the students are not also interested.

Table 25

(Bangla Medium)

		Mean score	
No	Statements	Students’ questionnaire results	Observation Checklist Evolution
		Teachers’ questionnaire results	
.			

25.	Teachers use technology to support different communicative activities. (for example: showing a video of a conversation will help a student to understand how to be in a different role)	1.7	2.2	1
(English Medium)		Mean score		
No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation Checklist Evolution
25.	Teachers use technology to support different communicative activities. (for example: showing a video of a conversation will help a student to understand how to be in a different role)	2.69	2.8	1.33

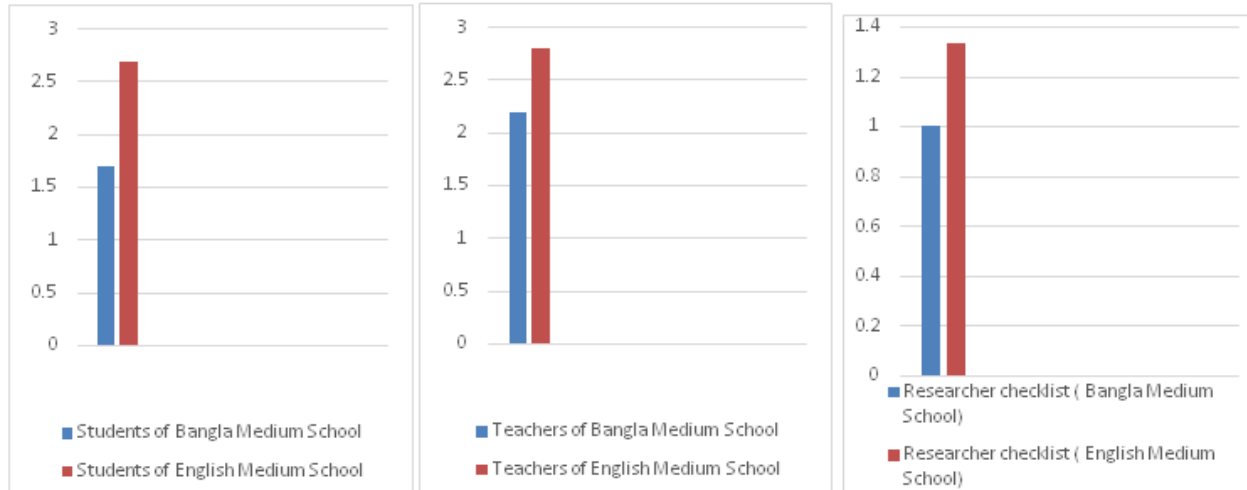


Figure 25: Use of technology in the classroom

The result that has come out after comparing three bar charts is same. In questionnaire, both the teacher and the students from Bangla and English medium confirmed that use of technology is absent in the classroom. Teachers only depend on text books. The classroom does not have any system for showing videos or listening to a audio tape. The observer also noticed that use of technology is absent in both medium schools.

Chapter 5: Conclusion

Chapter 5: Conclusion

5.1. Findings of the Study in brief:

The data that obtained from the research highlights that most of the respondents were positive in terms of the implementation of CLT in the class. A few responses between the teachers and students and students of two medium is dissimilar. On the other hand, the actual scenario was quite different for the observer. The answers in the questionnaire and the observation result of the researcher are contradictory. Their researcher found that teachers of both mediums are not

applying CLT method in the class though the answers that given through the questionnaire was positive. There were a few questions in the questionnaire got positive responses from all the respondents including the researcher. Firstly, in both medium, teachers teach the distinction of using both formal and informal English. Secondly, in the classroom, teachers ask students to give their point of view after discussing a particular topic. Thirdly, both Bangla and English medium teachers ask students to correct each other's mistake. Furthermore, both medium students wanted to learn in a friendly way. By using the data sources, it was confirmed that use of technology and materials is absent in both mediums and text books of both mediums does not contain real life example. The observation data revealed that the comments from teachers are completely different from their actions in the classrooms. It also shows that implementation of CLT for the teachers were not easy at all. It was time consuming too. Teachers focused on teaching grammatical structures rather than communication. Most importantly, there were no meaning focused activities in the classroom because the teachers failed to manage time for conducting activities. Thomas (2008) said that in order to form an ideal classroom ,teachers should focus on both the contents and the environment of the classroom. Employing Classroom activities is one of the important factors that make the students able to reflect the skills and qualities as well as a contributor in the learning process.(p.48) In Bangla Medium School, there were a lot of students than English Medium. The duration of each class was 45 minutes and that is why, teachers were busy in completing a topic within this short time period. It was very surprising for the researcher that in both medium, teachers do not provide any pictures/maps/puzzle. Every class that the researcher observed was a lecture based class. For this reasons, both memorization got much importance to both teachers and students. According to Veigh (2015), the over significance on memorization can have harmful effects on education that can be proved threatening for the

students. (p.107).The researcher found that students were not involved in any pair work and group work that motivated the students a lot. Teachers were quite friendly but they failed to make the class interactive enough. The students were busy in talking unnecessarily rather than discussing any topic from their class. Together, all three data sets uncovered the real scenario of CLT and its implementation in the classroom. The researcher was dissatisfied to discover the actual condition of both mediums .The researcher has confirmed that there is a vast disparity between CLT in theory and CLT in Practice.

5.2. Recommendations:

The researcher recommended that in order to ensure successful implementation of CLT, advanced collaboration is needed among the teachers, school authority, teachers, education board and students. The teachers will have to give enough effort to make a class interactive by employing pair work, group work, meaning focused activities etc. The researcher also suggested that the authority should focus on making the syllabus suitable which will focus on four skills and extended the time period of for English class. The authority should also include real life example in the textbook so that teachers can easily teach the students by relating the topics of text book with daily life example. They should provide training for the teachers so that they can learn to manage time for both giving lectures and employing activities. Another suggestion is made by the researcher that the teacher should try to make the lecture interesting so that the students become enthusiastic to learn.

5.3. Limitations of the Study:

Tomal(2010) said that the limitations of a study discussed about the aspects that prevents the study from perfect because it lacks a random sampling of subjects, statically analysis as well as systematic data collection in a controlled setting.(p.25) This study has few limitations. Firstly, it was impossible for the researcher to conduct survey on many schools of Bangladesh. The researcher conducted survey on 3 Bangla medium and 3 English Medium Schools and the present scenario of CLT can be different in other schools of Bangladesh. Nevertheless, the researcher inspected present condition of those schools and tried to make the study authentic. Secondly, the result of the researcher checklist was based on the observation of one class from six schools. Nevertheless, the researcher made an effort to find out the present situation of CLT in terms of teacher's views, students views as well as classroom observation. There was no test to decide the actual scenario of CLT.

5.4. Conclusion:

In conclusion, I would like to say that CLT should be applied in every schools in our country. It will enrich the creativity of the students. Teachers should use enough resources in the classrooms so that students get a chance to express themselves and use their minds in a proper way. On the other hand, the school authority should provide enough facilities to the teachers so that they can focus on applying CLT in the classroom. Hebert and Abdi (2013) said that authorities considers CLT as the best method of learning English and motivate the teachers to use communicative approaches though the condition of classroom is not supportive to carry out this approach.(p.257) So, this is an undeniable fact that everyone will have to take necessary measures from their sides to provide a successful and beneficial teaching and successful teaching

and including communicative activities that will bring the structural and communicative features of language together in our classroom.

References:

- Ahmed, S. (2013). The Current Practices of Teaching Grammar in CLT at Secondary School Level in Bangladesh: Problems and Probable Solutions. *THEORY AND PRACTICE IN LANGUAGE STUDIES*, 3(8), 1331,1332.
<http://dx.doi.org/10.4304/tpls.3.8.1328-1334>
- Ansarey, D. (2012). Communicative Language Teaching in EFL Contexts: Teachers Attitude and Perception in Bangladesh, 6(1), 62,63,64. Retrieved from
<http://www.asaub.edu.bd/data/asaubreview/v6n1sl6.pdf>
- Brown, N. (2014). *Creating High Performance Classroom Groups* (1st ed., p. 32).Routledge.
 Retrieved from:
<https://books.google.com.bd/books?id=FjBpAwAAQBAJ&pg=PA32&dq=arranging+seating+arrangement+in+the+classroom&hl=en&sa=X&ved=0ahUKEwiNhqGzuIDTAhXL48KHaFVB3oQ6AEIGjAA#v=onepage&q=arranging%20seating%20arrangement%20the%20classroom&f=false>
- Banciu, v., & Jireghie, A. (2012).COMMUNICATIVE LANGUAGE TEACHING. *The Public Administration And Social Policies Review*, 1(8), 95. Retrieved
 from<http://revad.uvvg.ro/files/nr8/9.%20Banciu.pdf>
- Didenko, A., &Pichugova, I. (2016). Post CLT or Post-Method: major criticisms of the communicative approach and the definition of the current pedagogy. *Shsweb Of Conferences*, 3,4. <http://dx.doi.org/10.1051/shsconf/20162801028>
- Ellis, R. (2003). *Task-based Language Learning and Teaching* (1st ed., p. 32).OUPOxford.
 Retrieved from:
<https://books.google.com.bd/books?id=coO0bxnBeRgC&pg=PA32&dq=meaning+focu>

<https://www.researchgate.net/publication/327111111/figure/fig/1/figure-pdf?input=activities+in+the+classroom&hl=en&sa=X&ved=0ahUKEwjxuLnZsIDTAhUMK48KVED3EQ6AEILDAD#v=onepage&q=meaning%20focused%20activities%20in%20the%20classroom&f=false>

Farooq, M. (2015). Creating a Communicative Language Teaching Environment for Improving Students' Communicative Competence at EFL/EAP University Level. *International Education Studies*, 8(4), 179,181. Retrieved from 4.

<http://files.eric.ed.gov/fulltext/EJ1060917.pdf>

Haider, M., & Chowdhury, T. (2012). Repositioning of CLT from Curriculum to Classroom: A Review of the English Language Instructions at Bangladeshi Secondary Schools. *International Journal Of English Linguistics*, 2(4), 18.

<http://dx.doi.org/10.5539/ijel.v2n4p12>

Hébert, Y., & Abdi, A. (2013). *Critical Perspectives on International Education* (1st ed., p. 257). Springer Science & Business Media. Retrieved from:

<https://books.google.com.bd/books?id=mV1BAAAQBAJ&pg=PA257&dq=providing>

<https://www.researchgate.net/publication/327111111/figure/fig/1/figure-pdf?input=CLT+make+a+successful+classroom&hl=en&sa=X&ved=0ahUKEwiE>

https://www.researchgate.net/publication/327111111/figure/fig/1/figure-pdf?input=IDeLYDTAhXMM48KHYW_Bg8Q6AEIMDAE#v=onepage&q=providing%20CLT%20make%20a%20successful%20classroom&f=false

Ju, F. (2013). Communicative Language Teaching (CLT): A Critical and Comparative Perspective. *Theory And Practice In Language Studies*, 3(9), 1582.

<http://dx.doi.org/10.4304/tpls.3.9.1579-1583>

Ladousse, G. (1987). *Role Play* (1st ed., p. 13). OUP Oxford. Retrieved from:

<https://books.google.com.bd/books?id=oS4STyscmpYC&pg=PA13&dq=Importance+o+Role+play+activity+in+classroom&hl=en&sa=X&ved=0ahUKEwj0vtHasoDTAhUD48KHfT0AwEQ6AEIGjAA#v=onepage&q=Importance%20of%20Role%20play%20activity%20in%20classroom&f=false>

Lantolf, J. (2000). *Sociocultural Theory and Second Language Learning* (1st ed., p. 296). OUP Oxford. Retrieved from:

<https://books.google.com.bd/books?id=imwsewtZKSMC&pg=PA118&dq=pair+work+nd+group+work+in+the+classroom+in+classroom&hl=en&sa=X&ved=0ahUKEwiNxe toDTAhUKs48KHQTRDdoQ6AEIGjAA#v=onepage&q=pair%20work%20and%20gro p%20work%20in%20the%20classroom%20in%20classroom&f=false>

Littlewood, W. (2013). Developing a Context-sensitive Pedagogy for Communication-oriented Language Teaching. *English Teaching*, 68(3), 6,7,8. Retrieved from:

http://journal.kate.or.kr/wp-content/uploads/2015/01/kate_68_3_1.pdf

Mathers, N., Fox, N., &Hunn, A. (2009). Surveys and Questionnaires. *The NIHR RDS For The East Midlands / Yorkshire & The Humber*, 18. Retrieved from

https://www.rds-yh.nihr.ac.uk/wp-content/uploads/2013/05/12_Surveys_and_Questionnaires_Revision_2009.pdf

- Mart, C. (2013). The Direct-Method: A Good Start to Teach Oral Language. *International Journal Of Academic Research In Business And Social Sciences*, 3(11), 183.
<http://dx.doi.org/10.6007/IJARBSS/v3-i11/330>
- Murgan, M. (2015). A Critical Analysis of the Techniques for Data Gathering in Legal Research. *Journal Of Social Sciences And Humanities*, 1(3), 268,269,271,272. Retrieved from
<http://file:///C:/Users/Personal%20Computer/Downloads/70320004.pdf>
- Nunan, D. (2003). *Practical English Language Teaching* (1st ed., p. 56). McGraw-Hill.
- Parvin, R., & Haider, M. (n.d.). Methods and Practices of English Language Teaching in Bangla and English Medium Schools. *Bangladesh Education Journal*, 57. Retrieved from
<http://www.bafed.net/articles/EJune12a4.pdf>
- Penheiro, F. (2015). TEACHERS COMFORT LEVEL IN TEACHING CLT IN THE SECONDARY LEVEL IN RURAL BANGLADESH. *BANGLADESH RESEARCH PUBLICATIONS JOURNAL*, 11(2), 156,157. Retrieved from
<http://www.bdresearchpublications.com/admin/journal/upload/1410075/1410075.pdf>
- Qing-xue, L., & Jin-fang, S. (2007). An Analysis of Language Teaching Approaches and Methods —Effectiveness and Weakness. *US-China Education Review*, 4(1),69,70,71 . Retrieved from <http://files.eric.ed.gov/fulltext/ED497389.pdf>
- Rahman, M. (2015). Implementing CLT at Higher Secondary Level in Bangladesh: A Review of Change Management. *Journal Of Education And Practice*, 6(2), 94. Retrieved from
<http://files.eric.ed.gov/fulltext/EJ1083841.pdf>

Rahman, A. (2010). Communicative Language Teaching (CLT), 1. Retrieved from

<http://www.educationbridge-id.com/news-a-article/72-communicative-language-teaching-clt.pdf>

Richards, J. (2006). *Communicative Language Teaching Today* (1st ed., pp. 3-18). Cambridge University Press. Retrieved from:

<http://faculty.mu.edu.sa/public/uploads/1347871288.356924906420-Jack-C-Richards-Communicative-Language-Teaching-Today.pdf>

Rose, S. (2006). *The Experience of Language Teaching* (1st ed.). Cambridge University Press. (1st ed., pp.80,81,82). Retrieved from:

https://books.google.com.bd/books?id=U0Wx4IBhK8gC&pg=PA79&dq=classroom+environment+and+communicative+Language+Teaching&hl=en&sa=X&redir_esc=y#v=onpage&q=classroom%20environment%20and%20communicative%20Language%20Teaching&f=false

Saleh, D. (2013). Understanding Communicative Competence. *University Bulletin*, 3(15), 102,103,97. Retrieved from :

http://www.bulletin.zu.edu.ly/issue_n15_3/Contents/E_07.pdf

Savignon, s. (1983). *Communicative Language Teaching: Linguistic Theory and Classroom Practice* (1st ed., pp. 9,10). Retrieved from:

<http://videa.ca/wp-content/uploads/2015/08/Communicative-language-teaching2.pdf>

Sreehari, P. (2012). Communicative Language Teaching: Possibilities and Problems. *Canadian Center Of Science And Education*, 5(12), 89. Retrieved from

<http://files.eric.ed.gov/fulltext/EJ1080176.pdf>

Taylor, G. (2005). *Integrating Quantitative and Qualitative Methods in Research* (1st ed., p. 4).

University Press of America. Retrieved from:

https://books.google.com.bd/books?id=17WJTcbxcmQC&printsec=frontcover&dq=qualitative+method+and+quantitative+method&hl=en&sa=X&redir_esc=y#v=onepage&q=qualitative%20method%20and%20quantitative%20method&f=false

Teijlingen, E., & Hundley, V. (2002). The importance of pilot studies. *Nursing Standard*, 16(40),

33. Retrieved from

<https://pdfs.semanticscholar.org/1eaf/99689e7f1b02e5cc2e336a6af3096005afd9.pdf>

Thomas, M. (2008). *Effective Teaching* (1st ed., p. 48). S. Chand Publishing. Retrieved from:

<https://books.google.com.bd/books?id=pps5DAAAQBAJ&pg=PA48&dq=classroom+activities+make+the+learner+interested+to+learn+in+the+classroom&hl=en&sa=X&ved=0ahUKEwjN2aDMnoDTAhXMNI8KHWPWBasQ6AEIGDAA#v=onepage&q=classroom%20activities%20make%20the%20learner%20interested%20to%20learn%20in%20the%20classroom&f=false>

Tomal, D. (2010). *Action Research for Educators* (1st ed., p. 25). Rowman & Littlefield

Publishers. Retrieved from:

https://books.google.com.bd/books?id=GUu_AAAAQBAJ&pg=PA25&dq=definition+limitation+of+the+study+in+the+research&hl=en&sa=X&ved=0ahUKEwjF14fJkoDT_hXBUy8KHbVsALcQ6AEIJzAD#v=onepage&q=definition%20of%20limitation%20of%20the%20study%20in%20the%20research&f=false

Tomlinson, B. (2003). *Developing Materials for Language Teaching* (1st ed., p. 73). A&C

Black. Retrieved from:

<https://books.google.com.bd/books?id=qNlzFdoD380C&pg=PA73&dq=importance+of>

[using+materials+in+classroom&hl=en&sa=X&ved=0ahUKEwja4sSbrYDTAhUJpo8KR8eAdEQ6AEIITAB#v=onepage&q=importance%20of%20using%20materials%20in%20classroom&f=false](https://books.google.com.bd/books?id=CvTqBgAAQBAJ&pg=PA107&dq=memorization+for+the+students+is+harmful&hl=en&sa=X&ved=0ahUKEwja4sSbrYDTAhUJpo8KR8eAdEQ6AEIITAB#v=onepage&q=importance%20of%20using%20materials%20in%20classroom&f=false)

Veigh, B. (2015). *Japanese Higher Education as Myth* (1st ed., p. 107). Routledge. Retrieved from:

<https://books.google.com.bd/books?id=CvTqBgAAQBAJ&pg=PA107&dq=memorization+for+the+students+is+harmful&hl=en&sa=X&ved=0ahUKEwibmbeMjYDTAhUluY8KHcFCAI8Q6AEIGjAA#v=onepage&q=memorization%20for%20the%20students%20is%20harmful&f=false>

Widdowson, H. G. (1978). *Teaching language as communication*. Oxford: Oxford University Press.144

Wu, W. (2008). Misunderstandings of Communicative Language Teaching. *English Language Teaching*, 1(1), 51. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1082591.pdf>

Appendices

Appendix: A

Questionnaire for the students

A note for the students:

This questionnaire is for a paper on “A comparison on the present scenario of CLT in both Bangla Medium School and English Medium School” for a Honor’s thesis in English. These answers will be used only for the purposes of the research. Your co-operation will be highly acknowledged.

Section B: Instruction

Each of the items has 5 points scale where **1= Entirely disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Entirely agree.**

Tick the appropriate number for your opinion about each statement.

No	Statements	Entirely Disagree	Disagree	Not sure	Agree	Entirely agree
A. Features of CLT focusing on communicative competence:						
1.	Teacher focuses on functional skills to teach various underlying structures.(for example: teacher will tell about any past experience and use past tense while explaining.)					
2.	Teacher helps students in continuing their response by using their own strategy if students get stuck in the middle of the conversation.	1	2	3	4	5
3.	Teachers teach how to talk in a certain situation.(for example: use formal English while speaking with teachers, use informal		2	3	4	5

	English while chatting with friends etc)					
4.	Teachers teach techniques to talk in a new situation (for example: understand the situation before starting conversation)	1	2	3	4	5
B.Teaching materials in CLT:						
5.	Sometimes teacher gives lectures and ask students to give their point of view that makes classroom interactive rather than following text Books. (For example: student-teacher interaction, student-student interaction).	1	2	3	4	5
6.	Text books contain real life examples (for example, conversation between two friends, conversation between student and teacher, conversation between patient and doctor etc).	1	2	3	4	5
7.	Wide varieties of materials are used by the teacher for the students(for example: listening to a conversation, watching a video, students reading articles to find answer to given questions, writing a summary of a video clip etc)	1	2	3	4	5
8.	Syllabus focuses on the four skills (speaking, reading, writing, listening) and organize the materials for the students	1	2	3	4	5
C. 2.3. Communicative Language Teaching and other methods in terms of Classroom technique:						
9.	Teaching a language for communication is more important than teaching grammatical structure (for example: I <u>go</u> to school, this sentence is in present tense. Teacher first give examples than teach grammatical structure)	1	2	3	4	5
10.	Teacher provides different types of meaning focused activities (e.g. role play, information	1	2	3	4	5

	gap activities etc) in the classroom.					
11.	Students play different roles imitating real life communication.(for example: student may become a bookseller, students may become a driver etc)	1	2	3	4	5
12.	Teachers provide pictures /maps/puzzle to conduct an activity.	1	2	3	4	5
13.	Students participate in sharing real information through presentation/interviews.	1	2	3	4	5
14.	Teachers employ group (task between two students) or pair work (task between more than two students)in classroom.	1	2	3	4	5
15.	Teachers change seating arrangement to suit different activities.	1	2	3	4	5
D.Teacher's perception about the CLT approach:						
16.	Teachers create a communicative environment before starting a class(for example: teacher ask students about their weekend or ask them about the last class etc)	1	2	3	4	5
17.	Teachers give enough effort on how to make a class communicative(for example: discuss with his colleague, ask students about their opinion ,do research to find a innovative way etc)					
18.	Teachers only focus on the understanding rather than memorization(for example: teacher ask students what he/she meant by “ Education is the backbone of the nation” to rather than memorizing it.)	1	2	3	4	5
19.	Teachers ask students to focus on grammatical rules both on academic purpose and daily use of English.	1	2	3	4	5

E. Learner's perception about CLT Approach						
20.	Students interact with each other in the classroom i.e. pair work discussion(discussion between two students), sharing information etc.	1	2	3	4	5
21.	Students give reply to teachers question enthusiastically.	1	2	3	4	5
22.	Students react positively when the teacher teaches in a friendly way.	1	2	3	4	5
23.	Teachers ask students to correct each others' mistake.	1	2	3	4	5
F.Culture and Challenges of CLT in future:						
24.	Students apply their learning outside the class and report it in the next class.	1	2	3	4	5
25.	Teachers use technology to support different communicative activities. (for example: showing a video of a conversation will help a student to understand how to be in a different role)	1	2	3	4	5

Appendix: B**Questionnaire for the teacher****A note for the teachers:**

This questionnaire is for a paper on “A comparison on the present scenario of CLT in both Bangla Medium School and English Medium School” for a Honor’s thesis in English. These answers will be used only for the purposes of the research. Your co-operation will be highly acknowledged.

Section B: Instruction

Each of the items has 5 points scale where **1= Entirely disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Entirely agree.**

Tick the appropriate number for your opinion about each statement.

No	Statements	Entirely Disagree	Disagree	Not sure	Agree	Entirely agree
A. Features of CLT focusing on communicative competence:						
26.	Teacher focuses on functional skills to teach various underlying structures.(for example: teacher will tell about any past experience and use past tense while explaining.)					
27.	Teacher helps students in continuing their response by using their own strategy if students get stuck in the middle of the conversation.	1	2	3	4	5
28.	Teachers teach how to talk in a certain situation.(for example: use formal English while speaking with teachers, use informal English while chatting with friends etc)		2	3	4	5

29.	Teachers teach techniques to talk in a new situation (for example: understand the situation before starting conversation)	1	2	3	4	5
B. Teaching materials in CLT:						
30.	Sometimes teacher gives lectures and ask students to give their point of view that makes classroom interactive rather than following text Books. (For example: student-teacher interaction, student-student interaction).	1	2	3	4	5
31.	Text books contain real life examples (for example, conversation between two friends, conversation between student and teacher, conversation between patient and doctor etc).	1	2	3	4	5
32.	Wide varieties of materials are used by the teacher for the students(for example: listening to a conversation, watching a video, students reading articles to find answer to given questions, writing a summary of a video clip etc)	1	2	3	4	5
33.	Syllabus focuses on the four skills (speaking, reading, writing, listening) and organize the materials for the students	1	2	3	4	5
C. 2.3. Communicative Language Teaching and other methods in terms of Classroom technique:						
34.	Teaching a language for communication is more important than teaching grammatical structure (for example: I <u>go</u> to school, this sentence is in present tense. Teacher first give examples than teach grammatical structure)	1	2	3	4	5
35.	Teacher provides different types of meaning focused activities (e.g. role play, information gap activities etc) in the classroom.	1	2	3	4	5

36.	Students play different roles imitating real life communication.(for example: student may become a bookseller, students may become a driver etc)	1	2	3	4	5
37.	Teachers provide pictures /maps/puzzle to conduct an activity.	1	2	3	4	5
38.	Students participate in sharing real information through presentation/interviews.	1	2	3	4	5
39.	Teachers employ group (task between two students) or pair work (task between more than two students)in classroom.	1	2	3	4	5
40.	Teachers change seating arrangement to suit different activities.	1	2	3	4	5
D. Teacher's perception about the CLT approach:						
41.	Teachers create a communicative environment before starting a class(for example: teacher ask students about their weekend or ask them about the last class etc)	1	2	3	4	5
42.	Teachers give enough effort on how to make a class communicative(for example: discuss with his colleague, ask students about their opinion ,do research to find a innovative way etc)					
43.	Teachers only focus on the understanding rather than memorization(for example: teacher ask students what he/she meant by “ Education is the backbone of the nation” to rather than memorizing it.)	1	2	3	4	5
44.	Teachers ask students to focus on grammatical rules both on academic purpose and daily use of English.	1	2	3	4	5
E. Learner's perception about CLT Approach						

45.	Students interact with each other in the classroom i.e. pair work discussion(discussion between two students), sharing information etc.	1	2	3	4	5
46.	Students give reply to teachers question enthusiastically.	1	2	3	4	5
47.	Students react positively when the teacher teaches in a friendly way.	1	2	3	4	5
48.	Teachers ask students to correct each others' mistake.	1	2	3	4	5
F.Culture and Challenges of CLT in future:						
49.	Students apply their learning outside the class and report it in the next class.	1	2	3	4	5
50.	Teachers use technology to support different communicative activities. (for example: showing a video of a conversation will help a student to understand how to be in a different role)	1	2	3	4	5

Appendix: C

Observation Checklist for the researcher

Section A: Instruction

Each of the items has 5 points scale where **1= Entirely disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Entirely agree.**

Tick the appropriate number for your opinion about each statement.

No	Statements	Entirely Disagree	Disagree	Not sure	Agree	Entirely agree
A. Features of CLT focusing on communicative competence:						
1.	Teacher focuses on functional skills to teach various underlying structures.(for example: teacher will tell about any past experience and use past tense while explaining.)					
2.	Teacher helps students in continuing their response by using their own strategy if students get stuck in the middle of the conversation.	1	2	3	4	5
3.	Teachers teach how to talk in a certain situation.(for example: use formal English while speaking with teachers, use informal English while chatting with friends etc)		2	3	4	5
4.	Teachers teach techniques to talk in a new situation (for example: understand the situation before starting conversation)	1	2	3	4	5
B.Teaching materials in CLT:						
5.	Sometimes teacher gives lectures and ask students to give their point of view that makes classroom interactive rather than following text Books. (For example: student-teacher interaction, student-student interaction).	1	2	3	4	5

6.	Text books contain real life examples (for example, conversation between two friends, conversation between student and teacher, conversation between patient and doctor etc).	1	2	3	4	5
7.	Wide varieties of materials are used by the teacher for the students(for example: listening to a conversation, watching a video, students reading articles to find answer to given questions, writing a summary of a video clip etc)	1	2	3	4	5
8.	Syllabus focuses on the four skills (speaking, reading, writing, listening) and organize the materials for the students	1	2	3	4	5
C. 2.3. Communicative Language Teaching and other methods in terms of Classroom technique:						
9.	Teaching a language for communication is more important than teaching grammatical structure (for example: I <u>go</u> to school, this sentence is in present tense. Teacher first give examples than teach grammatical structure)	1	2	3	4	5
10.	Teacher provides different types of meaning focused activities (e.g. role play, information gap activities etc) in the classroom.	1	2	3	4	5
11.	Students play different roles imitating real life communication.(for example: student may become a bookseller, students may become a driver etc)	1	2	3	4	5
12.	Teachers provide pictures /maps/puzzle to conduct an activity.	1	2	3	4	5
13.	Students participate in sharing real information through presentation/interviews.	1	2	3	4	5
14.	Teachers employ group (task between two students) or pair work (task between more	1	2	3	4	5

	than two students)in classroom.					
15.	Teachers change seating arrangement to suit different activities.	1	2	3	4	5
D. Teacher's perception about the CLT approach:						
16.	Teachers create a communicative environment before starting a class(for example: teacher ask students about their weekend or ask them about the last class etc)	1	2	3	4	5
17.	Teachers give enough effort on how to make a class communicative(for example: discuss with his colleague, ask students about their opinion ,do research to find a innovative way etc)					
18.	Teachers only focus on the understanding rather than memorization(for example: teacher ask students what he/she meant by “ Education is the backbone of the nation” to rather than memorizing it.)	1	2	3	4	5
19.	Teachers ask students to focus on grammatical rules both on academic purpose and daily use of English.	1	2	3	4	5
E. Learner's perception about CLT Approach						
20.	Students interact with each other in the classroom i.e. pair work discussion(discussion between two students), sharing information etc.	1	2	3	4	5
21.	Students give reply to teachers question enthusiastically.	1	2	3	4	5
22.	Students react positively when the teacher teaches in a friendly way.	1	2	3	4	5
23.	Teachers ask students to correct each others' mistake.	1	2	3	4	5

F.Culture and Challenges of CLT in future:						
24.	Students apply their learning outside the class and report it in the next class.	1	2	3	4	5
25.	Teachers use technology to support different communicative activities. (for example: showing a video of a conversation will help a student to understand how to be in a different role)	1	2	3	4	5

Appendix:D Reports for classroom observation

- School A (Bangla medium)
- School B (Bangla medium)
- School C (Bangla Medium)
- School D(English Medium)
- School E(English Medium)
- School F(English Medium)

Report: KalshiIslamia High School

On 8 march, at 8:30,I have gone to KalshiIslamia High School to observe a class of standard eight. The teacher entered in the class and all the students stood up .The teacher said them to sit down and open the text book. She started to tell the student to be attentive in the class as she wanted to teach them about letter writing. The topic of the class was how to write a letter. She began to read out a letter from the text book and told about the structure of a letter.. There was no warm up session in the beginning of the class. She began to read the whole letter and ask students word meanings of a few words. When anyone gave a wrong answer, she asked another student to correct it. She discussed how to use formal and informal English according to context. She asked the students to write a letter to a friend within 15 minutes. She told them to follow the letter that is given in the book. Some of the students asked many questions related to letter writing and a few of them asked unnecessary questions. After 15 minutes, only four students

gave their scripts to check. The teacher checked all the scripts and gave them back. She gave the students to complete this letter at home and gave her to the next class. At the end of the class, the teacher asked if everyone will be able to write a letter at home or not. Everyone replied affirmatively and she left the class.

Necessary points observed in the classroom:

- 1) No. of students: 40
- 2) Students' age: About 14-15 years
- 3) Language level: elementary
- 4) Mother tongue: Bangla
- 5) Medium of instruction: Bangla
- 6) Classroom size: Medium classroom

A class observation: (Shangbadikelaka High School)

Report:

My second observation was in Shangbadikalaka High School. I observed a class seven there at 11.30 p.m. on 8 march. It was as English class for class 7. The teacher was taking English 2nd paper and the topic was article. At the beginning of the class, the teacher asked some questions to the researcher and then he told the students to open a model questions. It was a second class of article and most of the students were curious to solve the exercise from the grammar book. He discussed about the use of article for 15 minutes. After his short description, he told them to solve 'fill in the gaps' from the book. He gave them 10 minutes to fill the gaps with articles. Like the previous class, there was no warm up session. The teacher started to talk about articles after

entering into the classroom. Students were talking to each other in front of the teacher and the teacher warned two students to keep quiet. When the students had finished solving fill in the gaps, he started to ask and write the correct answers in the blackboard. The teacher wrote every answer in the blackboard and told the students to write in their scripts. He instructed to read all the sentences with the right answers. After five minutes, he asked one student to read out all the sentences with right article by his own. He wanted to ask other students but the bell rang and the class was over.

Necessary points observed in the classroom:

- 1) No. of students: 35
- 2) Students' age: About 13-14 years
- 3) Language level: elementary
- 4) Mother tongue: Bangla
- 5) Medium of instruction: Bangla
- 6) Classroom size: Small classroom

A Classroom Observation: Mirpur Bangla High School & College

Report:

The name of my third Bangla Medium School that I observed was Mirpur Bangla High School & College. It was a English 1st paper class and the first class of Class 10. The teacher started his class by taking attendance of all students and take application for leave of absence of the previous class from the students. This took about 15 minutes and the total time period of this class was 45 minutes. He wrote the name of the topic in the whiteboard which was Degree. He was teaching

Degree for the last one week. After writing the name of the topic, he started to talk about the structures of simple, comparative and superlative degree. He started asking to transform one degree to another. He asked students to raise their hands and also told them that he would punish today if they failed to give correct answer. For about 15 minutes, he continuously asked questions. In the middle of the question answer session, he jotted down the names of the students who did not study at all. He warned them that he would call their parents and told them to meet with him. Some students promised that they would study properly at home today. He did the error correction involving most of the students by crosschecking their answers. At the end, he asked them to solve degree from model questions.

Necessary points observed in the classroom:

- 1) No. of students: 41
- 2) Students' age: About 15-16 years
- 3) Language level: elementary
- 4) Mother tongue: Bangla
- 5) Medium of instruction: Bangla
- 6) Classroom size: Medium classroom

A Class room Observation: (Darland international School)

Report:

The first English Medium School I observed was Darland International School. I observed the standard Eight. At the beginning of the class ,the teacher told all the students to show the copy of their home work script .One student gathered khata from all the students and kept in the table .Then, the teacher ask a student about reported speech and reporting verb. The student answered correctly. After hearing his answer, the teacher started to talk about the changing the narration in terms of different tenses. He asked all the students to read a passage from the book and gave them 10 minutes. He finished checking all the script within the period as there was only 19 students in the classroom. When he had finished checking all the khata, he told them to write the changing form of that passage. He himself helped a few of the students in changing sentences. Then he made the error correction by asking the answers to each student and told others to check their own answers. He was adding his comments on the answer. He was very polite to the students and that is why, every student was quiet in the classroom. They did not create any disturbance in the classroom. He wanted to solve two more passages but there was less time left. He told all the students to solve this passage at home.

Necessary points observed in the classroom:

- 1) No. of students: 23
- 2) Students' age: About 14-15
- 3) Language level: elementary
- 4) Mother tongue: Bangla
- 5) Medium of instruction: English

6) Classroom size: Small classroom

A Classroom Observation :(Heed International School)

Report:

I observed Heed international School on 15 march. I went in the class at 10 a.m. on the second period. I observed the class of six. It was a English Language class and the topic was tag questions. At the beginning of the class, the teacher asked questions from the discussion of the previous class. Two students failed to tell the expected answer. The teacher became very angry at the beginning. He told the class captain to write their name and gave it to the office for calling their mother as they were very inattentive from the very beginning. He asked the students to write the questions from the book and solve by their own. One of the students tried to copy from his friend. The teacher told him to stand up and hold his years for 10 minutes. Suddenly, the teacher asked the student to stop their writing. Then, the teacher asked three students to tell the rules to solve tag questions. This time, the teacher was very happy because all of them answered correctly. He himself collected all the script from the students and checked those till the bell rang. He was able to finish all the script.

Necessary points observed in the classroom:

- 1) No. of students: 22
- 2) Students' age: About 14-15years
- 3) Language level: elementary
- 4) Mother tongue: Bangla
- 5) Medium of instruction: English

6) Classroom size: Medium classroom

A classroom Observation: (East West international School)

Report:

The last School I observed was East west international School. It was a English Medium School. It was the only School in which The teacher started his warm up session. The topic of that class was Syntax. The teacher started his topic by telling a story and related te topic with the story. The students were hearing with interest. He taught the definition of syntax and wrote it on the whiteboard. He was very friendly and that is why, students started to talk with each other. He scolded two students from the back bench. Then, he started to explain the topic again. In the middle of his description, he evaluated the general knowledge by asking interesting questions. The whole class was based on GTM. He tried to explain at his best till the last minute of the class. Students were asking unnecessary questions to the teacher.

Necessary points observed in the classroom:

- 1) No. of students: 24
- 2) Students' age: About 13-14years
- 3) Language level: elementary
- 4) Mother tongue: Bangla
- 5) Medium of instruction: English
- 6) Classroom size: Medium classroom