

The Application of CLT in Literature class at Bangla Medium Secondary Level schools in

Bangladesh:

A shift from Traditional method (GTM) to Communicative approach (CLT)

Anika TabassumMou

ID: 13203017



Department of English and Humanities

BRAC University

December 6, 2017

The Application of CLT in Literature class at Bangla Medium Secondary Level schools in
Bangladesh:

A shift from Traditional method (GTM) to Communicative approach (CLT)

A thesis submitted to the
Department of English and Humanities
of
BRAC University
by

Anika Tabassum Mou

ID: 13203017

In partial fulfillment of the requirement
For the degree of Bachelor of Arts in English
December 6, 2017

Dedication

I would like to dedicate this dissertation to my parents

Md. Abdul Kader and Mrs. Johra Begum

Who always inspire me through their love and support.

Acknowledgements

First of all I have to thank my Almighty Allah for giving me patience and opportunity to pursue my Bachelor Degree. Then I would like to express unbounded gratitude to my parents as I believe that without them I would not have been reach in this stage. I am grateful to my supervisor LubabaSanjana for showing her guidance, patience, support and inspirations in my thesis. I am really thankful to Professor Firdous Azim, Chairperson of the department, Professor Syed Manzoorul Islam, Professor Samina Sultana, Mohammad MahmudulHaque, S.M.Mohibul Hasan and all other faculties of the department for whom I have succeeded to achieve my academic achievements. Lastly, I want to give special thanks to my friends for giving their intellectual and emotional support whenever I needed it.

Table of Content

Section	Titles	Page number
	Dedication	iii
	Acknowledgements	iv
	Table of Content	v-ix
	Abstract	1
Chapter 1	Introduction	2-5
	1.0 Introduction	
	1.1 Problem Statement	
	1.2 Purpose of the study	
	1.3 Central research Question	
	1.4 Significance of the study	
	1.5 Delimitation	
	1.6 Limitation	
	1.7 Operational Definitions	

Chapter 2	Literature review	6-32
	2.0 Introduction	
	2.1 History of Traditional Method (GTM)	
	2.1.1 Techniques in GTM	
	2.1.2 Principles and characteristics of GTM	
	2.1.3 Advantages of GTM	
	2.1.4 Disadvantages of GTM	
	2.2 Communicative Approach (CLT)	
	2.2.1 Historical Background of Communicative approach (CLT)	
	2.2.2 Communicative Language teaching	
	2.2.3 The objectives of CLT	
	2.2.4 Principles of CLT	
	2.2.5 The characteristics of CLT	
	2.2.6 The role of teachers' in CLT	
	2.2.7 The role of students' in CLT	

	2.2.8 The importance of interaction in CLT	
	2.2.9 The importance of group/pair work in CLT	
	2.2.10 The importance of authentic materials in CLT	
	2.2.11 Communicative approach and Language anxiety of learners	
	2.2.12 Advantages of CLT	
	2.2.13 Disadvantages of CLT	
	2.2.14 CLT in Bangladesh	
Chapter 3	Methodology	33-40
	3.0 Introduction	
	3.1 Research Design	
	3.2 Theoretical framework	
	3.3 Sampling	
	3.4 Setting	
	3.5 Instrumentation	
	3.6 Data collection procedure	

	3.7 Data analysis procedure	
	3.8 Obstacles encountered	
Chapter 4	Findings	41-50
	4.0 Introduction	
	4.1 Findings of students' responses (Appendix B)	
	4.2 Findings of teachers' responses (Appendix A)	
	4.3 Results of students' test (Appendix C)	
Chapter 5	Discussion	51-85
	5.0 Introduction	
	5.1 Central research question 1	
	5.1.1 Analysis of central research question 1	
	5.2 Central research question 2	
	5.2.1 Analysis of central research question 2	
	5.3 Central research question 3	
	5.3.1 Analysis of central research question 3	
	5.4 Students' test results (Appendix C)	

	5.4.1 Analysis of Students' test results (Appendix C)	
Chapter 6	Conclusion	86-91
	6.0 Introduction	
	6.1 Summary of the findings	
	6.2 Contribution to research	
	6.3 Practical implication	
	6.4 Recommendations	
	6.5 Further studies	
	6.6 Conclusion	
	References	92-102
	Appendix A	103-107
	Appendix B	108-113
	Appendix C	114-117

Abstract

From the very beginning of English literature learning, students have been learning literature in traditional methods especially in GTM, where teachers only read out and analyze the story, poems, novel etc. and students just learn through listening teacher's lecture. They get a little opportunity to communicate or interact with teachers and each other. As a result, they do not get the chance to explore literature in a meaningful authentic manner. The aim of the paper was to identify the effectiveness of CLT in literature class at secondary schools level context in Bangladesh so that students got the chance to practice literature in communicative manner, which would help them to explore literature that would be considered as a shift from traditional method to communicative approach. To establish the statement, the researcher conducted a survey on both the teachers and the students and also tested the students where the researcher used two sets of questionnaires and one test question. As the target group, the researcher chose standard 9 (class), where the researcher applied CLT along with GTM to identify the effectiveness of applying CLT in literature class.

Chapter 1: Introduction

1.0 Introduction:

Bangladesh is a developing country with large number of population. After the liberation war in 1971, Bangladesh, as an independent and secular nation, has been allowing many forms of educational institutions, various modes of instruction, and different languages as mediums of instruction. People of Bangladesh mainly have two mediums of instruction: Bangla & English. As Bangla is our L1, most of the schools of Bangladesh are Bangla medium and the medium of instruction of Bangla medium schools is Bangla as well. In Bangla medium schools, English class is conducted in Bangla. As the teaching method, GTM gets popularity since it suits Bangladeshi context. However, since 2000, Bangladesh Government has introduced various communicative materials and techniques to bring change in education system to make students' English language learning effective. Through the paper, the researcher tried to show the effectiveness of CLT in literature class by considering the actual teaching and learning condition of the school and both teachers' and students' perception regarding CLT which addressed the effectiveness of CLT in Bangla medium school context of Bangladesh.

1.1 Problem statement:

As GTM suits Bangladesh context, it is followed strictly to teach both English grammar and literature, especially literature in Bangla medium schools for a long period. Since GTM fails to serve the purpose to ensure students' authentic language leaning, Bangladesh government feels the necessity to introduce communicative techniques and materials to facilitate students' meaningful language learning. Therefore, the purpose of the study was to

demonstrate the effectiveness of CLT in literature class to make students literature learning meaningful.

1.2 Purpose of the study:

The purpose of the study was, recognizing the effectiveness of CLT in literature class in Bangla medium secondary level schools in Bangladesh. To demonstrate the effectiveness of CLT in literature class, the researcher conducted a survey on both teachers and students to learn about their perception regarding the method they followed to teach and learn literature and regarding CLT as well.

1.3 Central research questions:

1. Is the application of CLT in literature class necessary for students' effective learning?
2. Does the interaction/communication between teachers and learners in literature class pave the way for better learning?
3. Does CLT help the students to explore literature?

1.4 Significance of the study:

As Bangla is the L1 of the people of Bangladesh, the use of Bangla is highly practiced in most of the aspects of their daily life. On the other hand, the importance of using English in academic and professional sectors is increasing day by day. For this reason, the Government of Bangladesh is trying to ensure students' successful English language learning by introducing CLT in both grammar and literature class which will facilitate their language learning in authentic manner. The study would help both teachers and learners to recognize the effectiveness of CLT in literature class. In addition, the research would help them to learn about the importance of interaction/communication between teachers and students in class, which may pave the way for better literature learning and help students to explore literature.

1.5 Delimitation:

The purpose of the study was to identify the effectiveness of CLT in literature class by applying it in the class. As the researcher would apply CLT in literature class, some students might not feel comfortable with the new teaching approach, which might hamper their literature learning. In addition, the communicative approach might not suit with the existing classroom environment, which might restrain the fulfillment of the ultimate purpose of the survey.

1.6 Limitation:

The researcher had chosen only Bangla medium secondary level schools of Bangladesh to conduct the research. In addition, the researcher had to narrow down the research area to get a reliable result from the survey. Moreover, the researcher had taken only one school to conduct the survey. As one of the instruments of the methodology was, to take two classes of controlled group and experimental group in GTM and in CLT in a consecutive manner, the researcher was supposed to take two classes of the two groups of students consecutively. However, most of the schools' authorities did not give permission to take classes for the survey. As a result, the researcher had to choose only one school to conduct the survey, which ultimately narrowed down the survey area.

1.7 Operational definitions:

Definitions of some core concepts used in this research were:

a) Traditional method(GTM) :

Grammar translation method, which is recognized as traditional method, was first introduced in Germany especially in Prussia. Grammar translation method (GTM) is a teaching method in which the teacher is the authoritative figures in class and the teacher reads the text in L2 and translates it part by part into L1 without paying attention towards students' response. Larsen-

Freeman states (1986), that the establishment of the method is an attempt to teach languages by grammar and translation, in which the learners are supposed to gather knowledge of foreign languages by learning a number of grammatical rules and applying the knowledge to interpret the texts with the use of a dictionary.

b) Communicative approach (CLT):

Communicative Language Teaching (CLT) was developed by Robert Langs in the early 1970s when linguists felt that students did not know how to communicate, they were not learning realistic language. CLT became quite popular and it has been adapted at the elementary, middle, secondary, and post-secondary levels. Communicative language teaching (CLT) is a teaching approach in which the class is mainly learner-centered. Here, the main purpose is to increase students' talk time/interaction by engaging them in various tasks and activities and providing authentic materials to make their language learning meaningful. Taking into account Richards and Rodgers' (1986) definition of approach, CLT encompasses a theory of language and a theory of language learning, and sees it as an approach than a method.

c) Interaction/communication:

Classroom interaction describes the form and content of behavior or social interaction in the classroom. Rivers (1987) defines 'interaction' by saying that interaction is a collaborative activity where receiver and sender not only talk but they also listen, negotiate meanings and respond to each other and in this way they fulfill the foremost purpose of language learning that is communicating with each other. Moreover, through interaction they increase their "language store" and "authentic linguistic material" as well. On the other hand, as our brain is always working and keeps retrieving the information and knowledge we encounter, "give-and-take" system enables the learners to develop their present learning gradually.

Chapter 2- Literature Review

2.0 Introduction

In Bangladesh, from the very beginning of English language teaching and learning, traditional method (GTM) is followed. GTM is used to teach both English grammar and literature for a long period. Since 2000, Government of Bangladesh has introduced CLT to ensure students' effective English language learning. In this chapter of the paper, the researcher would like to mention various literature reviews, were introduced by famous linguists, scholars and in the light of those literature reviews, the primary terms of the research would be analyzed. The specified literature reviews would also help the researcher to analysis the further sections to make the analysis reliable.

2.1 Traditional method (GTM):

2.1.1 History of GTM:

GTM or grammar translation method is a classical method first introduced in Germany especially in Prussia. Since it was recognized as Prussian method and is the primitive foreign language teaching method, having existed for more than 2000 years. It dominated European and foreign language teaching from the 1840s to the 1940s, which is being modified and used in different countries in all over the world. Nevertheless, GTM was immigrated for teaching language in Bangladesh during colonial period and is being used until today.

Since GTM was first used in the teaching of the classical language, Latin and Greek, it was called the 'classical method'. Larsen-Freeman states (1986) that the establishment of the method was an attempt to teach languages by grammar and translation, in which the learners supposed to gather knowledge of foreign languages by learning a number of grammatical rules and applying the knowledge to interpret the texts with the use of a dictionary. By learning the

grammar of target language, students would become more accustomed with the grammar of their native language and this knowledge would help them to speak and write their native languages better.

2.1.2 Techniques in GTM:

Larsen-Freeman (1986) provides some techniques associated with the Grammar Translation Method:

1. Translation of a literary passage (from target language to mother tongue)
2. Reading comprehension questions (finding information in a text)
3. Antonyms, synonyms (finding antonyms and synonyms for words or sets of words)
4. Fill in the gaps (filling in gaps in sentences with new words or items of a particular grammar)
5. Memorization (memorizing vocabulary lists or grammatical rules)
6. Use words in sentences (students create sentences to illustrate that they know the Meaning and use of new words) (p.130).

2.1.3 Principles and characteristics of GTM:

Richards and Rodgers (1986) outlined the principal characteristics of the Grammar-Translation Method. According to them:

1. The goal of foreign language learning through GTM was to read its literature and also to benefit from the 'mental discipline' and 'intellectual development' that are the direct results. It suggested that the language could be learnt through its grammar rules, and further, an application of these rules in translation, which in turn automatically leads one to the conclusion that language learning, is nothing but simple memorization of rules and facts.
2. Reading and writing (which eventually means translation) skills were given the major role to play whereas the speaking skill was paid little or no attention at all.

3. Memorization and translation were used as means of learning a language. However, words were taught through bilingual word lists.

4. In GTM, the sentence as a unit was taken into consideration as a distinguishing part. The reason was simply because the grammar was illustrated through the sentence which was translated later on.

5. Throughout the method, accuracy was emphasized and a high standard was demanded.

6. In GTM, grammar was taught through a deductive method in which rules were presented and learners were given a chance to study and practice the rules. The practice was dependent more on translation exercises mainly.

7. Here, the mother tongue of the learner was used as a medium of instruction. (p.3-4).

According to Prator and Celce-Murcia (1979), the key features of the Grammar Translation Method are as follows:

(1) Classes are taught in the mother tongue, with little active use of the target language.

(2) Much vocabulary is taught in the form of lists of isolated words.

(3) Long elaborate explanations of the intricacies of grammar are given.

(4) Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.

(5) Reading of difficult classical texts is begun early.

(6) Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

(7) Sometimes the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

(8) Little or no attention is given to pronunciation (p.3).

To talk about the principles of GTM, Natsir & Sanjaya (2014) state that in GTM, the skills that are emphasized are reading and writing that means the students merely get one skill how to get the information and one skill how to produce and deliver the information. Therefore, this method is not appropriate to enhance the students' ability in language learning especially in second/foreign language learning.

They (2014) also state that when the students are only taught to get reading and writing skills, they will focus on vocabulary and grammar so that they do not get familiar with the other elements such as pronunciation, phonology, and real context of language use. Actually, this method expects the students to learn the rule of language in class and then the students perform it in daily life but until now it has not occurred in students daily life; even the students are afraid and shy to use the language incorrectly.

GTM focuses and emphasizes mainly on the learning of grammar rule and vocabulary and do not pay much attention to the four skills fully. While writing, students are mainly dependent on grammar rules and translating them from their L1. Tyler (2008) states while reading, GTM produced habits indicative of deciphering and not of reading (as cited in Walia, 2012, p.127).

Again, to talk about the principles of GTM, Mondal (2012) mentioned that the principal aim of GTM was to make grammar learning easier and the main feature was the replacement of traditional texts by exemplary sentences (as cited in Rahman, 2012, p.4). In addition, Freeman & Anderson (2013) state, "The Grammar Translation Method teaches students about the target language, but not how to use it" (p.23).

According to Harmer (1991),

In Grammar Translation Method, students were given explanations of individual points of grammar, then they were given sentences which exemplified these points and these sentences had to be translated from the target language (L2) back to the students' first language (L1) and vice versa. Here, language was treated at the level of the sentence only, with little study, certainly at the early stages, of longer texts and there was little if any consideration of the spoken language and accuracy was considered to be a necessity there. (p.63).

Again, according to Asl (2015), the method (GTM) requires that students translate whole texts word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists where the goal of this method is to enable students to read and translate literary master pieces and classics.

Prator and Celce-Murcia (1979) talked about the characteristics of GTM. They (1979) said that, in GTM, classes are taught in mother tongue, with little active use of the target language where vocabulary is taught in the form of lists of isolated words and little attention is paid to the content of texts which are treated as exercises in grammatical analysis.

2.1.4 Advantages of GTM:

The Grammar Translation Method has been practiced so widely and has survived so long for its main advantages. Its teacher centeredness is cost-effective and appropriate. Translation into L1 helps to get clear meaning quickly without any misunderstanding and teachers who are not fluent in L2 can teach through this method therefore less challenged.

As translation is one of the major factors in GTM, several scholars talked about the importance of translation, which is one of the major principles of GTM. Stem (1992), in his book, "Issues and Options in language Teaching", indicates that a contrastive Analysis, just as

the comparative linguistics studies, is indeed very important for the second language learners. Therefore, translation in one forms or can plat a certain part in language learning.

In Bangladesh, GTM is being used for a long periods and there are several reasons of behind this. In Bangladeshi context, GTM gets popularity because its various characteristics are supportive for Bangladesh education system. Acorrding to Brown(1994), “GTM remais so popular because it requires few specialized skills on the parts of teachers, tests of grammar rules and of translations are easy to construct and can be objectively scored” (p.19).

Austin J Damiani (2003) in his paper “The Grammar Translation Method of Language Teaching” states:

As a teacher, I liked using the grammar translation method because I could assume the intelligence of my students; I could talk to them like the intelligent people that they are, and we could talk about the grammar and vocabulary that I was teaching. In another method, I would have had to use simple language and familiar phrases to communicate in the target language, and even then, I could not be sure that my students knew and understood what it was that they were saying. (as cited in Mart, 2013, p.103).

Acorrding to Richards and Rodgers (1986),

it is ironic that this method has until very recently been so stalwart among many competing methods which does virtually nothing to enhance a student’ commuicative ability in the language. it is remembered with distaste by thousand of school learners for whom foreign language learning meant a tedious of memorizing endless lists of unusable grammar rules, vocabulary, attempting to produce perfect translations of stilted or literary prose.(p. 4).

According to Brown(1994) GTM is still in use because it requires few specialized skills on the part of teachers. Tests of grammar and of translations are easy to construct and can be objectively scored. So, students also do not feel to go beyond grammar and translation.

Cunningham (2000), his paper 'Translation in the Classroom-a Useful Tool for Second Language Acquisition' indicates, while there may indeed be some negative effects from using translation, there is a place in the learning environment for translation as translation can contribute to the students' acquisition of the target language at all level.

2.1.5 Disadvantages of GTM:

There are various disadvantages of the use of the grammar translation method. In this method students have to gradually accumulate and can have accurate command of each item in the syllabus. This can a big disadvantage for learners who want to start using the language directly. Grammar translation method focuses on the conscious memorization of grammar rules or vocabulary instead. Nowadays it is recommended that learners should learn language through exposure and make their own discoveries independently. Moreover, nowadays, fluency is being treated with more importance. But GTM always puts its focus on accuracy.

To mention the drawbacks of GTM, Asl (2015)states that, the grammar translation method prefers written language to spoken language which uses a graded grammatical syllabus and learners must gradually accumulate and accurate command of each item in the syllabus that may be considered as a big disadvantage for learners who want to start using the language straight away. Again, he states that, nowadays it is recommended that learners should make their own discoveries independently, should be able to co-operate as well whereas in GTM, the teacher plays a very prominent role in which learners interact with the teacher, not with each other, and insists on accuracy rather than fluency.

Brown in his book, 'Principles of language learning and teaching' mentions (1994) that GTM does 'virtually nothing to enhance a student's communicative ability in language learning.

In addition, Khan, Mansoor & Manzoor(2015) state, GTM is a teacher-centered approach in which there is little interaction between students and teacher and; students do not get the opportunity to communicate in target language. GTM reverses the learning process of a language; since it starts with listening but starts with reading and it is impossible to translate exactly from one language to another.

According to Attar and Chopra (2010) with changing time and specialized language learning needs, these methods failed to give the desired outcome expected of them. As with any other process, the demands and needs of language learning keep on changing and so should the methodology and approach. It can be traced back to Hymes (1972), who proposed that knowing a language involved more than knowing a set of grammatical, lexical, and phonological rules.

Most importantly, traditional methods see language learning as transfer of knowledge with the help of board and rules rather than considering it as a skill. But, in order to use the language effectively learners need to develop communicative competence—the ability to use the language they are learning, appropriately, in a given social encounter. Canale and Swain (1980) contended that communicative competence comprises grammatical competence, sociolinguistic competence, discourse competence, and strategic competence, elaborated Hymes' notion of communicative competence (1972). Thus with 1980s came the approach of CLT along with the teaching techniques like role plays, pair work, simulations etc. Though a popular approach among the classrooms, it has its own challenges, like, challenge of inculcating Self Learning, since the teacher involvement is minimal.

2.2 Communicative Approach (CLT)

2.2.1 Historical Background of CLT:

CLT or The Communicative Language Teaching could be said to be a reaction to Audio-lingual Method and Grammar Translation Method, which, was developed by Robert Langs in the early 1970s when linguists felt that students did not know how to communicate; they were not learning realistic language. CLT became quite popular and it has been adapted to the elementary, middle, secondary, and post-secondary levels.

Richards & Rodgers (1986) state that, the emergence of CLT occurred at the time when language teaching was looking for a change. They also mention that due to the unsatisfactory traditional syllabus that failed to facilitate learners' ability to use language for 'communication', linguists attempted to design a syllabus to achieve the 'communicative goals of language teaching'. Wilkins's (1976) notional syllabus had a significant impact on the development of CLT and in term of supporting the learners' communicative needs; Wilkins (1976) included communication function in a notional syllabus in which notions refer to concepts such as time, sequence, quantity, location, and frequency.

Richards & Rodgers, (1986) stated that based on the notional syllabus, a communication language syllabus consists of situations, language activities, language functions and notions. As a result, the design of foreign language syllabus focused on a learner-centered and communication-oriented language instruction. Again, Savignon (1991,2007)states that since the mid-sixties, the focus in linguistic theory has shifted from the study of language without context to the study of language in a context.

The emergence of Communicative Language Teaching approach has led to many innovations in the field. CLT today has resulted from many experiments and modifications over

the years since its inception in 1970 when it was first practiced in Germany. A few years later the practical aspect of language teaching and learning was emphasized. CLT deals with result oriented activities through. interactive exercises like games, role-play, and pair/group work.

2.2.2 Communicative Language Teaching:

Taking into account Richards and Rodgers' (1986) definition of approach, CLT encompasses a theory of language and a theory of language learning, and see it as an approach than a method. Briefly, they define an approach as a set of theories about the nature of language and of language learning. It takes a number of assumptions as a starting point. A method, on the other hand, is the level at which theory is put into practice and at which choices are made about the particular skills and content to be taught. In addition, Hymes (1972) made history by challenging Chomsky's view on linguistic competence, and replacing it by the notion of communicative competence cited in (Richards & Rodgers, 1986; Savignon, 1991).

According to Hymes (1972), “knowing a language involved more than knowing a set of grammatical, lexical, and phonological rules. In order to use the language effectively learner needs to develop communicative competence- the ability to use the language, they are learning appropriately in a given social encounter” (p.270).

According to Canale and Swain (1980), communicative competence refers to the correlation between the knowledge of the rules of grammar and knowledge of the rules of language use. They mention that the main goal of a communicative approach must be to establish the correlation of these two types of knowledge for the learner (1980). According to Wright (2000) the communicative approach to language teaching is, relatively, a newly adapted ‘hybrid approach to language teaching which is progressive’.

Again, CLT is derived from a multidisciplinary perspective like linguistics, psychology, philosophy, sociology and educational research (Savignon, 1991). It is generally accepted that, proponents of CLT is seen as an approach, not a method (Richards & Rodgers, 1986; Savignon, 1991; Brown, 1994).

2.2.3 The objective of CLT:

The main objective of Communicative Language Teaching is to be communicatively competent. The focus of this approach is to help the student to learn a language so that they can communicate meaningfully in any real life situation. The communicative approach makes teacher and student consider language in terms of communicative functions, it performs in real life situation, and its structure.

The objectives of CLT can be categorized in parts:

- 1) The goal of language teaching should be to make communicatively competent.
- 2) Develop the procedure for teaching of the four language skills that acknowledge the interdependence of language and communication. (Richards, 2001).

According to Piepho (1981) the objectives of CLT are:

- 1) An integrative and content level: language as a means of expression.
- 2) A linguistic and instrumental level: language as a semiotic system and object of learning.
- 3) An effective level of interpersonal relationships and conduct: language as a means of expressing values and judgment about oneself and others.
- 4) A level of individual learning needs: remedial learning based on error analysis.
- 5) A general level of extra-linguistic goals: language learning within the school curriculum. (p.8)

Again, according to Freeman and Anderson (2013), Communicative language teaching (CLT) aims broadly to make communicative competence the goal of language teaching.

They (2013) also state,

The aim/goal of CLT is to enable students to communicate in the target language; they not only need the knowledge of the linguistic forms, also the meaning and function to communicate and the most obvious characteristic of CLT is that almost everything that is done is done with a communicative intent where students use the language a great deal through communicative activities such as presentation, role-play and problem-solving tasks. (p.122).

According to Morrow (1981), there were three features in common among the activities that were truly communicative: information gap, choice and feedback (as cited in Freeman and Anderson, 2013, p.122).

To define the aim of CLT, Hiep (2007) states that CLT theory proposes a focus on learning which holds that learning is likely to happen when classroom practices are made real and meaningful to learners. He also adds that CLT sets the goal of language learning to be the teaching of learners to be able to use the language effectively for their real communicative needs rather than simply to provide learners with the knowledge about the grammar system of that language.

2.2.4 Principles of CLT:

With the evolution of more interactive views of language teaching in the 1980s, Communicative Language Teaching (CLT) approach over shadowed previous methods. The basis of this approach was a broad set of principles, which advocated that:

- Learners learn a language by communicating in it
- The goal of classroom activities should be to encourage authentic and meaningful communication.
- An important dimension of communication is fluency

- Different language skills should be integrated within the communication
- Learning is a process of creative construction and therefore, involves trial and error.

Richards & Rodgers, (2001) mention, CLT refers to a diverse set of principles, which reflects a communicative view of language and language learning which can be used to support a wide variety of classroom procedures. They mention few principles of CLT:

1. Learners learn a language through using it to communicate.
2. Authentic and meaningful communication should be the goal of classroom activities.
3. Fluency is an important dimension of communication.
4. Communication involves the integration of different language skills.
5. Learning is a process of creative construction and involves trial and error (p.172).

Again, Nunan (1991) introduces five basic principles of CLT -

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

2.2.5 Characteristics of CLT:

Brown (1994) proposes six interconnected characteristics of CLT where he states that classroom goals are focused on the components of communicative competence. He mentions that, In CLT, language techniques are designed to engage learners in the pragmatic, authentic,

functional use of language for meaningful purposes in which fluency and accuracy are seen as complimentary principles underlying communicative techniques. Here, fluency at times may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

In addition, he states that in a communicative class, students ultimately have to use language productively and receptively where students are given opportunities to focus on their own learning process through an understanding of their own styles of learning. Learners are encouraged to construct meaning through genuine linguistic interaction with other where the role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge.

According to Larsen-Freeman (1986) & Johnson(1982), CLT gives primary importance to the use or function of the language and secondary importance to its structure or form. This does not mean that knowledge of grammar is not essential for effective communication, rather systematic treatment of both functions and forms is vital. Stressing on this, Littlewood (1981) says 'one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language (p.1)

CLT focuses on the meaning of the sentence rather than the structure. Finocchiaro and Brumfit state (1983) 'meaning is paramount' since it helps the learners to manage the message they engage with the interlocutors (p.91).

Communicative approach is not limited to oral skills. Reading and writing skills need to be developed to promote pupils' confidence in all four skills areas. Students work on all four skills from the beginning, i.e., a given activity might involve reading, speaking, listening, and perhaps also writing (Celce-Murcia, 1991).

To talk about the characteristics of CLT, Savignon (2002) notes that CLT put the focus on the learner: Learner communicative needs provide a framework for elaborating program goals in term of functional competence.

According to Wilkins (1976), “instead of concentrating solely on grammar, CLT looked at what notions language expressed and what communicative functions people performed with language” (as cited in Harmer, p. 69).

Harmer(1991) talked about the characteristics of CLT by mentioning “In CLT the concern was with spoken functions as much as with written grammar and notions of when and how it was appropriate to say certain things were of primary importance”(P. 69).

He adds:

A major strand of CLT centers around the essential belief that if students are involved in meaning-focused communicative tasks, then language learning will take care of itself. CLT with its different strands of what to teach and how to teach it has become a generalized ‘umbrella’ term to describe learning sequences, which aim to improve the students’ ability to communicate (p.70).

Again, Larsen-Freeman(1986) state,
“Errors are seen as a natural outcome of the development of the communication skills and are therefore tolerated. So, it is very natural that the learners will commit errors. Constant correction is unnecessary and even counter-productive.

Again, Larsen-Freeman (1986) state that the students' native language has no role to play. The target language is used both during communicative activities and for the purpose of classroom management. From these classroom management exchanges the students learn, and realize that the target language is a vehicle for communication. Celce-Murcia (1991) state,

“Whatever the case may be, "the teacher should be able to use the target language fluently and appropriately" (p.8).

2.2.6 Teachers’ role in CLT:

Littlewood (1981), Breen & Candlin (1980) mention that The teacher is the facilitator of students' learning, manager of classroom activities, advisor during activities and a 'co-communicator' engaged in the communicative activity along with the students.

Again, Larsen-Freeman (1986) state, she does not always herself interact with students; rather she acts as an independent participant. Students, on the other hand, are more responsible managers of their own learning. They learn to communicate by communicating. Since the teacher's role is less dominant, the teaching/learning process is student centered rather than teacher-centered.

To mention the teachers’ role in the communicative language teaching, Breen and Candlin (1980) state that the teacher has two main roles. The first role is to facilitate the communication process between all participants in the class through the various activities and texts whereas the second role is to act as an independent participant within the learning-teaching group. They also add a third role for the teacher. According to them, “The teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities” (as cites in Richards and Rodgers, p.167)

Again, according to Breshneh & Riasati (2014), “The teacher is not a model for correct speech and writing and does not have the primary responsibility of making students produce plenty of error-free sentences. The teacher is facilitator/ advisor, answering questions, monitoring their performance, note making of their errors, and co-communicator” (p.11)

2.2.7 Students' role in CLT:

On the other hand, to refer the role of learners, Breen and Candlin (1980) state that the learners are the negotiator between the self, the learning process, and the object of learning. They also play the role of joint negotiator within the group and within the classroom procedures and activities. The learners are supposed to contribute as much as they gain and learn in an 'interdependent' way (as cited in Richards and Rodgers, p.166).

According to Wen Wu (2008) one of the fundamental principles of CLT is that learners are required to be involved in significant communication to accomplish communicative fluency in ESL settings.

According to Brown, (2001), CLT gives the learners more responsibility and involvement in the process of learning. Here teacher plays the role of a facilitator. So, it is the learners who should exercise and communicate enough and to some extent accurately in the CLT class to achieve communicative competence.

2.2.8 Importance of interaction in communicative approach (CLT):

In CLT, one of the major characteristics is to increase students talk time as much as possible by involving students in interaction with the teacher and the students. In an EFL class, both teacher-students and student-student interaction are necessary for effective learning.

Richards & Rodgers (1986) mentioned about communicative language teaching theory that communication and interaction is the main purpose of language learning. Nunan (1991) described different studies on communicative language teaching and said that target language functions and forms are learned better by interaction (As cited in Wang, 2010, p. 176).

"Classrooms" are titled to be "crucial" because there elements interact and "teachers" and "students" are titled to be the elements (Gaies 1995) (as cited in Rahayu, p. 1). Allwright &

Bailey (1996) stated classroom interaction to be a good medium because learners come in the class with their life experience and learning experience, their interest of learning, and their expectations. The teachers also come with their own experience of life and teaching (as cited in Rahayu, p. 1).

Wang (2010) mentioned classroom interaction to be useful because it helps learners to negotiate with meanings and the negotiation may turn to forms and facilitate more language learning activities, such as- classroom participation, group work, teacher talk, role play etc. (p. 176).

Wang (2010) described a research design where there were two groups. One group was allowed to interact with teacher and the other group was not allowed to do so. It happened that the group, which was allowed to interact, asked the teacher about target language forms and also learnt it. They were also involved in classroom interactional activities where they worked in groups and discussed about target language form each other.

To make clear why interaction is must in language classroom, firstly, Rivers (1987) defines interaction to be a collaborative activity where receiver and sender not only talk but they also listen, negotiate meanings and responds to each other and in this way they fulfill the foremost purpose of language learning that is communicating with each other. Moreover, through interaction they increase their “language store” and “authentic linguistic material” as well. On the other hand, as our brain is always working and keeps retrieving the information and knowledge we encounter, “give-and-take” system enables the learners to develop their present learning gradually (p. 4).

Taous (2013) talked about his research where he interviewed five teachers who teach speaking skill of L2. Almost all of the teachers said that they give comprehensible input.

According to Taous (2013), learners get advantage from comprehensible input. To execute any successful interactive task, comprehensible input is a must (p. 81). Another important aspect on all of the teachers agreed that while teaching in an oral expression course, they obviously interact with the learners because learners get comfortable and their oral proficiency gets improved (p. 84). All of the teachers said that they prefer classroom interaction between teacher-learner and learner-learner to get better result in L2 learning and their reasons are different, such as: it improves communication skills, it lets the learners to express themselves etc. (p. 86).

Choudhury (2005) found teacher-student interaction to be something by which the learners get stimuli so that they can initiate communication. It is one of the techniques to initiate interaction with the learners in order to create an interactive language classroom (p. 79).

Ibrahim (2012) conducted a survey on 22 teachers of English language in VEDC (Vocational Education Development Centre) and used a questionnaire as a major material. 15 teachers of them have 20 years of teaching experience. The teachers said that they mostly use TBI (Task-based instruction) and CLT (Communicative Language Teaching) in the language classroom (p. 34). Besides, classroom interaction and interactional feedback, one of the focuses of this study was the connection between motivation and interaction in the classroom. The teachers mentioned that they use “student-centered classroom technology” and motivation and motivational feedback have vital role to increase interaction in the classroom and thus facilitating in the second language learning. Making class vigorous and interesting with games enhances the self-confidence in the learners and they interact without fearing about the mistakes and embarrassment. The teacher think motivation is responsible for this dynamic attitude of the learners (p. 48). It is also told that interaction creates positive interpersonal relationships and affirmative approach, which requires high motivation (p. 55).

2.2.9 Importance of group/pair works in communicative approach (CLT):

Students regularly work in groups or pairs to transfer (and if necessary to negotiate) meaning in situations where one person has information that others lack (Celce-Murcia, 1991). More emphasis should be given to active modes of learning such as pair or group work in problem solving tasks in order to maximize the time allotted to each student for learning to negotiate meaning. Many people assume group/pair work is applicable in all contexts. However, classroom group or pair work should not be considered an essential feature used all the time, and may well be inappropriate in some contexts. Thompson (1996) and Savignon (2002) claim that group and/or pair work are flexible and useful techniques than that suggests, and they are active modes of learning which can help the learners to negotiate meaning and engage in problem-solving activities.

Nunan (1991) stated that learning process of second language gets facilitated when the learners are put in situations where they actively communicate in pairs and groups. Bruton and Samuda (1980) mentioned from researches that learners working in small groups can correct each others' mistakes (as cited in Nunan, 1991, p. 51).

According to Choudhury (2005), group work and pair work to be best options for interaction, which help to develop their own perspective and let them communicate naturally at a point. Moreover, group or pair works are better options for the learners who feel inhibited to interact in front of the whole class.

Khadidja (2010) stated that learning process is assisted by establishing social relationship among learners and it is also one of the roles of interaction. The teacher may use "group work" and "pair work" to make a class interactive.

Flor (1999) conducted a small-scale study on 11 children, aged 12-13 years old. He read aloud a text twice and asked the learners to write it individually and it should be a meaningful one. After this test, again he read a text and this time he read it once. Then he divided the class into two pairs and a group of three and asked them to write it in pairs. The result of the second activity was better where the learners could work in collaboration with their partner.

Scrivener (2015) mentioned some ways to maximize student-student interaction. According to him (2015), Pair works and small group works should be increased and should be given time to interact in pairs and groups.

Davis(1999) states, “group work, used both in and out of class, can be an important supplement to lectures, helping students master concepts and apply them to situations calling for complex applications of critical thinking skills”(p.1).

Harmer (1991) mentions, “group works grammatically increases the number of talking opportunities for individual students because there are more than two people in the group, personal relationships are usually less problematic, there is also a great chance of different opinions and varied contributions”(p.166).

He also mention that, it encourages broader skills of corporation and negotiation, which promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher.

As, group works serve highly communicative purposes for students and ensures their active participation in-group, it enhances students’ corporation and negotiation skill.

2.2.10 Importance of authentic materials in communicative approach (CLT):

Richards and Rodgers (2001) in the book, ‘approaches and Methods in Language Teaching’ talk about the importance of authentic materials in communicative teaching. They

mention that many proponents of Communicative Language Teaching have advocated the use of "authentic," "from-life" materials in the classroom. These might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts. Different kinds of objects can be used to support communicative exercises, such as a plastic model to assemble from directions.

This is mentioned by Guariento and Morley (2001) who believe that using authentic materials relates to the onset of communicative movements in which there was an attempt to simulate real world in the classroom.

Richards (2001) referring to the facilitating role of authentic materials believes that communication which takes place in the class must simulate as much as possible the communication observable in the real world outside.

Again, to define 'authentic text' Morrow (1977) defines authentic text as the language produced by a real speaker or writer for a real audience, which is expected to express a real message. Nunan (1989) and Jordan (1997) concentrate on the issue of purpose and state that authentic is any material, which has not been specifically produced for the purpose of language teaching.

Therefore, we can say, authentic materials are such materials those are produced for a real communicative purpose, which is one of the major characteristics of communicative language teaching.

2.2.11 Communicative approach (CLT) and language anxiety of learners:

There are always some links between foreign language classroom anxiety and communicative language teaching attitude. The studies show that though students of foreign

language learner are very positive about the communicative approach, they also sometimes become anxious in the classroom. Generally, for most of the students learning a foreign language in the classroom is very challenging because language learner finds it difficult to cope with the completely new language setting. Studies of Flowerdew, J. and Miller, L., 1995; Ferris, D. and Tagg, T., 1996 explores that that previous education and cultural background are responsible for student's unwillingness and inactiveness of language learners. But learners feel motivated when they can make a connection in terms of using the strategies and success in language learning. In traditional teacher-centered teaching method, students do not get opportunity to practice language in classroom and subsequently lack real life communication skills. Students who are accustomed to traditional method may face problems in coping with learning environment of the communicative classroom. Sometimes they feel anxious. This anxiety can be the result of pair work/ group work activities, pedagogical practices, assessment and so on. Kashan's affective filter hypothesis illustrates the issue of creating less threatening classroom environment for the anxious learners to make their learning effective. So, teachers' continuous encouragement and non-threatening instruction can be a good way to overcome learners' anxiety

2.2.12 Advantages of CLT:

Hiep (2007) in his article talks about the beliefs of the teachers regarding CLT where one of the teachers (Lien) mentions:

students can learn best if the learning atmosphere is fun, stimulating and stress-free and they should not feel that learning imposes on them. Therefore, he prefers CLT as it is a good teaching method because it aims to create such an 'uninhibited atmosphere' in the classroom. (p.197).

In addition, some other teachers believe that the need to create meaningful communication to support the learning process, which will encourage students to use the language in a meaningful way not necessarily in an accurate form. They emphasize on the creation of a fun, stimulating and stress-free atmosphere to facilitate meaningful communication. Therefore, CLT mainly focuses on assisting learners in creating meaning rather than form so that learners can communicate meaningfully in the society.

Asl (2015) mentions that, communication language teaching helps learners to use the target language most. He also mentions:

CLT has made major contributions to modern foreign language teaching for its obvious advantages which passing the responsibility of learning on to the learners and acquiring those to speak more will increase their fluency as well as their confidence in the target language which helps to develop communicative competence and this sense of achievement helps them to enjoy the class more. (p.23).

2.2.13 Disadvantages of CLT:

There are many criticisms of the communicative approach of teaching and learning language. Hughes (1983) complains that CLT produces fluent but inaccurate learners as errors are tolerated in CLT. So, accuracy is certainly ignored and it leads learners to Fossilization (Brown, 1994). To talk about one of the major limitations of CLT, Bax (2003) stated that CLT has always neglected the context in which learning takes place.

Another disadvantage to be pointed out about the CLT is the difficulty of its implementation in an EFL context or classroom (Chau & Chung, 1987; Burnaby & Sun, 1989). Burnaby and Sun (1989) and Chau and Chung (1987) pointed out in their articles that applying

CLT is difficult in an EFL context because of the lack of sources, authentic materials, native speaker teachers and large size of the classes.

2.2.14 CLT in Bangladesh:

Barman, Sultana & Basu (2006) stated that though CLT was first initiated in Europe in the late 1960s, it entered in ELT context of Bangladesh after 1990s.

Siddique (2004) states that CLT was introduced in 1998 in the secondary school level classroom which was introduced with a set of communicative language text book that is entitled English For Today (as cited in Peyar, 2011, p.10).

CLT focuses on four language skills (speaking, reading, writing and listening) according to Richards and Rodgers (2001), however, in Bangladesh context it is challenging to implement CLT in class as, Siddique (2004) states that most of the teachers at primary and secondary level are not that much competent in four basic skills. She further mentions that the application of the principles of CLT is systematically possible, culturally appropriate, concurs, and deals with functional or genuine language (as cited in Peyar, 2011, p.11).

Hasan and Akhand (2009) say that the shift from GTM to CLT occurs around 2001, which it is now the official government education policy. Though it has been almost a decade since CLT came into our ELT context, however, it seems appropriate to ask to what extent it has developed learners' competence and the declining standard of English.

According to Hamid and Baldauf Jr. (2008), ELT policies are not successful for achieving students' proficiency in English in Bangladesh, as there is no significant change in teaching practice at the school level, especially of rural area. The reason is, English is taught by unqualified or under-qualified teachers who are not helpful for students to achieve proficiency.

Siddique (2004) also stated the similar kind of notion that the majority of the teachers at the secondary level lack competence in the four basic skills. (as cited in Peyar, 2011, p.11).

CLT has been introduced in the secondary & higher secondary levels to enrich the students' skills in four areas: speaking, listening, reading and writing, however, according to Dutta (2006), students are not taught speaking and listening skills which make learners' unable to use English properly outside the classroom. Besides, in secondary level, the teachers still follow the old GTM, which has failed to develop students' communicative competence and EFL context of Bangladesh, the teachers explain the meaning of English text in Bangla, which is considered as one of the major problems(as cited in Peyar, 2011, p.12).

According to Shahidullah (2004),

If the class size is small, it is possible for the teachers to take an active interest in each individual student and address each individual's problem; it is also possible to manage the classroom activities and ensure students participation. However, all these are not possible in a large class. A large class size is not suitable for teaching and learning a skill based subject like English. (as cited in Peyar, 2011, p.12).

In addition, GTM was followed in Bangladesh for a long period and teachers were not trained enough in CLT. Quader (2003) states, towards the end of the 90s, CLT had been introduced at the S.S.C and H.S.C levels, while next textbooks had been written for both levels for teaching through this method, which was a source of worry for the teacher at H.S.C level as they had neither been trained in CLT nor briefed on using such books. The assigned training courses aimed to provide them with an understanding of CLT and to make them understand the freedom they could exercise in using the textbook as well. They realized that their task was not

to finish the book only, but also to choose sections depending upon what the activity they wanted to practice. (as cited in Hossen, 2008, p.22).

Chapter 3: Methodology

3.0 Introduction:

This chapter was about the methodology. This chapter would show how the researcher conducted the survey and also talk about the tools which, used to find out the survey result. For the research, the researcher chose a Bangla medium secondary level school in Dhaka. The researcher conducted the survey on standard nine (9). The survey result was presented in tables percentages, standard deviation. In the paper, Likert scale was also used to identify the attitude of the respondents regarding each item and here, the collected data was presented on the basis of mean score so that the survey result could be analyzed numerically as well as reliably.

3.1 Research Design:

In the paper, the various steps of research were presented in a progressive manner. For the research, the researcher chose a Bangla medium secondary level school in Dhaka. The research chose English literature (English First Paper) as the experimental subject and standard 9 as the target group. For the survey, the researcher used two sets of questionnaires for the teachers and students to learn about the method, which they followed to teach and learn literature and their perceptions regarding the traditional method and communicative approach in term of teaching and learning literature. Moreover, the researcher also used a test question for the students only to identify students' performance in two separate teaching approaches.

3.2 Theoretical frameworks:

This paper was designed to identify the effectiveness of CLT in literature class in the lights of traditional method (GTM) and communicative approach (CLT). The purpose of the paper was to identify the effectiveness of CLT in case of literature teaching and learning by applying it in literature class, which, was considered as a shift from traditional method to communicative

approach. This study concentrated on ‘Affective Filter Hypothesis’, which was introduced by a famous linguist named Stephen Krashen (1982) that was a hypothesis regarding second language acquisition theory. Du (2009) states, affective filter hypothesis were first proposed by Dulay and Burt (1977), and are incorporated by Krashen as one of his five input Hypotheses in 1985 (p.162). According to Krashen (1982), the ‘Affective Filter Hypothesis’ states how the affective factors for example (anxiety, inhibition, self-esteem, willingness to communicate etc.) are related to the second language acquisition process. He thinks these factors interfere the acquisition process and it is said that, these negative factors act like a blockage that prevents efficient learning. In Du’s words, “Affective factors act like a filter which filtrates the amount of input in learners’ brains” (p.162). He mentions that People having high affective filter will lower their acquisition whereas people with low affective filter permit more input into their language acquisition device (LAD). Generally, the filter is up when the acquirer is not motivated to learn the L2, lacking in confidence, or concerned only with failure. However, the filter remains down when the acquirer do not become anxious and try to participate in a group speaking.

This study also concentrated on Krashen’s (1982) ‘input hypothesis’. Lightbown and Spada (2006) described Krashen’s (1982) “Monitor model” based on five hypotheses. One of the five hypotheses is “Input hypothesis” that is comprehensible language exposure is necessary for second language acquisition and “i+1” is must in the language exposure. “i” is for acquired or present language knowledge and “1” represents the knowledge of language of one step ahead. Classroom research also proves the hypothesis to be true that comprehensible input can help in language acquisition progress.

Lightbown and Spada (2006) in their book, *How Language are learned*, mention, “The input hypothesis is that acquisition occurs when one is exposed to language that is comprehensible and

that contains $i+1$. The 'i' represents the level of language already acquired and the '+1' is a metaphor for language (words, grammatical forms, aspects of pronunciation) that is just a step beyond the level" (p.37).

3.3 Sampling

The aims of the study was to identify the effectiveness of CLT in term of literature teaching and learning by applying it in class, which was considered as a shift from traditional method to communicative approach. The researcher conducted the survey on standard 9 of a Bangla medium school at secondary level in Dhaka. In the research, the survey was conducted on 100 students and 10 teachers from department of English of that school. Qualitative and quantitative questions were prepared for the teachers and students to get their responses. In Creswell's (2005) words, "the blending of qualitative and quantitative data leads to a better perception of the research problem" (p.53).

For conducting the survey, the researcher took two groups of students- controlled group and experimental group, which were directed in GTM and CLT respectively. The class size, proficiency level, age, gender and other materials of two groups of students were consistent. The researcher also gave a test of two groups of students to identify students' performance in two separate teaching approaches.

3.4 Setting

The researcher conducted the survey on standard 9 of a Bangla medium secondary level school in Dhaka. The survey of students was mainly done in classes. Moreover, to get teachers' responses, the researcher conducted a survey on teachers, which was done in teachers' room. The survey was mainly done in the classes for students and in the teachers' room for teachers.

3.5 Instrumentation:

For the survey, two sets of questionnaires were used as instruments to collect data from teachers and students of department of English. The research was designed to conduct a survey on 100 students with 22 qualitative and quantitative questions in total. In addition, there was another set of survey questionnaire for 10 teachers with 22 qualitative and quantitative questions in total. The survey questionnaires were designed with multiple types of question patterns. There were various types of quantitative question patterns such as multiple-choice questions, yes/no questions, several statements, presented by 'Likert scale' and some qualitative questions. The statements were set up to learn about both teachers' and students' perception regarding the method which was followed to teach and learn literature in that school and also their perception regarding CLT in term of literature teaching and learning. In term of presenting statements, the researcher put some strategies in a box in which the teachers and students had to put tick mark based on their experiences in term of each statement and put the strategy that best describe both teachers' and students' use of each strategies from five options for each statement. For analysis, the responses were converted into mathematical figures as follows.

Here, the researcher followed Likert-Type Scale Response Anchors (Level of Agreement).

(Entirely disagree = 1, Disagree =2, Not sure =3, Agree = 4, Entirely agree = 5)

The survey results in mean score were followed by 4 interpretation keys. The 4 Interpretation keys followed by results given below. The interpretation keys of both teachers' and students' attitude were:

The data would be interpreted with the interpretation scale of Seligar & Shohamy(1989).

a) 1.00 – 2.25: Strongly disagree/ Never

- b) 2.26 – 3.00: Disagree/ Rarely
- c) 3.01 – 3.75: Agree/Sometimes
- d) 3.76 – 5.00: Strongly agree/ Always (p.214)

While analyzing the data, it would be predicted that, the higher the mean score was, the level of agreement was also higher towards the various aspects regarding the method, which was followed to teach and learn literature in that school, and CLT as well. Again, the lower the mean score was, the level of disagreement was higher towards various aspects regarding the existing method and CLT.

Their responses to the use of strategy were analyzed quantitatively. For analyzing the ‘statement’ part of the questionnaires, the researcher decided to analyze the data in mean score and standard deviation since the researcher was dealing with a good number of student/teacher participants.

Another instrument was a test question (see Appendix C) through which the researcher tested two groups of students after taking class of them in GTM and CLT respectively. The test question was prepared based on a reading text, in which there were 10 questions in total. Each question carried 1 mark and there were 10 marks in total.

The process of the survey was like a multiple-choice test, containing some options in which both teachers and students needed to choose the suitable one among those options. The researcher chose multiple-choice questions, as MCQ is a helpful test of all objective type questions. In Heaton’s (1975) words, “MCQ is helpful because it can be done without taking much time” (p.14).

3.6 Data collection procedure:

To collect the data from the teachers and students, the researcher went to the class and teachers' room and conducted the survey on them. The researcher had to take permission from the Vice Principal of the school. In that case, the Vice Principal and other English teachers were welcoming. Most of the teachers showed a cooperative attitude, which helped the researcher to conduct the survey in a peaceful manner.

As, there were two groups of students, the researcher needed to survey them one after another. In addition, as the researcher was supposed to test the two groups of students, the researcher tested them separately during the class hour. For each survey, the researcher got 30 minutes. After taking class on the reading text in GTM and CLT, the researcher tested two groups of students separately and also conducted the survey on the questionnaires, which was prepared for the students to get their responses. The researcher had to finish all the steps of the survey with 30 minutes. The students were told to mark the option they thought that suited to their situation most. Once they were done, the questionnaires were taken back. The researcher helped the students whenever they felt any problem regarding understanding any question.

Once the students' survey session was finished, the teachers' survey was conducted. To conduct the survey on the teachers, the researcher had to contact them before for their suitable time. It took almost 15-20 minutes per teacher and the questionnaires were collected from the teachers after completing the survey.

3.7 Data Analysis procedure:

For each group of students, the mean scores and the standard deviation of the 11 statements were calculated. Then, the scores were compared with each other. In such way, the responses of two groups of students were compared in term of their perceptions towards traditional method

and communicative approach in case of literature teaching and learning. It was helpful to get an overall picture of the students' perception about each statement. Moreover, the three central research questions were tried to be answered by both teachers' and students' responses there and several graphs were also drawn to illustrate the scenarios better. This section of the study fell under quantitative category as the outcomes of the survey were analyzed by using numerical data. According to Mackey & Gass (2005), "quantitative research usually starts with an experimental design where mathematical figures are carried out in order to analyze the collected information" (p.2).

Again, to analyze the teachers' and students' perception on the application of CLT in literature class, the researcher followed two ways. At first, both the teachers' and students' responses to individual question were presented and analyzed mathematical figures, which fell under quantitative research. Secondly, their overall interpretation was discussed and analyzed. In term of teachers' responses, their interests in two types of teaching approaches were also taken into account to find out their personal views towards them and their interest in these areas. This section fell under the qualitative category. According to Wyse (2011), qualitative research discusses and interprets the underlying reasons, opinions, and motivations behind any case. It also provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. Qualitative Research is also used to uncover trends in thought and opinions, and dive deeper into the problem (Wyse, 2011).

Furthermore, in Jansen's (2010) words, "the qualitative type of survey aims at determining the diversity of some topic of interest within a given population" (para.6). He also argues that this type of survey does not count the number of people with the same characteristic (value of

variable) but it establishes the meaningful variation (relevant dimensions and values) within that population.

Lastly, the researcher compared the students' and teachers' responses to find out similarity between their responses regarding the topic 'the application of CLT in literature class; a shift from traditional method to communicative approach'.

3.8 Obstacles Encountered:

While conducting the survey, in some cases, the researcher faced some problems, especially during taking the class. As the class hour was limited, the researcher faced difficulty to direct the class in CLT appropriately and to cover the test and survey sessions within the class time. In addition, since there were large number of students (50) in each class with limited class hour, it was difficult to cover the test and questionnaire sessions after taking class of them. Moreover, collecting questionnaire from each student at the same time was also a matter of problem.

Moreover, some students were putting the tick marks on the questions without even reading those. In that case, the researcher fell in trouble to learn about the method which was followed to teach and learn literature in that class. Another problematic issue was that many of the teachers and students did not want to make the 'true' comments against the existing teaching and learning approach which was followed to teach and learn literature in that class. Furthermore, since both the surveys of teachers and students were conducted on a particular day, as a result, it was difficult to get teachers' time suitable for the researcher within the destined time.

Chapter 4: Findings

4.0 Introduction:

In this chapter, the researcher would like to mention the findings of the responses of both teachers and students in term of two sets of questionnaires (Appendix A and B) and a test question. Based on the responses, the researcher would analyze the findings theoretically in the next chapter. The findings of both teachers' and of students' responses were given below.

4.1 Findings of students' responses (Appendix B):

The set of questionnaire, which was prepared for the students (Appendix B), was divided into four parts: A, B, C, and D. Now, the findings of each part would be mentioned below.

Part A of students' questionnaire:

The first part of the questionnaire was part A, which was a multiple-choice question, in which students were asked to share their opinion in term of their preferred learning technique in case of learning literature through choosing one option (put tick mark) between two options. As there were two groups of students; controlled group and experimental group, the responses of two groups of students would be mentioned in percentage in case of the same question.

About 38% students from controlled group mentioned that they felt comfortable if the teacher explained the text whereas about 34% students from experimental group preferred teacher's explanation of reading a text.

Again, about 62% students from controlled group liked to understand and analyze the text by themselves without teacher's explanation. On the other hand, about 66% students from experimental group felt comfortable if they understood and analyzed the text by themselves.

Part B of students' questionnaire:

In part B, there were some statements regarding various aspects such as technique of literature learning, students' perceptions towards the techniques etc. Here, Likert-Scale Response Anchors (Level of Agreement) was followed to get students response. In this case, the results of students' responses were presented in mean score.

There were 11 statements in total those would be mentioned in Appendix B later (See Appendix B). The findings of two groups of students' responses were mentioned in mean score and Standard Deviation (SD), which were presented below.

Statement No.	Controlled(GTM)Group's Result in (Mean Score).	Controlled Group's result in Standard Deviation	Experimental (CLT) Group's Result in (Mean Score).	Experimental Group's result in Standard Deviation
2	4.08	1.08	4.06	0.97
3	2.24	1.04	2.02	1.20
4	4.58	0.60	4.68	0.47
5	1.62	.96	1.58	0.88
6	4.1	1.01	3.84	1.03
7	4	1.03	3.84	1.20
8	4.22	.86	4.24	0.79
9	2.7	1.34	2.75	1.39

10	4.34	1.00	4	1.12
11	3.02	1.82	3.14	1.60
12	3.82	1.24	3.7	1.28

Table 1: The findings of students' responses in mean score and standard deviation

Part C of students' questionnaire: In part C, there were few questions regarding classroom environment and allocated class hour. In this section, two groups of students' responses were presented in percentage.

First question of part C asked about students' interest regarding the point of using modern technology in literature class. Most of students from both groups found it interesting if the teacher used modern technology in literature class. On the other hand, a few number of students from both groups showed negative view at this point.

Second question of **part C** was about students' perception regarding showing movie or other video related to the lesson in literature class. In this area, most of the students from both groups showed positive attitudes as they thought that it would be helpful to discover literature if the teacher showed movie or other videos in literature class whereas a few number of students from both groups showed negative views here.

The third question of **part C** asked students regarding their views towards the point of interactive class by involving in group/pair work, and about 90% students from both groups thought that it would be interesting if the teachers taught literature in an interactive way by involving them in group/pair works. Conversely, about 10% students from both groups had negative perception at this point.

The **fourth** question was about students' perception towards the aspect that whether group/pair works made a topic easier to understand than individual works or not. In response of this question, about 88% and 92% students from both groups gave positive responses respectively. In contrast, about 12% and 8% students from controlled group and experimental group showed negative view towards this aspect respectively.

Again, the **fifth** question of **part C** asked students to share their opinion regarding the aspect that whether it was easier to solve any problem or answer in group/pair works than individual works or not. To respond this question, about 90% students from controlled group gave positive response whereas about 10% students had negative view regarding this aspect. In term of experimental group, most of the students believed that it was easier to solve any problem or answer in group/pair work than individual works. In contrast, a few number of students showed negative view here.

The **sixth** and **seventh** questions of **part C** were about existing class hour, which asked students that whether it was sufficient for traditional and interactive literature class, or not. In response of question **sixth**, about 42% and 10% students from both groups thought that the existing class hour was sufficient for traditional literature class respectively. On the other hand, about 56% from controlled group and 90% students from experimental group gave negative responses in this point.

Again, in response to question **seventh**, about 42% and 14% students from two groups believed that the existing class hour was sufficient for communicative class respectively. Conversely, about 58% students from controlled group and 86% students from experimental group showed their disagreement at this point.

Part D of students' questionnaire:

In **part D**, there were few qualitative questions where both teachers and students had to share their opinion regarding traditional technique and communicative technique in term of literature learning and these questions required brief explanations of participants.

The first question of **part D** asked students whether the communicative/interactive way would ensure better literature learning or not and in response to this question, about 90% students from controlled group gave positive response whereas 8% students showed negative view here. Moreover, about 2% students from controlled group had a neutral in that point. In contrast, most of the students from experimental group had a positive in this aspect whereas a few students showed their disagreement here.

Again, the **next** question of **part D** was about students' perception regarding the aspect that whether the communicative/ interactive way would help the students to understand literature in a deeper way or not. In response, about 88% and 92% students from two groups thought that the communicative/interactive way would help them to understand literature in a deeper way respectively, whereas a few number of students from both groups did not agree with this idea. Moreover, a couple of students from both groups had a neutral view in this aspect.

Furthermore, the **last** question of **part D**, asked students to share their opinion regarding the matter that '*the communicative way would help you to nurture the intellectual faculty*' and the percentage of positive response in term of this question from both groups were 88% and 92% respectively. On the other side, about 6% students from both groups showed a negative attitude in this point whereas small number of students had a neutral perception as well.

4.2 Findings of teachers' responses (Appendix A):

Like students, teachers also shared their opinion regarding the teaching technique and their perception towards the traditional and communicative techniques (ways) of literature teaching and they shared their opinion through answering several questions (See appendix A).

In appendix A, there were five parts in total; A, B, C, D and E were explained below.

Part A of teachers' questionnaire:

The very first question of Appendix A was a multiple-choice question in which two options are given and all participants (teachers) had to choose one option between them which would share their interest in term of their preferred teaching technique in case of literature teaching. In response to this question, all participants chose interactive/communicative literature teaching as their preferred teaching way.

The next part of the questionnaire was **part B** where the researchers put some qualitative question to get teachers opinion regarding teaching methods and their suitability to teach literature.

The very **first** question of **part B** was about the method, which was followed by the teachers to teach literature and why they used it and in response to this question, about 50% teachers mentioned CLT as their followed teaching technique. In addition, about 40% teachers suggested GTM, whereas 10% referred both CLT and GTM as their followed method to teach literature.

The **next two** questions of **part B** asked participants to share their opinion regarding the suitability of GTM and CLT to teach literature. At this point, about 10% participants believed that GTM was more suitable to teach literature than CLT whereas about 90% preferred CLT as more suitable method than GTM.

The next section of questionnaire was **part C**. In **part C**, like appendix B, there were several statements. Through those statements, the teachers would share their opinion regarding the teaching techniques those they followed to teach literature to students. Here, like appendix B, Likert-Scale Response Anchors (Level of Agreement) was followed to get teachers' response.

There were 13 statements in total those would be mentioned in Appendix A later (See appendix A). The findings of teachers' responses were presented in mean score and Standard Deviation (SD) given below.

Statement No.	Teachers' responses on questionnaire (mean score)	Standard Deviation(SD)
5	3.5	1.17
6	2.7	1.25
7	3.4	1.34
8	3.6	0.96
9	3.6	1.26
10	3.8	1.13
11	2.1	0.87
12	2.2	1.13
13	2.1	0.87
14	3.2	1.31

Table 2: The findings of teachers' responses in mean score and standard deviation

Part D of teachers' questionnaire:

The further part of the questionnaire was **part D**, which presented several quantitative (yes/no), questions to get teachers opinion in term of classroom environment and allocated class hour. The first two questions of part D was about the suitability of existing classroom for traditional and communicative literature class. At this point, all participants found the existing classroom suitable for traditional literature class. Conversely, about 30% participants perceived the existing classroom suitable for communicative literature class whereas about 70% disagreed with the idea.

Again to learn about the suitability of existing class hour with traditional and communicative literature class, the participants were asked to share their opinion by choosing yes or no option. In response to the question, about 80% participants found the existing class hour suitable for traditional literature class whereas about 20% disagreed with the idea. In addition, all participants believed that the existing class hour was not suitable for communicative/interactive literature class.

The next question of part D asked participants that *whether there was sufficient use of modern technology, space, and lighting system for communicative teaching within the class or not*. In response to this question, all participants shared negative views, as they believed that there was not sufficient use of modern technology, space, and lighting system for communicative teaching within the class.

Part E of teachers' questionnaire:

The very last part of Appendix A presented some qualitative questions and by answering them, the participants had to share their opinion regarding several aspects of two teaching methods. The very first question of part E asked participants that *which method would ensure*

better literature learning- GTM or CLT. According to all participants, CLT would ensure better literature learning. Again, *whether the application of CLT in literature class would help the students to understand the literature in a deeper way or not* and in response to this question, all participants gave positive responses, as they believed that the application of CLT would help the students to understand literature in a deeper way. Furthermore, the last question of part E addressed the participants to share their opinion regarding the aspect that *whether CLT would help the students to nurture the intellectual faculty or not* and according to all participants, CLT would help the students to nurture the intellectual faculty.

4.3 Results of students' test (Appendix C):

Though most of the teachers and students preferred CLT for better literature learning, to learn about the method, which was followed to teach and learn literature in the class, the researcher gave a test to the students. Like the students' survey questionnaire (Appendix B), in case of testing students, the researcher tested the two groups of students separately after taking class of them.

The number of students and their test score were presented in table given below, which would also be presented in percentage in discussion part later.

Students' test result (controlled group):

Number of students	Test Score
2	4 out of 10
10	6 out of 10
7	7 out of 10
8	8 out of 10
17	9 out of 10
6	10 out of 10

Table 3: Controlled group's test results

Students' test result (Experimental group):

Numbers of students	Test Score
4	3 out of 10
3	4 out of 10
5	5 out of 10
5	6 out of 10
12	7 out of 10
11	8 out of 10
4	9 out of 10
5	10 out of 10

Table 4: Experimental group's test results

Chapter 5: Discussion

5.0 Introduction

In this section of the paper, the researcher would critically analyze qualitatively and quantitatively the findings of both teachers' and students' perceptions regarding traditional method and communicative approach in case of literature teaching and learning based on central research questions. The researcher would analyze this section with the help of several literature reviews, classical theories and to make the argument reliable.

5.1 Central Research Question1: 'Is the application of CLT in literature class necessary for students' effective learning'?

The areas of teachers' and students' questionnaires, supported central research question 1 were mentioned below:

- The areas (no.) of teachers' questionnaire (See appendix A): 1, 2, 15, 16, 18, 19, 17, 20.
- The areas (no.) of students' questionnaire (See appendix B): 1, 13, 18, 19, 20.

5.1.1 Analysis of central researcher question 1:

The central research question tried to find out that *whether the application of CLT in literature class was necessary for students' effective learning or not*. The findings of several areas of both teachers and students' questionnaires proved that, both teachers and students believed that the application of CLT in literature class was necessary for students' effective learning.

First of all, the findings of teachers' responses showed that all the teachers preferred CLT to teach literature whereas a large number of students also mentioned CLT as their preferred method to learn literature. At this point, to make the idea clear, the researcher would like to provide graphical representation of two groups' of students' responses.

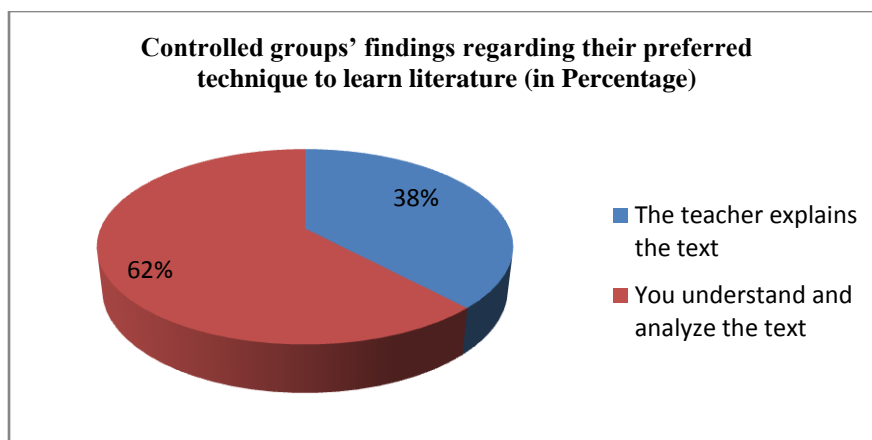


Figure 1: Controlled groups' Findings

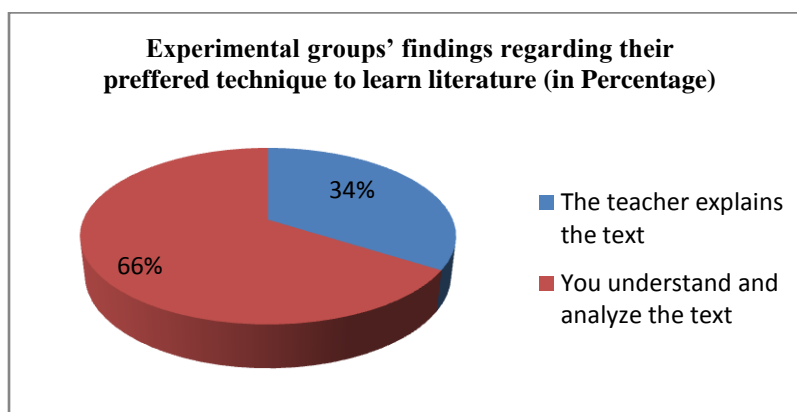


Figure 2: Experimental groups' Findings

The graph, which was presented above, showed that students from both groups did not prefer traditional technique rather they preferred to understand and analyze the text by themselves which addressed communicative technique. In addition, all teachers believed that CLT would ensure better literature learning while a large number of students from both groups agreed with this idea.

To learn about teachers' perception regarding the necessity of applying CLT in literature class for students' effective learning, the researcher asked the teachers about the method which they followed to teach literature and why they followed. The teachers perceptions towards the aspect helped the researcher to learn about their perceptions towards CLT which addressed their

views regarding the aspect that *the application of CLT in literature class was necessary for students' effective learning*. At this point, the researcher provided a graphical representation of teachers' responses to make the idea clear.

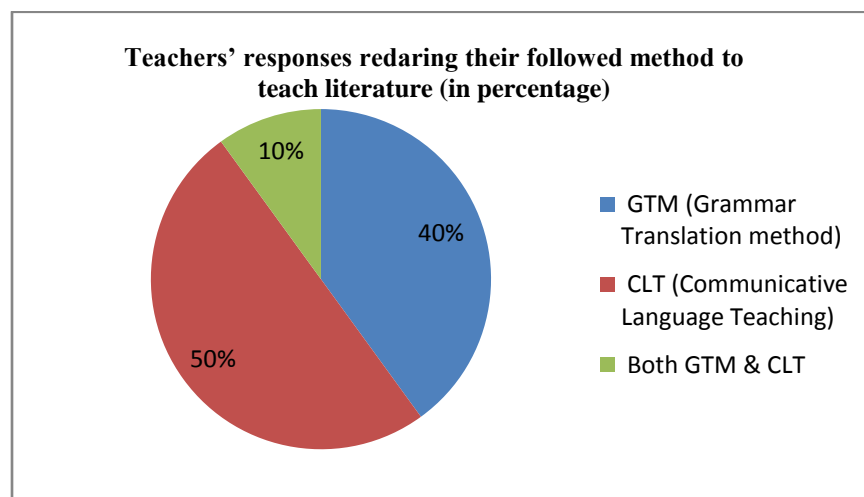


Figure 3: The findings of teachers' responses

The graph showed up that about 50% teachers followed CLT whereas about 40% and 10% followed GTM and both GTM and CLT respectively to teach literature, which indicated that although all teachers preferred CLT for effective literature learning, all of them, did not follow CLT to teach literature. The reason behind the contradiction between these two aspects might be some institutional disadvantages, which restrained the teachers to apply CLT in literature class. For example, unsuitable classroom, insufficient accommodations, existing class hour, large number of students etc.

In term of suitability of existing classroom, class hour, and modern technology and other accommodations, all teachers gave unsatisfactory responses that there was no use of modern technology in existing classroom. Moreover, they believed that the existing classroom was suitable for traditional literature class, in the contrary, only 30% teachers believed that the existing classroom was suitable for communicative literature class.

Again, in term of the suitability of existing class hour with traditional literature class, there were variations among teachers' responses. The variations of responses were shown in graph given below.

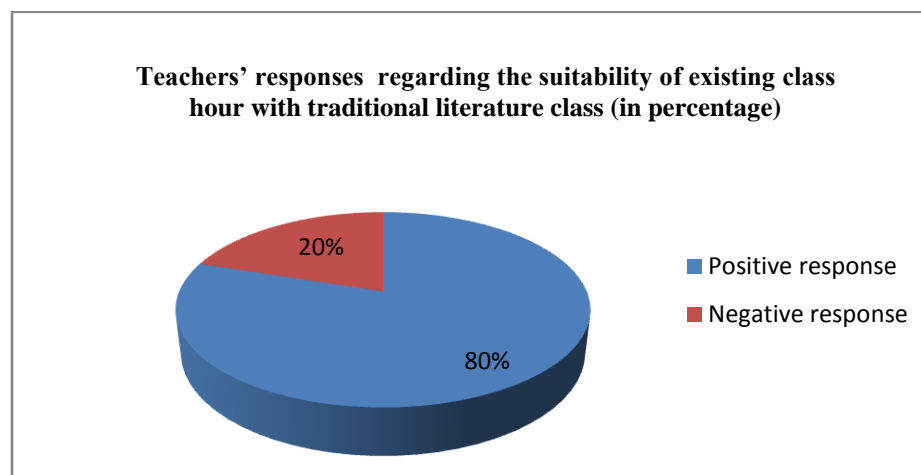


Figure 4: Teachers' responses regarding the suitability of class hour with traditional class.

Conversely, all the teachers mentioned that the existing class hour was not suitable for communicative literature class.

In class of applying CLT in literature class, there were some requirements such as limited students, use of modern technology (Multimedia), sufficient class hour, and other accommodations like sufficient space, light etc. However, the existing class was a large class with large number of students (50), which was not suitable for communicative class as communicative class required limited students with proper accommodations so that it could ensure students communicative meaningful learning. According to Shahidullah (2004),

If the class size is small, it is possible for the teachers to take an active interest in each individual student and address each individual's problem; it is also possible to manage the classroom activities and ensure students participation. However, all these are not possible in a large class. A large class size is not suitable for teaching and learning a skill based subject like English. (as cited in Peyar, 2011, p.12).

Again, there were not others sufficient accommodations like enough space, lights etc. in the class, which was necessary for ensuring CLT in proper manner in the class. Moreover, all the teachers mentioned that there was no use of modern technology (Multimedia) in the class. However, one of the main claims of CLT was, using of modern technology to enhance students' learning which was completely absent in the existing class.

As a result, students of the class did not get the opportunity to learn literature with the help of modern technology, which restrained students' effective and meaningful literature learning, although they believed that it would be effective, if the teacher used modern technology in class to teach literature.

As modern technology (multimedia) was considered as a useful tool to enhance learning, hence, to talk about the importance of using modern technology in communicative class, Lawrence (2002) claimed that technology provides learners with regulation of their own learning process and easy access to information, which the teacher may not be able to provide. The potentially positive side of incorporating technology has encouraged foreign language educators to apply its advantages to enhance pedagogical practices (as cited in Riasati, Allahyar & Tan, 2012, p. 25).

In addition, Galavis (1998) and Dunken (1990) asserted that the use of technology enhanced learners' language proficiency and their overall academic skills. As there was no use of modern technology in the class, students were not able to practice literature in an effective manner, which hampered their learning process ultimately (as cited in Riasati, Allahyar & Tan, 2012, p.26).

In conclusion, it could be said that the findings of the teachers' and students' responses showed that most of them believed that the application of CLT in literature class was necessary for students' effective learning. However, because of several disadvantages, it was not possible for all the teachers to apply CLT in literature class, which raised a contradiction between their beliefs and the reality.

5.2 Central research question 2: Does the interaction/communication between teachers and learners in literature class pave the way for better learning?

The areas of teachers' and students' questionnaires supported central research question 2 were mentioned below:

- The areas (no.) of teachers' questionnaire (See Appendix A) :7, 8, 9 ,10, 11, 21.
- The areas (no.) of students' questionnaire (See Appendix B): 4, 5, 6, 7, 8 ,9, 15, 16, 17, 21.

5.2.1 Analysis of central research question 2:

The second central research question tried to identify whether the interaction/communication between teachers and learners in literature class paved the way for better learning or not. The findings of several areas of both teachers and students' questionnaires proved that, both teachers and students believed, the interaction/communication between teachers and learners in literature class paved the way for better learning.

First of all, to learn about both teachers' and students' perceptions regarding the necessity of interaction/communication between teachers and students to pave the way for better literature learning, the researcher asked both teachers and students that *whether students felt comfortable in communicative technique when teachers taught a story/poem* which addressed their views

regarding communication/interaction. At this point, the researcher provided a graphical representation of the findings of both teachers' and students' responses.

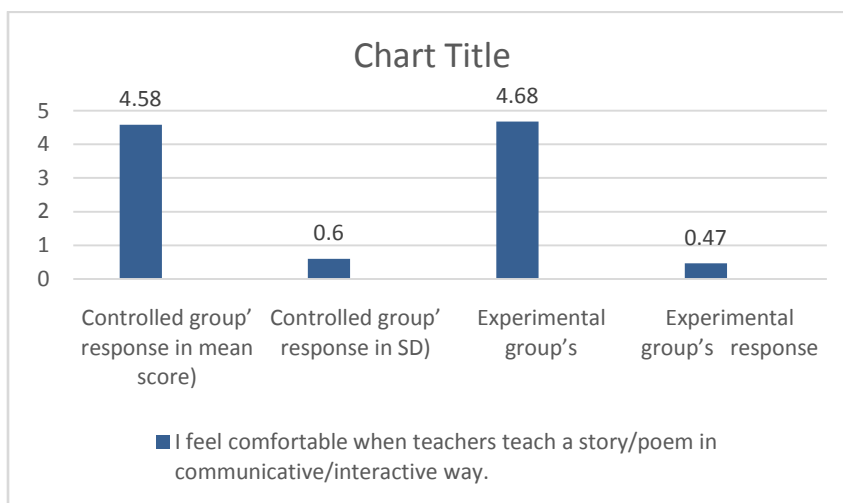


Figure 5: Two groups of students' responses in mean score& SD

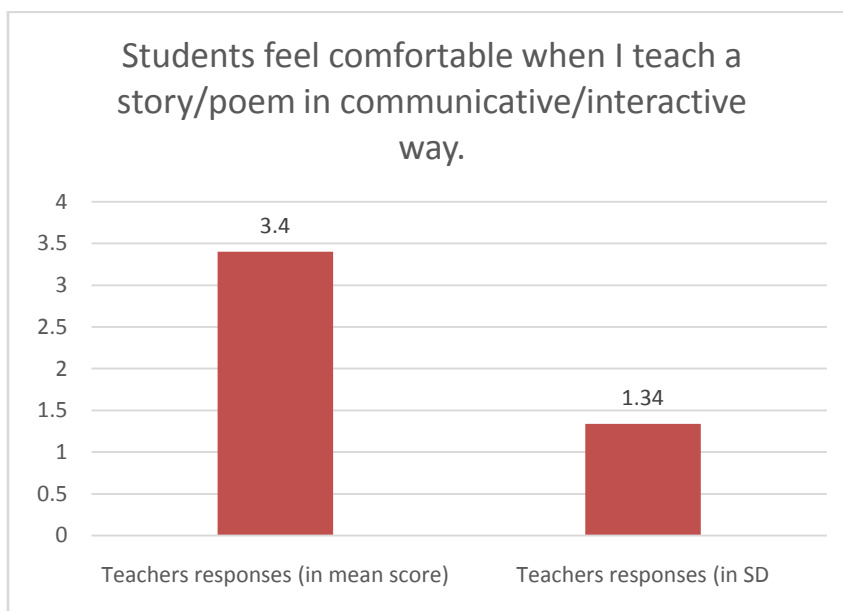


Figure 6: Teachers' responses in mean score & SD

The two graphs were given above presented both teachers and students' agreement regarding the idea that *students feel comfortable when teachers teach a story/poem in communicative way*, which indicated that, students felt comfortable with communicative approach. The mean scores of both groups were indicated their agreement strongly in this aspect according to the interpretation scale (3.76 - 5.00= strongly agree). In addition, the SD results demonstrated that there were fewer variations among students' responses as the data points tended to be close to the mean of the set.

Again, the mean score of teachers' responses showed their agreement towards the aspects according to the interpretation scale (3.01- 3.75= Agree) and the SD results indicated that the data points were spread out over a wider range of values.

In addition, the researcher would like to mention several aspects those demonstrated the aspect that *whether the interaction/communication between teachers and learners in literature class paved the way for better learning or not*. At this point, the researcher would like to give a graphical representation of those aspects.

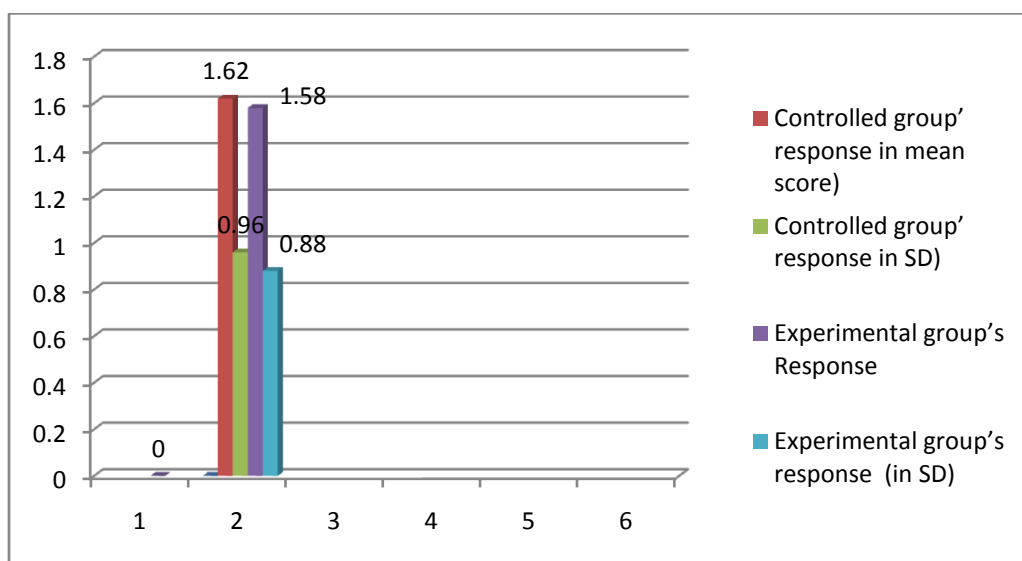


Figure 7: Two groups of students' responses in mean score & SD.

The graph, was given above, presented the findings of two groups of students' responses in mean score and SD in term of the aspect that *I feel comfortable when teachers teach a story/poem without taking our opinions/responses*. The two groups of students' responses in mean score showed that students' showed their disagreement strongly at this point according to the interpretation scale (1.00 – 2.25= Strongly disagree). Again, their SD results also demonstrated that the data points tended to be close to the mean of the set, which meant that most of the students shared same views regarding the aspect. The findings of both groups of students indicated that students did not feel comfortable when teachers taught a story/poem without taking their opinion/response, which conveyed that both groups of students had a choice of what they would say and how they would say it. Having a choice indicated that they wanted to share their ideas/opinion with each other and teachers which conveyed having their interest to interact with each other and teachers so that they could share their ideas/opinion with each other and the teachers as well when teachers taught a story/poem. According to Larsen-Freeman & Anderson (2011), "in communication, the speaker has a choice of what she will say and how she will say it. If the exercise is tightly controlled, so that students can only say something in one way, the speaker has no choice and the exchange, therefore is not communicative"(p.123).

Secondly, whether the teachers felt the necessity of interaction between teachers and students to pave the way for better learning or not, the researcher asked both teachers and students to learn about *whether the teachers engaged students in various tasks and activities by involving them in group/pair works while teaching story/poem*. The researcher would like to present both students' and teachers' responses in graph, given below.

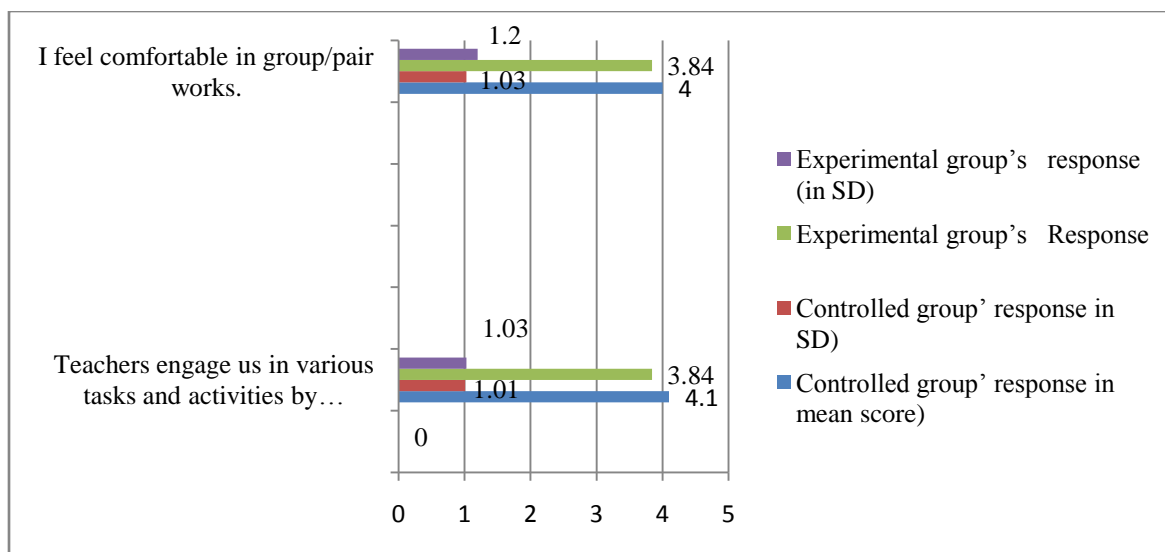


Figure 8: students' responses in mean score& SD

The graph was given above showed that both groups of students mentioned that teachers engaged them in various tasks and activities by involving them in group/pair work while teaching a story/poem as the mean scores of their responses indicated their agreement strongly according to the interpretation scale (3.76 – 5.00: Strongly agree) and their SD results showed the data points were spread out over a wider range of values.

In addition, to ensure interaction between teachers and students and students-students, one of the effective ways was group/pair work. To learn about students' perception regarding group/pair work, the researcher asked both teachers and students that *whether students felt comfortable in group/pair work or not*. In term of the aspect, *students feel comfortable in group/pair works*, the findings of students' responses were presented in graph, given above, demonstrated that students of both groups were comfortable with the group/pair work as the mean scores of the responses indicated their agreement strongly according to the interpretation scale (3.76 – 5.00: Strongly agree) although their SD results showed that the data points were spread out over a wider range of values.

Again, the researcher would like to present teachers' responses in this aspect through graphs in mean score and SD given below.

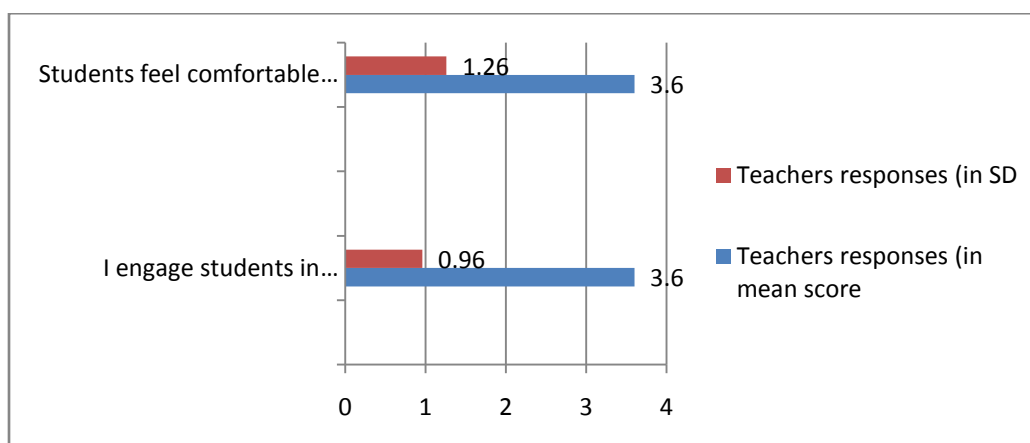


Figure 9: teachers' responses in mean score & SD.

The findings of teachers' responses also showed that teachers agreed with the aspect that they engaged students in various tasks and activities by involving them group/pair works as the mean score of their responses indicated their agreement towards the aspect according to the interpretation scale (3.01 – 3.75: Agree). Moreover, their SD results also showed that the data points tended to be close to the mean of the set, which demonstrated that most of the teachers shared similar responses.

Again, in term of the aspect that *whether students feel comfortable in group/pair works or not*, the graphical representation of teachers' responses showed teachers' agreed with the ideas as the mean score of their responses demonstrated their agreement according to the interpretation scale (3.01 – 3.75: Agree) and the data points were spread out over a wider range of values according to the SD result.

The findings of several aspects regarding teachers' and students' perceptions about necessity of interaction/communication in class were presented through graphs given above conveyed that teachers wanted students to engage in interaction. For that reason, they engaged

students in various tasks and activities by involving them in group/pair works as they believed, group/pair work would help students to develop their communication skill, which addressed their believed towards the aspect that the interaction/communication between teachers and learners in literature class paved the way for better learning.

Moreover, in term of the aspect, *whether students felt comfortable in group/pair work or not*, the findings of teachers' and students' responses demonstrated that students felt comfortable in group/pair works. The findings illustrated that students also wanted to communicate/interactive with each other and that was the reason, they were comfortable with group/pair works as group/pair work facilitated communication/interaction among teacher-students and students-students. In group/ pair work, students could get the opportunity to give feedback to each other on their tasks and the teachers could provide feedback on their works as well which promoted students-students and teachers-students communication/interaction greatly. This idea got clear by the findings of students' responses that students did not feel comfortable when teachers taught a story/poem without taking their opinions/responses, which indicated that students wanted to communicate with each other and teachers to share their ideas/ opinions that would ensure their better literature learning. Therefore, it could be said that, the findings addressed their beliefs towards the aspect that *the interaction/communication between teachers' and learners in literature class paved the way for better learning*.

Furthermore, a large number of students also believed that it would be interesting, if the teachers taught literature in interactive way by engaging them in pair and group works, which indicated that not only teachers preferred communication/interaction, also students liked communication/interaction, which paved the way for better literature learning.

In addition, to learn more about students' perception regarding group/pair works, the researcher asked students several questions, which helped researcher to learn more about aspect. The researcher asked students to share their views about the aspects that *group/ pair works made a topic easier to understand than individual works and it was easier to solve any problem or answer in group/pair works than individual works* respectively. The findings of students' responses demonstrated their positive views in these aspects.

The findings of students' responses regarding the aspect, *group/ pair works made a topic easier to understand than individual works* were presented in graph given below.

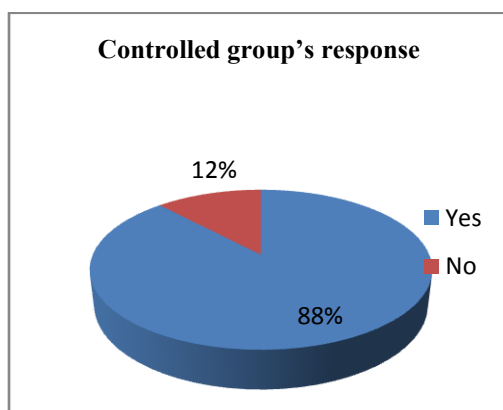


Figure10: Controlled group's response

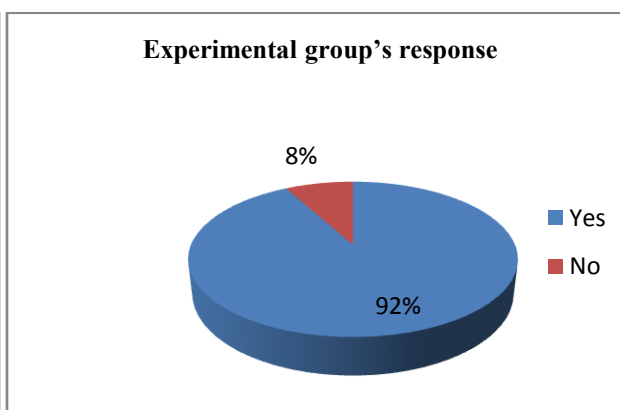


Figure 11: Experimental group's response

The graph showed that most of the students of both groups believed that group/pair works made a topic easier to understand than individual works. Moreover, the findings of the aspect of students' questionnaire, *it was easier to solve any problem or answer in group/pair works than individual works*, showed that a large number of students from both groups had a positive views towards that aspect. They believed that it was easier to solve any problem or answer in group/pair works than individual works, which was proved through the graphs given below.

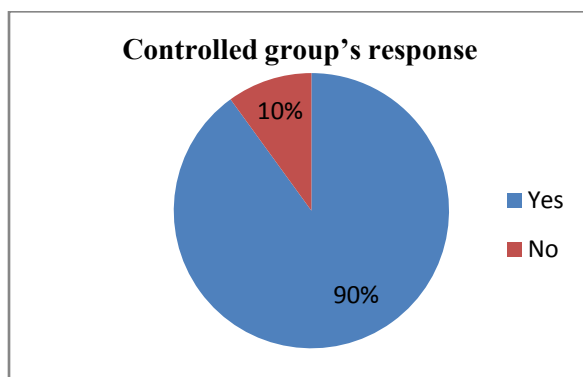


Figure12: Controlled groups response in percentage

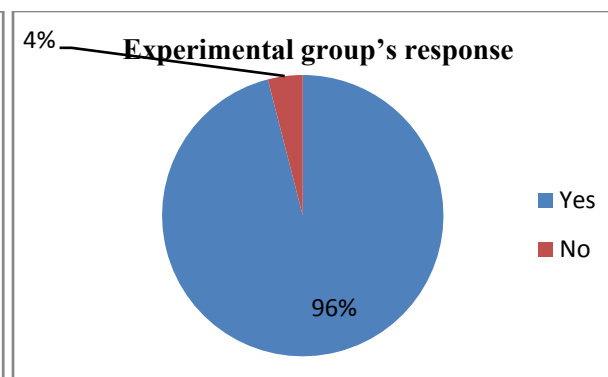


Figure 13: Experimental group's response in percentage

The graphs of the findings mentioned above proved that both teachers and students preferred communication/interaction, which addressed their beliefs regarding the aspect that the interaction/ communication in literature class paved the way for better learning. Moreover, most of the teachers and students agreed with the idea that *communication/interaction would help the students to understand literature in a deeper way*, which indicated both teachers', and students' beliefs regarding the aspect that interaction/communication was necessary to pave the way for better literature learning. To talk about the importance of interaction to enhance effective learning, Allwright& Bailey (1996) stated "classroom interaction to be a good medium because learners come in the class with their life experience and learning experience, their interest of learning, and their expectations. The teachers also come with their own experience of life and teaching" (as cited in Rahayu, p. 1).

Again, Wang (2010) mentioned "classroom interaction to be useful because it helps learners to negotiate with meanings and the negotiation may turn to forms and facilitate more language learning activities, such as- classroom participation, group work, teacher talk, role play etc" (p. 176).

As classroom interaction/communication created suitable environment for both teachers and students to communicate/interact among themselves about various aspects, therefore, it could be said that interaction/communication ensured students' learning process in an effective manner.

Again, both teachers' and students' positive views regarding group/pair works made the idea '*whether interaction/communication was necessary to pave the way for better learning or not*, strong. Group/pair works enhanced communication/interaction between teacher and students and students-students, therefore, both teachers and students positive views regarding group/pair works demonstrated their beliefs towards communication/interaction, which paved the way for better learning. To talk about the importance of group/pair works to facilitate interaction, Choudhury (2005) stated that, group work and pair work to be best options for interaction, which helped to develop students' own perspective and let them communicate naturally at a point. Moreover, group or pair works were better options for the learners who felt inhibited to interact in front of the whole class.

In addition, Nunan (1991) stated, "learning process of second language gets facilitated when the learners are put in situations where they actively communicate in pairs and groups (p. 51). Moreover, Harmer mentioned (1991), group/pair work encouraged broader skills of corporation and negotiation, which promoted learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher. As, group works served highly communicative purposes for students and ensured their active participation in-group, it enhanced students' corporation and negotiation skill.

As group/pair works facilitated students' effective language learning by ensuring communication/interaction between teachers and students and students-students, it could be said

that the engagement of students in group/pair works which ensured their communication/interaction, would pave the way for better literature learning.

Form the findings of both teachers' and students' responses, it was cleared that students felt comfortable in interaction, which indicated their interest in this area. However, at this point, one aspect might arise was that in which language they felt comfortable to interact/communicate with each other and teachers and to learn about this, the researcher asked both teachers and students about the medium (language) in which students felt comfortable to communicate. The findings of both teachers' and students' responses to this question were presented through graph given below.

The findings of two groups of students' responses in graph:

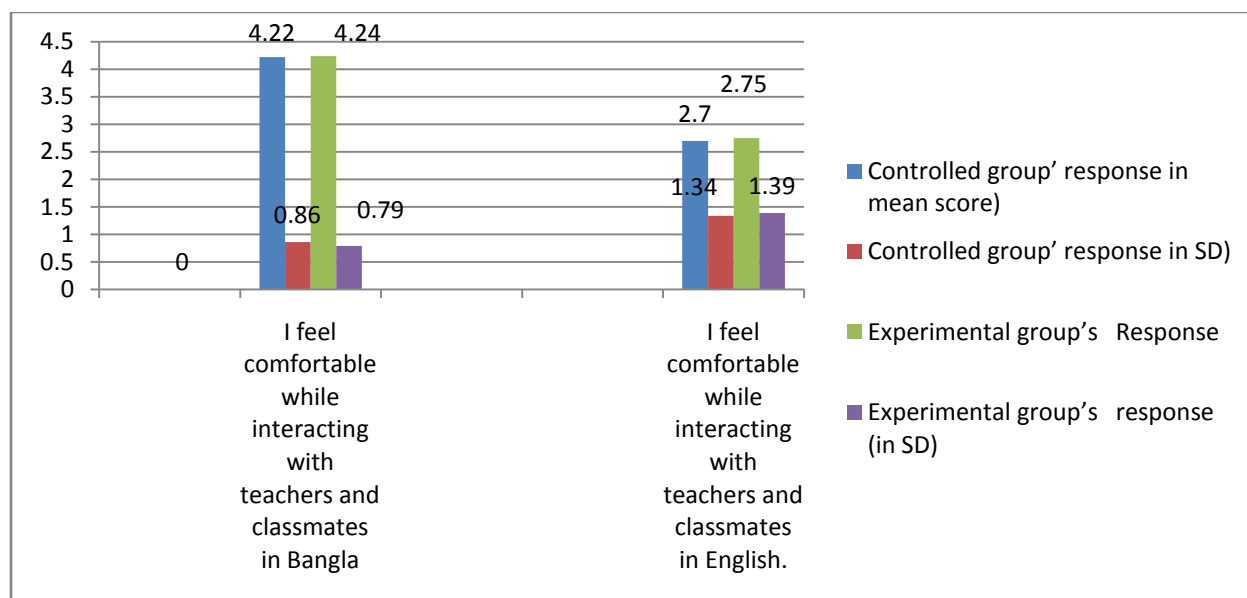


Figure 14: students' responses in mean score

The findings of two groups of students' responses demonstrated that students of controlled group and experimental group felt comfortable while interacting with teachers and classmates in Bangla as the mean score of both groups indicated their agreement strongly according to the interpretation scale (3.76 – 5.00: Strongly agree) . In addition, their SD results

also showed that the data points tended to be close to the mean of the set, which indicated that most of the students of both groups agreed with each other in that aspect.

In addition, the findings of both groups of students showed students did not feel comfortable while interacting with their teachers and classmates in English as the mean scores of both groups of students demonstrated their disagreement according to the interpretation scale (2.26 – 3.00: Disagree). Besides, their SD results showed that the data points were spread out over a wider range of values, although most of the students showed their negative views towards the aspect.

To learn about teachers' views regarding the aspect, the researcher mentioned the findings of teachers' responses in graph:

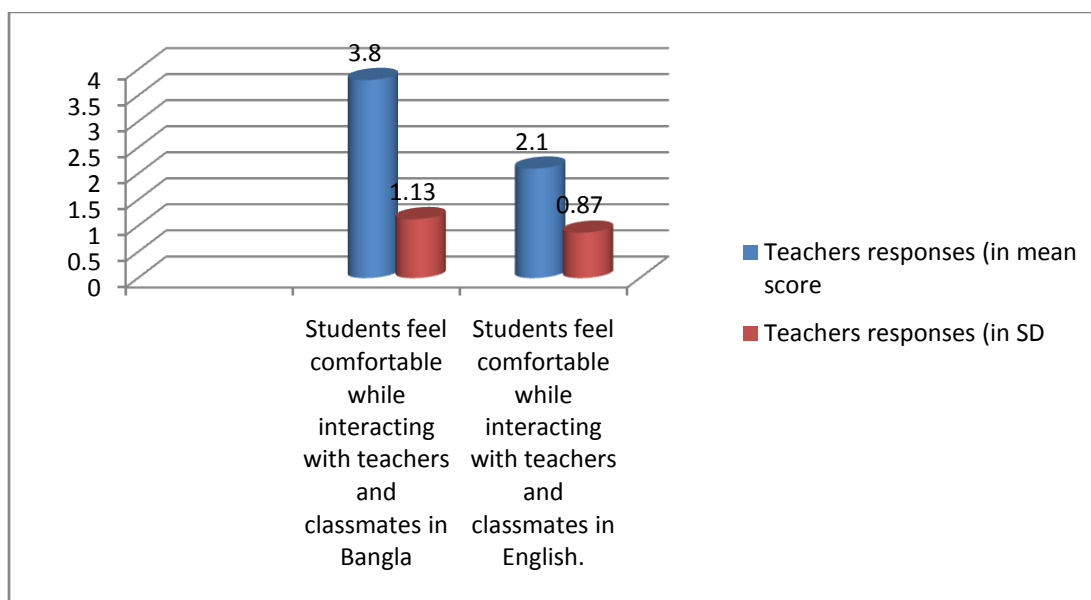


Figure 15: Teachers responses in mean score & SD.

The findings of teachers' responses showed that most of the teachers agreed with the idea that students felt comfortable while interaction with teachers and classmates in Bangla as the mean score of their responses demonstrated their agreement strongly according to the interpretation scale (3.76 – 5.00: Strongly agree) although there were variations of responses

among them. On the other hand, like students, teachers also showed their disagreement towards the aspect that *students felt comfortable while interacting with teachers and classmates in English* as the mean scores of their responses showed their disagreement strongly according to the interpretation scale (1.00 – 2.25: Strongly disagree). Moreover, the SD result showed that the data points tended to be close to the mean of the set as most of the teachers gave similar responses towards the aspect.

The findings of both teachers' and students' responses demonstrated that, most of the students wanted to communicate with each other, however, they felt comfortable to communicate in Bangla rather than in English.

The findings of both teachers' and students' responses showed that students did not feel comfortable to communicate in English and the researcher experienced the matter while taking class of experimental group in CLT. During the class, the researcher asked experimental group of students to interact with each other in English while doing group work and also asked them to present the main idea of the reading text in English after discussing among themselves. When the researcher asked them to share the main idea in front of the class in English, most of the students did not want to come forward and present the idea in English. They were not even comfortable enough while interacting with each other in groups and presenting the main idea in English, as they seemed nervous and shy.

MacIntyre (1998) stated that students were unwilling to participate in foreign language classes because 'readiness to enter into discourse at a particular time with a specific person or persons', using a L2.

The reason behind their hesitation to interact in English might be their lack of proficiency in target language (English). As their first language was Bangla, as a result, they used to speak in

Bangla. Moreover, their medium of instruction was also Bangla, consequently, they did not get enough exposure inside and outside of the classroom for practicing the target language, which restrained them to be proficient in target language (English). In addition, in traditional teacher-centered teaching pedagogy students did not get opportunity to practice language in classroom as a result, they lacked real life communication skills. They hardly used the target language to communicate in class, rather most of the time they were using their L1 in class. For that reason, students who were habituated with traditional method might face problems in coping with learning environment of the communicative classroom.

However, because of the lack of efficiency in English, they did not feel comfortable while interacting in English. At this situation, various negative affective factors those acted like a blockage that prevented them to communicate with each other in English efficiently. Krashen (1982) in his hypothesis, 'The Affective Filter Hypothesis' mentioned how the affective factors (for example, anxiety, inhibition, self-esteem willingness to communicate etc.), were related to the second language acquisition process. It was said that, these negative factors acted like a blockage that prevented efficient learning.

In conclusion, it could be said that both students and teachers believed that interaction/communication in literature class was necessary as it paved the way for better learning since the findings of their responses demonstrated the positive views towards the aspect.

In addition, both students and teachers agreed with the idea that teachers engaged them in group/pair works to facilitate students' interaction and students also felt comfortable in group/pair works; conversely, the findings of both teachers and students' response showed that students felt comfortable to communicate in Bangla rather than English. Therefore, it could be said that, though students wanted to communicate with each other and teachers, because of their

lack of proficiency in English, they felt comfortable to communicate in Bangla rather than English.

5.3 Central research question 3: Does CLT help the students to explore literature?

The areas of both questionnaires supported central research question 3 were mentioned below:

- The areas (no.) of teachers' questionnaire (See appendix A): 12, 13, 14, 22.
- The areas (no.) of students' questionnaire (See Appendix B): 10, 11, 12, 14, 22.

5.3.1 Analysis of Central researcher question 3:

The third central research question tried to identify *whether CLT helped the students to explore literature or not*. To learn about both teachers' and students' perceptions regarding the idea, the researcher asked them regarding several aspects, which addressed their beliefs that CLT helped the students to explore literature. In addition, the following aspects would make the idea clear that teachers' beliefs towards CLT led them to use communicate techniques in literature class, which would help students to explore literature. The researcher asked both teachers' and students' that whether teachers used various authentic (meaningful) materials outside of syllabus such as different stories, poems, articles etc. to make students more understand, showed them movies or other video/audio clips and engaged in role-play, presentation while teaching story/poem or not. At these points, the researcher would like to give a graphical representation of the findings of teachers' and students' responses.

The findings of students' responses were presented in graph given below:

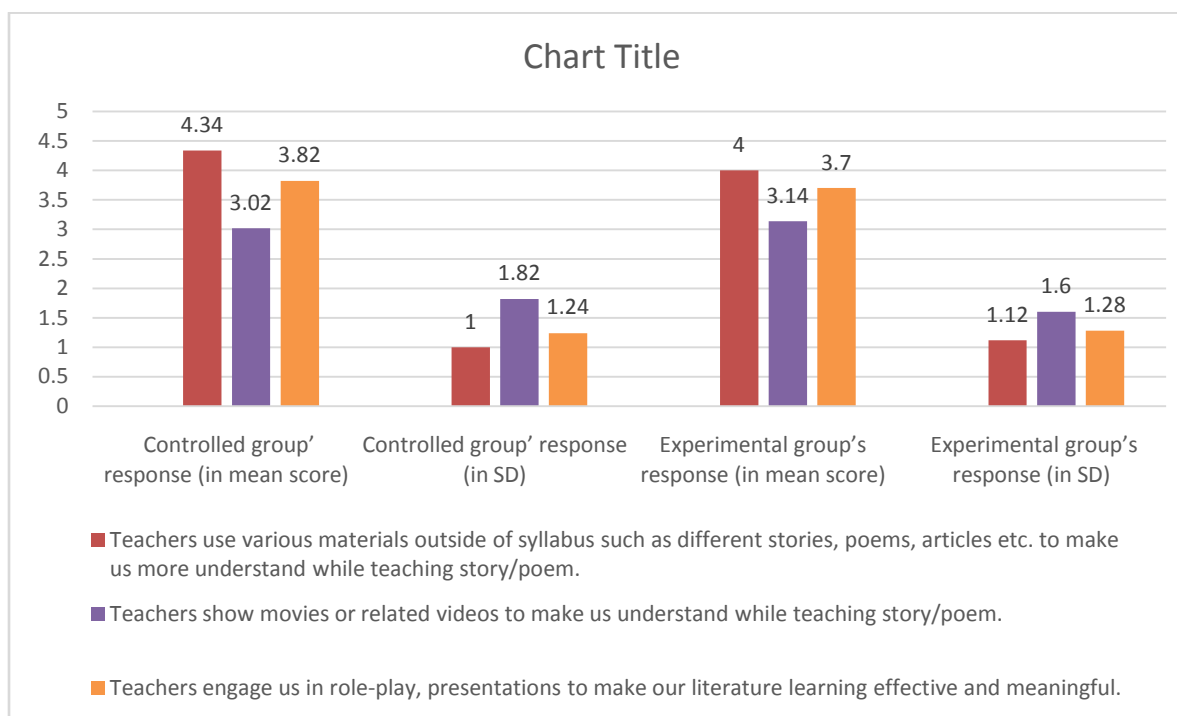


Figure 16: Both groups of students' responses in mean score and SD.

The graphical representation of findings showed that teachers followed various communicate techniques such as using of authentic materials, showing movies/audio clips, engaging in role-play, presentation etc. to some extent which would help students to explore literature. The findings showed that students of both groups agreed with the idea that teachers used various authentic (meaningful) materials outside of the syllabus, showed movies or other related videos while teaching story/poem and engaged them in role-play, presentation to make their literature learning effective and meaningful, which would help them to explore literature. The findings of students' responses showed that they were agreed with these ideas as the mean scores of their responses indicated their agreement towards those aspects according to the interpretation scale (3.01 – 3.75: Agree & 3.76 – 5.00: Strongly agree). However, the findings of teachers' responses addressed that most of the teachers were not strongly agreed with these ideas

that they used various authentic materials outside of the syllabus, showed various videos or movies, engage students role-play, presentation. At this point, the researcher would like to present teachers' responses in mean score and SD given below:

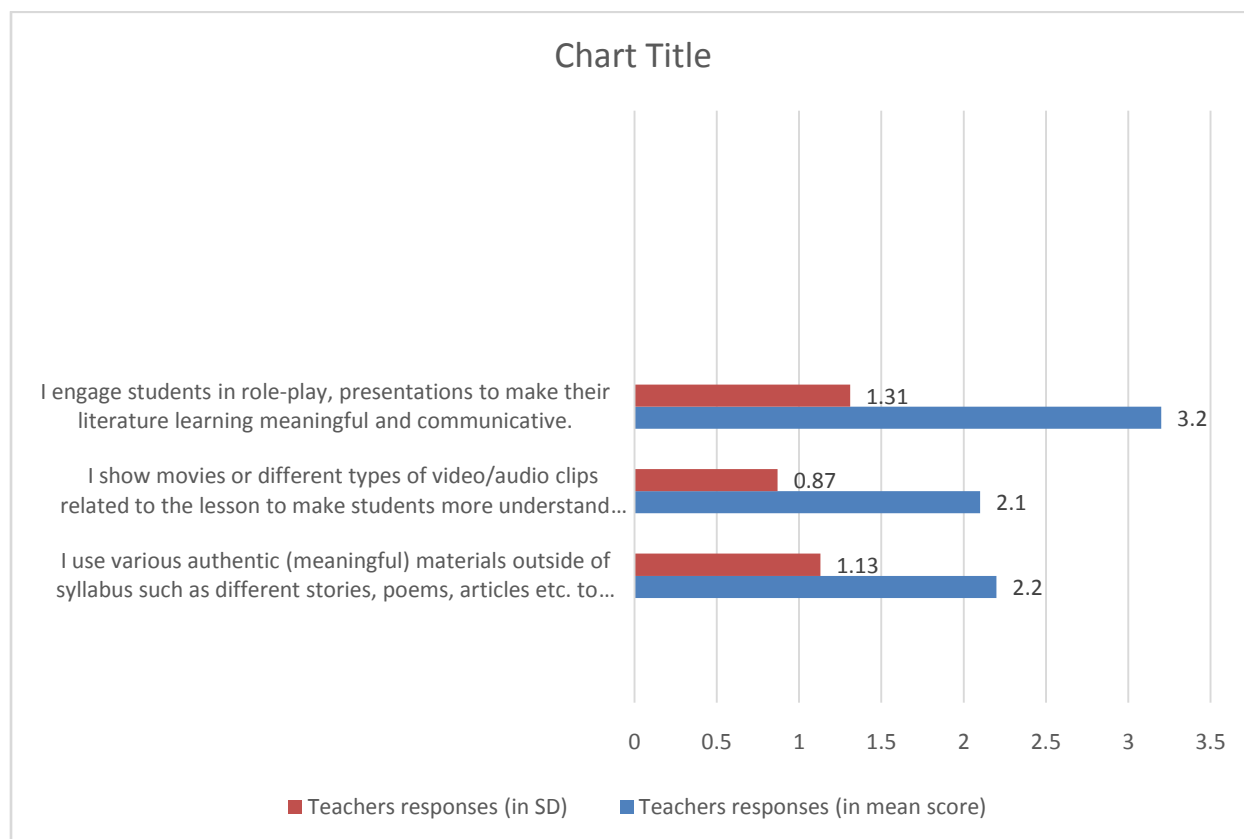


Figure 17: Teachers' responses in mean score & SD

The findings of teachers' responses in mean score and SD showed that they were not strongly agreed with these ideas as the mean scores of their responses indicated their disagreement towards those aspects according to the interpretation scale (1.00 – 2.25: Strongly disagree & 3.01 – 3.75: Agree). There were differences between students' and teachers' responses towards these aspects mentioned in the graphs given above.

The reason behind teachers' disagreement with the ideas might be their dissatisfaction for not being able to use these communicative techniques to a large extent. CLT required use of modern technology, small classroom with few students, and use of authentic materials, however, in the

existing class, there were large number of students, and there was no use of modern technology. Moreover, the class hour, duration of each term were limited which were assigned by the school authority and Bangladesh education board. As a result, it was not possible for the teachers to use communicative techniques to large extent in appropriate manner because of these restraints, though they wanted to use them, which would help students to explore literature.

Again, in term of exploring literature, the use of modern technology (multimedia) was necessary. By the usage of modern technology, students got the chance to learn from various sources, which satisfied their both visual and auditory senses that increased their level of knowledge. According to Shyamlee (2012),

multimedia technology featuring audio, visual animation effects naturally and humanely makes us more access to information besides, with such characteristics as abundant-information and crossing time and space, multimedia technology offers a sense of reality and functions very well, which greatly cultivates students' interest and motivation in study and their involvement in class activities.(p.151-152).

She (2012) also stated that The multimedia courseware can offer the students abundant information; more plentiful than textbooks, and help them to get of displays vivid cultural background, rich content and true-to-life language materials, which are much natural and closer to life. Grasping information through various channels can equip; the students with knowledge and bring about information sharing among students and make them actively participate in class discussion and communication which leads them to explore literature.

In addition, Zhang (2006) pointed out that through Multimedia and network technology we could offer students not only rich sources of authentic learning materials, but also an attractive and a friendly interface, vivid pictures and pleasant sounds, which largely overcome

the lack of authentic language environment and aroused students' interest in learning English (as cited in Shyamlee, 2012, p.152-153).

Again, the authentic materials were another necessary tool used in CLT for meaningful learning, which was essential for students' effective learning. The authentic materials ensured authentic or real life situation in class as Morrow (1977) stated that authentic text as the language produced by a real speaker or writer for a real audience, which was expected to express a real message. In addition, Richards (2001) referring to the facilitating role of authentic materials believed that communication which took place in the class must simulate as much as possible the communication observable in the real world outside. Moreover, this was mentioned by Guariento and Morley (2001) who believed that using authentic materials relates to the onset of communicative movements in which there was an attempt to simulate real world in the classroom.

The purpose of introducing authentic materials were to establish authentic or real life situation in which students would learn how to communicate like real life by practicing real life communication skill. As authentic materials, teachers introduced various materials in class such as language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities could be built, such as maps, pictures, symbols, graphs, and charts. From them, students got various new information that helped them to learn about many new things, which could encourage them to explore literature.

Furthermore, the findings showed that teachers engaged students in various communicative techniques such as role-play, presentation to develop their communicative and speaking skills. Freeman and Anderson (2013) stated, "The most obvious characteristic of CLT was that almost everything that was done was done with a communicative intent where students

used the language with a great deal through communicative activities such as presentation, role-play, and problem-solving tasks” (p.122).

Engaging students in role-play, presentation, not only helped students to develop the communication skill, also flourished the speaking skill. It was necessary for not only to be succeed in academic field, also essential to communicate with others in authentic situation. Qureshi stated, “an effective speaker could gain the attention of the audience and held it until the completion of his message. Speaking skills were important for career success, but certainly not limited to one’s professional aspirations rather speaking skills could also enhance one’s personal life” (p.3). According to Gillis (2013), “speaking skills could enhance one’s personal life, thereby bringing about the well-rounded growth we should all seek” (para.7). As speaking skill was necessary for developing communication skill, by engaging students in various communicative techniques such as role-play, presentation, teachers could create the scope for the students within class in which they could practice the communicative skill in authentic manner.

In addition, in case of role-play, presentation, students needed to collect various information from various sources, which they reconciled and presented them during role-play; presentation that increased their knowledge regarding various aspects, which helped them to explore new literary aspects. Since the use of modern technology was necessary for exploring literature, because of the absence of modern technology, it was not possible for the teachers to use various communicative techniques in appropriate manner in the class.

Moreover, because of the limited class hour, limited textbooks, assigned by school authority and education board, teachers were not able to use authentic materials and engaged students in role play, presentation which not only restrained them to developed their speaking skill, also increased their knowledge regarding various aspects. These were various

communicative techniques, which helped students to explore literature, however, because of the mentioned restraints; teachers could not able to use them in appropriate manner in class that restrained students to explore literature.

Again, to learn about students' perception regarding the aspect that *whether it would be helpful to discover literature, if the teachers showed movies/any other videos related to the lesson in literature class or not*, the researcher asked students about their perception towards this aspect. In responses to the question, most of the students from both groups gave positive responses as they believed that if the teachers showed movies or other videos related to the lesson in literature class, it would be helpful to discover literature.

Again, the researchers asked both teachers and students to share their perceptions towards the aspect that *the communicative technique would help students to nurture the intellectual faculty* (see question no. 22 of appendix A and B) and in response to the question, all the teachers agreed with the idea. In addition, a large number of students from both groups showed positive views regarding the aspect.

As both teachers and students believed that CLT would help students to analyze various literary aspects critically and intellectually, lead them to discover new things while reading story/poem, it would assist students to explore or peruse literature greatly.

In conclusion, it could be said that the findings of both teachers' and students' responses addressed both teachers and students beliefs' towards the aspect that *CLT helped the students to explore literature*. Both teachers and students believed that, in CLT, students would get the chance to learn more about various aspects with the help of additional reading, use of authentic materials and modern technology (Multimedia), which would be ensured only when CLT would be applied in class appropriately. Again, when teachers would show students various video/

audio clips related to the lesson, students would be able to learn more about different things from them. In such way, they would be able to nurture their intellectual faculty with the help of various new information. Therefore, it could be said that it would be possible for students to explore literature only when the application of CLT in literature class would be ensured greatly.

5.4 Students test results (Appendix C)

5.4.1 Analysis of students' test results (Appendix C):

The areas of both questionnaires supported students' test results were mentioned below:

- The areas (no.) of teachers' questionnaire (See appendix A): 5, 6.
- The areas (no.) of students' questionnaire (See appendix B): 2, 3.

Though, the findings of both teachers' and students' responses showed that the teachers of the school used some communicative techniques to some extent and both teachers and students had a positive perception towards CLT, the test result of controlled group and experimental group showed a opposite picture of the issue. At this point, the researcher presented the test results of both groups in graph given below.

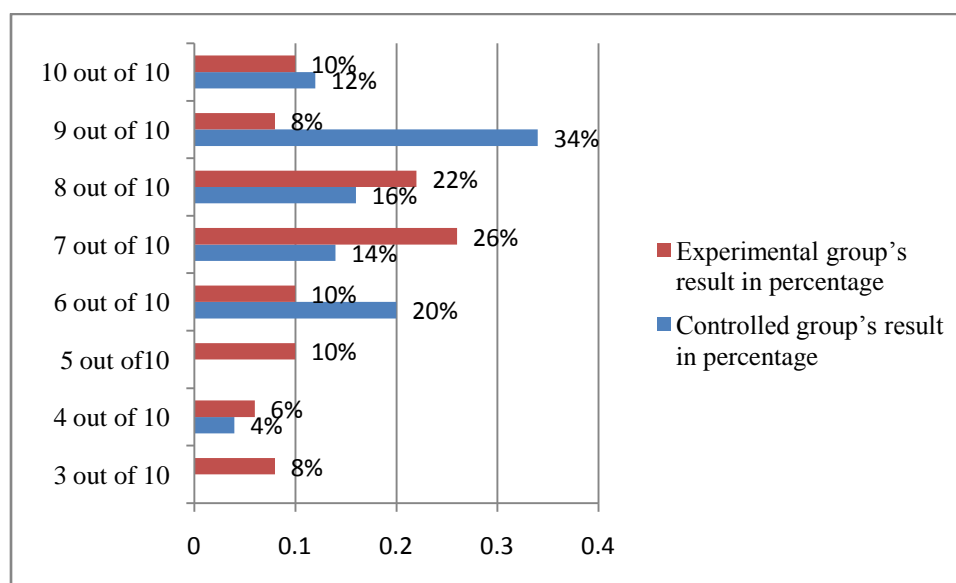


Figure 18: Test results of Controlled group and Experimental group.

Though the findings of both teachers' and students' responses showed that the teachers of the class followed several communicative techniques to a certain extent and they had a positive thought towards CLT, the test results of both groups demonstrated a difference between the beliefs and the reality. The findings of both groups' test results, which was presented in graph given above, showed that the performance of controlled group in test was better than experimental group. The graph showed that the students of controlled group did not get 3 and 5 out of 10 whereas 8% and 10% students from experimental group got 3 and 5 out of 10 respectively.

In addition, about 20%, 34% and 12% students from controlled group got 6, 9 and 10 out of 10 respectively whereas only 10%, 8% and 10% students from experimental group got 6, 9 and 10 respectively which indicated that the students of controlled group got high scores in comparison to experimental group. Therefore, it could be said that the result of controlled group in test was better than experimental group. The reason behind controlled group's better performance in test might be their experience of learning the story in traditional method in which at first, the researcher read the text in English and then translated it part by part in Bangla and also gave them instruction in Bangla. Though both teachers and students said that students felt comfortable in communicative technique, the test result of both groups indicated that students learnt well in traditional technique, as their performances were better in traditional method. In traditional method, where traditional technique was followed to teach literature, students got comprehensible input within the class, which was absent in the communicative technique where CLT was followed.

Since in CLT, the teachers were allowed to communicate and provide instruction in target language only, as a result, students of Bangla medium schools did not get enough

comprehensible input, which was available in traditional method (GTM). In case of experimental group, the researcher read the text in English only as the researcher applied CLT in class while teaching a story. It was a Bangla medium school where the medium of instruction was Bangla and followed traditional method (GTM) for a long period. Consequently, when students came across the CLT in appropriate manner where they were required to communicate in English and the medium of instruction was only English, students might not feel comfortable with the new teaching technique and environment, which ultimately hampered their learning. As a result, the students of experimental group did not perform in the test. At this point, the researcher would like to mention Krashen's (1982) 'input hypothesis'. According to 'input hypothesis', acquisition occurs when one is exposed to language that is comprehensible and that contains $i+1$. The 'i' represents the level of language already acquired and the '+1' is a metaphor for language (words, grammatical forms, aspects of pronunciation) that is just a step beyond the level (Lightbown and Spada, 2006, p.37).

The mentioned idea would be clearer when the findings of both teachers' and students' perceptions regarding the idea that *whether students feel comfortable when teachers read the text in L2 (English) and translate it part by part L1 (Bangla) and students feel comfortable when teachers read the text in L2 (English) only or not*. The findings of both teachers' and students' responses were presented in graph given below.

The findings of two groups' of students' responses in mean score and SD presented below:

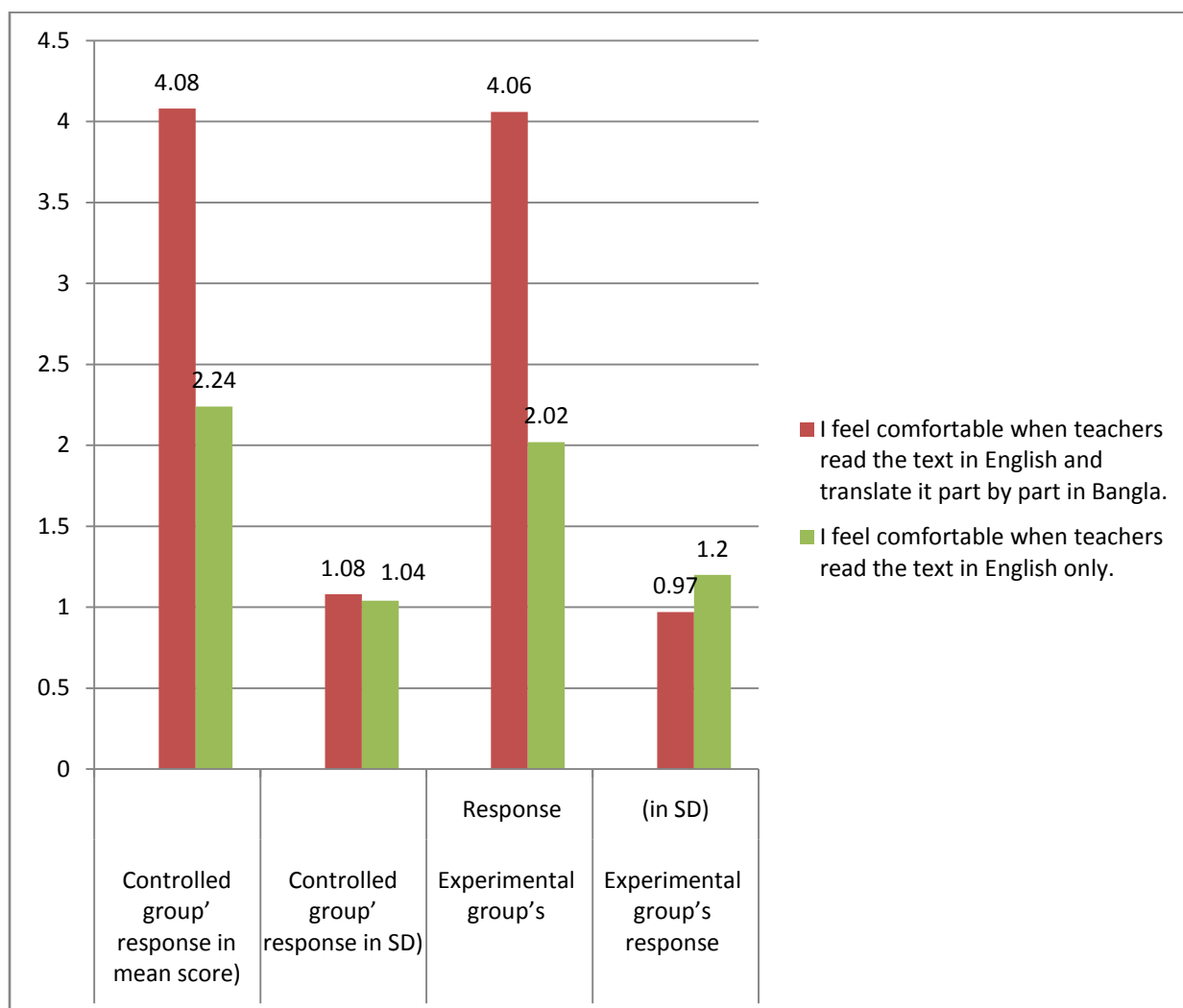


Figure 19: Two groups of students' responses in mean score & SD.

The findings of two groups of students' responses showed that students felt comfortable when teachers read the text in English and translated it part by part in Bangla as according to the interpretation scale (3.76 – 5.00: Strongly agree), the mean score of their responses indicated their agreement strongly towards the aspect. Moreover, the SD results of their responses showed the data points tended to be close to the mean of the set.

Again, the findings of two groups of students' responses showed that students did not feel comfortable enough when teachers read the text in English only as according to the interpretation

scale (1.00 – 2.25: Strongly disagree), the mean scores of their responses demonstrated their disagreement strongly towards the aspect. Besides, the SD results of both groups showed there were variations of responses among them though most of them showed a negative view towards the aspect.

Again, the findings of teachers' responses in mean score and SD presented below:

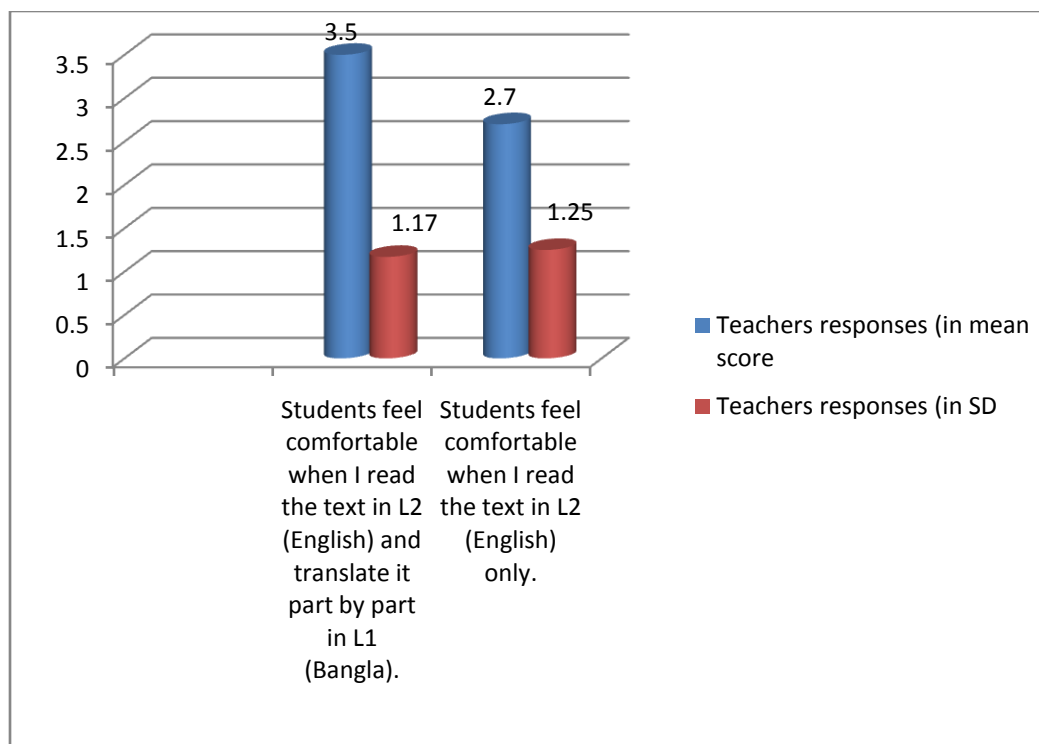


Figure 20: Teachers responses in mean score and SD.

The findings of teachers' responses showed that they also agreed with the idea that *Students feel comfortable when I read the text in L2 (English) and translate it part by part in L1 (Bangla)* as the mean score of their responses indicated their agreement towards the aspect according to the interpretation scale (3.01 – 3.75: Agree), and their SD results showed that the data points were spread out over a wider range of values.

Again, the findings of teachers' responses demonstrated that students did not feel comfortable enough when teachers read the text in English only as according to the interpretation

scale (2.26 – 3.00: Disagree), the mean scores of their responses showed their disagreement towards the aspect. In addition, their SD result showed that there were variations of responses among them, although most of them showed a negative view towards the aspect.

The findings of both teachers' and students' responses showed that students felt comfortable when teachers read the text in English and translated it part by part in Bangla in comparison to read the text in English only. The findings indicated that when teachers read the text in English first and translated it part by part in Bangla, it provided students comprehensible input. At this point, the researcher would like to talk about Krashen's (1982) 'Input hypothesis' which stated that comprehensible language exposure was necessary for second language acquisition and "i+1" was must in the language exposure. "i" is for acquired or present language knowledge and "+1" represented the knowledge of language of one step ahead. When the teachers read the text in English and translated it part by part in Bangla, which provided students input in target language that was comprehensible as the teacher translated the input in Bangla, which was their L1. The translation in Bangla, made the input comprehensible which they got in target language. The translation helped students to understand the input of target language better, which helped students to understand the text clearly and properly. According to Cunningham (2000), while there may indeed be some negative effects from using translation, there is a place in the learning environment for translation as translation can contribute to the students' acquisition of the target language at all level.

As a result, when students of controlled group got questions based on the text in the test, they found both the text and the questions easy, which ultimately developed their knowledge in the target language that led them to perform well in the test. Moreover, when teachers read the text in English only, students did not understand the text appropriately, as they were not used to read,

communicate, and get instruction in English only. Consequently, they were not comfortable enough when the teachers read the text in English only.

As it was a Bangla medium school, where traditional method (GTM) was followed to teach both grammar and literature for a long period, students felt comfortable with traditional method (GTM) where they got comprehensible input than communicative approach (CLT) where only target language was allowed to teach, communicate and instruct. Though both teachers and students preferred CLT to teach and learn literature, in Bangladeshi context, still traditional method (GTM) was suitable to teach and learn literature as the existing class, classroom accommodations, environment, class duration, number of students, assigned textbooks etc. were suitable with traditional method.

In addition, GTM was followed in Bangladesh for a long period and teachers were not trained enough in CLT. Quader (2003) states, towards the end of the 90s, CLT had been introduced at the S.S.C and H.S.C levels, while next textbooks had been written for both levels for teaching through this method, which was a source of worry for the teacher at H.S.C level as they had neither been trained in CLT nor briefed on using such books. The assigned training courses aimed to provide them with an understanding of CLT and to make them understand the freedom they could exercise in using the textbook as well. They realized that their task was not to finish the book only, but also to choose sections depending upon what the activity they wanted to practice. (as cited in Hossen, 2008, p.22).

As teachers were comfortable with GTM, they tended to follow GTM in literature class. According to Brown (1994), "GTM remains so popular because it requires few specialized skills on the parts of teachers, tests of grammar rules and of translations are easy to construct and can be objectively scored" (p.19). Moreover, though Bangladesh government tried to implement CLT

since 2001, still it did not work appropriately in Bangladeshi context, especially in Bangla medium school context.

According to Hamid and Baldauf Jr. (2008), ELT policies are not successful for achieving students' proficiency in English in Bangladesh, as there is no significant change in teaching practice at the school level, especially of rural area. The reason is, English is taught by unqualified or under-qualified teachers who are not helpful for students to achieve proficiency (Hamid & Baldauf , 2008)

As CLT did not focus on the context it took place which was considered as the limitation of CLT, it remained inappropriate in Bangladeshi context as there were several factors those were unsuitable with the approach. At this point, the researcher would like to talk about the limitation of CLT. Stephen Bax (2003) stated that CLT had always neglected one key aspect of language teaching, namely the context in which it took place.

In conclusion, it could be said that, though the findings of both teachers' and students' responses showed that the teachers of that school followed some communicative techniques partly to teach literature and both teachers and students had a positive views towards CLT, the test results of both groups of students showed that still students felt comfortable with traditional method (GTM) and consequently, students of controlled group performed well as GTM was followed to teach them the text in which they came across comprehensible input. In addition, the findings of the survey demonstrated that the application of CLT in literature class was necessary for students' effective literature learning, the interaction between teachers and students paved the way for better learning and CLT helped the students to explore literature. It could be concluded by saying that though teachers were trying to implement CLT in literature class by following some communicate techniques to some extent, still it was not possible for the teachers to apply

CLT in literature class in fully manner because of some restraints. In addition, though both teachers and students had positive perceptions towards CLT, however, still GTM worked greatly and had a tremendous influence on Bangla medium schools context of Bangladesh.

Chapter 6: Conclusion

6.0 Introduction:

The Government and the international organizations have been investing for the improvement of English language teaching and learning constitution. The English Language Teaching Improvement Project (ELTIP) was one of the initial projects for developing the quality of English Language teaching in secondary and higher secondary education in Bangladesh, which was run by the British Council and NCTB. In order to make the students efficient communicator of English ELTIP introduced communicative textbook in 2000, up to the higher secondary level in Bangladesh. Though teachers still apply traditional method to some extent in EFL class. Rahman (1999) also states “Notebooks and guidebooks are a lifeline to most learners and the negative backwash effect of the examination on teaching and learning strategies complete the cycle of monolithic pattern of knowledge and education” (as cited in Begum and Farooqui, p.46).

Though Bangladesh government tried to facilitate students’ communicative English learning in an authentic manner, because of several drawbacks, the teaching approach of Bangla medium school in both urban and rural areas was stuck in traditional method. The aim of the paper was to identify the effectiveness of CLT in literature class by considering the existing method of literature teaching and learning of the school and both teachers’ and students’ perceptions towards communicative approach (CLT).

6.1 Summary of the findings:

To learn about the existing system of teaching and learning literature of the school and both teachers’ and students’ views towards communicative approach (CLT), the researcher conducted a survey in which two sets of questionnaires were prepared both for the teachers and

the students. Moreover, the researcher tested both controlled group and experimental group after taking class of them in traditional method and communicative approach respectively. After conducting the survey and test, the results of both teachers' and students' responses were converted into mathematical figures. The researcher designed both questionnaires and the test question based on several aspects such as existing method of teaching and learning literature, teachers' and students' perception regarding traditional method and communicative approach etc.

The results of both questionnaires reflected both the teachers' and students' thoughts regarding the traditional method and communicative approach to teach and learn literature. The findings of both teachers' and students' responses showed that the method which was followed to teach and learn literature of the school was communicative to some extent in which the teachers tried to follow several communicative techniques to teach literature. Moreover, both the teachers and the students had a positive view regarding CLT, which indicated their high appreciation towards the application of CLT in literature class.

They believed that the application of CLT in literature class would pave the way for better learning, which would help them to explore literature. Though the summary of the findings showed that teachers of the school tried to follow some techniques of CLT to teach literature, one of the major characteristics of CLT, which was, increasing interaction of students in target language as much as possible, was not accomplished, as students did not feel comfortable greatly while interacting in English. It was a Bangla medium school and that was the reason the use of target language was not practiced there vastly. As a result, students did not feel comfortable while speaking in English.

In addition, another important characteristics of CLT was ‘use of modern technology’ that was absent in the class. Moreover, the existing classroom was not satisfactory and class hour was insufficient for the application of CLT in literature class at all.

Furthermore, there was another constraint in case of applying CLT in literature class, which was having a large number of students in each class. Because of having a large number of students in class, it was not possible for the researcher to communicate with all the students and monitor them properly, which restrained their flexible communication.

Besides, the test results of both groups showed that controlled group performed better in the test than experimental groups, which indicated that they were more comfortable with traditional method than communicative approach. The findings of both teachers’ and students’ responses showed that they preferred communicative approach to teach and learn literature. Though the findings proved that the application of CLT in literature class was necessary for students effective literature learning, the communication between teachers and students paved the way for better learning and CLT helped the students to explore literature, because of several contextual constraints, mentioned in discussion part, still traditional method (GTM) was suitable to teach and learn literature in Bangla medium school context of Bangladesh.

6.2 Contribution to research:

The aim of the study was to identify the effectiveness of applying CLT in literature class in Bangla medium school of Bangladesh. The survey was conducted to learn about several aspects regarding the method, which was followed to teach and learn literature, and also about both teachers’ and students’ preference. The survey result demonstrated that although they preferred CLT, still students were comfortable with GTM. The findings of both teachers’ and students’ responses found out the lacking where modifications were necessary. If the

modifications were ensured appropriately, it would be possible to apply CLT in literature class in proper manner, which would pave the way for better learning. In such way, the research would contribute in the further modifications, which would ensure the application of CLT in literature class in appropriate manner.

6.3 Practical implication:

The survey was conducted to get both teachers' and students' responses regarding the actual condition of teaching and learning of literature and their preferred technique as well. The findings showed that in some aspects, students' and teachers' responses did not match with the actual teaching and learning conditions. Therefore, if it was possible to implement all the characteristics of CLT in literature class in an appropriate manner, the contradiction, which arose between their beliefs and the reality, could be removed. Thus, the practical implication of CLT would ensure effective literature learning.

6.4 Recommendations:

As it was not possible to remove all the problematic areas and bring modifications where they were necessary during the survey, the researchers would like to recommend few aspects those, which could be considered in case of further research.

- The first suggestion, which is made for the further research, is ensuring the use of modern technology in class for applying CLT in an authentic manner.
- The school authority should increase sections in school so that each section consists a few students, which will make the classroom environment appropriate for applying CLT.
- The existing class hour should be increased so that teachers and students get enough time to communicate/interact with each other and can use various authentic materials and

technology to make their interaction meaningful, which will help the students to explore literature in class.

- The interaction in target language should be increased as much as possible and medium of instruction should be English, so that students get access to English language within the class while interacting with teachers and other classmates. The teacher should provide comprehensible input to students so that they can understand the input and use them in authentic manner within the class while teaching various literary texts.
- The teacher should create such atmosphere within the class so that students get the chance to share their opinion with teachers and other students and interact with each other to nurture their intellectual faculty. The teacher should provide feedback on students' tasks and also promote peer feedback session in class which will help students to develop their communication skill. The class should not be only teacher-centered class like traditional class; rather the class should be such a field where both teachers and students participation will be ensured and can be able to interact with each other.
- Finally, the Government and the school authority should arrange special trainings or courses on Communicative Language Teaching (CLT) for the teachers, to increase their proficiency level in this field, which may create a ground for further research.

6.5 Further studies:

The research was conducted only on the secondary level of Bangla medium school of Bangladesh. The survey was conducted on only one school of Dhaka. As the field for further research, the researchers may choose primary level and tertiary level as well in which the application of CLT can be ensured to teach and learn literature in an effective manner. In that case, primary level can be considered basic field and tertiary level as the developmental level for

further study. Again, the researchers can conduct the survey on more than one schools both in urban and rural areas to get a concrete findings from the research.

6.6 Conclusion:

Bangladesh is an over populated country where most of the Bangla medium schools have a large number of students in each class. As a result, the application of traditional method (GTM) in English class, especially in literature class is highly appreciated in Bangladesh context. Therefore, the application of CLT in literature class is not practiced highly in Bangla medium school context. However, there are several restraints those prevent students' meaningful communicative literature learning. If the restraints can be removed, it will be possible to implement CLT in literature class in proper manner to facilitate students' effective literature learning. Thus, the ultimate purpose of study will be accomplished.

References.

- Asl, E. H.(2015). Comparative Study of Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) in Language Teaching Methodology. *Human Journals*, 1(3), 16-25. Retrieved from <http://ijsrm.humanjournals.com/wp-content/uploads/2015/09/3.Esmaeil-Heydari-Asl.pdf>
- Attar, M., & Chopra, S. S. (2010). Task -Based Language Teaching in India. *MJAL* 2:4. Retrieved from <http://www.mjal.org/removedprofiles/2013/TaskBased%20Language%20Teaching%20in%20India%20by%20Mahar%20Attar%20and%20S.S.Chopra3.pdf>
- Barman, B., Sultana, Z., & Basu, B. L. (2006). *ELT Theory and Practice*. Dhaka: Friends' Book Corner.
- Bax, S. (2003). The end of CLT: a context approach to language teaching [PDF file]. *ELT Journal*, 57(3). Retrieved from <http://people.exeter.ac.uk/msp203/MEd%20Formative%20Assignment/The%20End%20of%20CLT.pdf>
- Begum, M., & Farooqui, S. (2008). School Based Assessment: Will it really Change the Education Scenario in Bangladesh? *International Education Studies*, 1(2). Retrieved from http://www.academia.edu/16592635/_Present_conditions_of_the_education_system_of_Bangladesh_and_your_opinions_about_developing_the_standard_of_education
- Breen, M. P., & Candlin, C. N. (1980). The essentials of a communicative curriculum in language teaching. *Applied Linguistics*, 1(2), 89-112. Retrieved from

http://www.academia.edu/1816848/The_essentials_of_a_communicative_curriculum_in_language_teaching

- Breshneh, A., & Riasati, M. J. (August, 2014). Communicative language teaching: characteristics and principles. *International Journal of Language Learning and Applied Linguistics World*, 6 (4), 436-445. Retrieved from <http://www.ijllalw.org/finalversion6435.pdf>
- Brown, H. D. (1994). *Teaching by Principles: An interactive approach to language Pedagogy* (3rd ed.). New York: Longman.
- Brown, H. D. (1994). *Principles of language learning and teaching*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Burnaby, B., & Sun, Y. (1989). Chinese teachers' views of western language teaching: context informs paradigm. *TESOL Quarterly*, 23(2), 219-238. doi: 10.2307/3587334
- Celce-Murcia, M. (1991). Grammar pedagogy in second and foreign language teaching. *TESOL Quarterly*, 25(3), 459-478. Doi:10.2307/3586980
- Chau, L., & Chung, C. (1987). Diploma in education graduates' attitude toward communicative language teaching. *Chinese University Educational Journal*, 15(2), 45-51. Retrieved from <https://eric.ed.gov/?id=EJ371181>
- Chowdhury, S. (2005). Interaction in second language classrooms. *BRAC University Journal*, 2 (1). 77-82. Retrieved from <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjPp7bJk4zTAhXDPY8KHVauDxQQFggcMAA&url=http%3A%2F%2Fspace.bracu.ac.bd%3A8080%2Fxmlui%2Fbitstream%2Fhandle%2F10361%2F530>

%2FVol.2%2520No.1.7.pdf%3Bsequence%3D1&usg=AFQjCNHMZwLBIkTbMvNYxB7UrJYfK1KS7A&bvm=bv.151426398,d.c2I

Creswell, J. (2003). *Research design: Qualitative, quantitative, and mixed methods Approaches* (2nd ed.). CA: Sage

Cunningham, C. (2000). Translation in the classroom: A useful tool for second language acquisition. Retrieved from <https://www.birmingham.ac.uk/Documents/collegeartslaw/cels/essays/secondlanguage/ci ndyc2.pdf>

Davis, B. G. (1999). Corporative learning: students working in small groups. *Tools for Teaching*. Stanford University Newsletter On Teaching, vol.10, no.2. <http://web.stanford.edu/dept/CTL/Newsletter/cooperative.pdf>

Du, X. (2009). The Affective Filter in second language teaching. *Asian Social Science*, 5(8), 162-165. Retrieved from <http://www.ccsenet.org/journal/index.php/ass/article/viewFile/3457/3131>

Finocchiaro, M., & Brumfit, C. (1983). *The functional-notional approach: From theory to practice*. New York: Oxford University Press.

Flor, A. M. (1999). Does language learners benefit from classroom interaction? Retrieved from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwi-6eiBkIzTAhVBr48KHSUmDp8QFggeMAA&url=http%3A%2F%2Frepositori.uji.es%2Fxmlui%2Fbitstream%2Fhandle%2F10234%2F80046%2FForum_1999_6.pdf%3Fsequence%3D1&usg=AFQjCNEIBg8zSjTL5FdFES6rz_swwpMn2A

Galavis, B.(1998). Computers and the EFL class: Their advantages and a possible outcome, the

- autonomous learner. *English Teaching Forum*, 36 (4), 27.
<http://exchanges.state.gov/forum/vols/vol36/no4/index.htm>
- Gillis, G. (2013). The importance of speaking skills.
<http://www.geraldgillis.com/importance-speaking-skills/>
- Guariento, W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. *ELT Journal*, 55(4), 347–353. Retrieved from
<http://tereomaori.tki.org.nz/content/download/27255/162702/file>
- Hamid, M. O., & Baldauf Jr., R. B. (2008). Will CLT bail out the bogged down ELT in Bangladesh? *English Today*, 24(3), 16-24. doi:10.1017/S0266078408000254
- Harmer, J. (1991). *The practice of English language teaching*. London /New York.
- Hasan, K., & Akhand, M. M. (2009). Challenges & Suitability of TESL at the College Level in Bangladesh Context. *Journal of NELTA*, 14 (1-2). Retrieved from
https://www.researchgate.net/publication/250191460_Challenges_Suitability_of_TESL_at_the_College_Level_in_Bangladeshi_Context
- Heaton, J. B. (1975). *Writing English Language Tests*. London: Longman Group Limited.
- Hiep, P. H. (2007). Communicative language teaching; unity within diversity. *ELT Journal*, 61(3), 193-201. doi:10.1093/elt/ccm026
- Hossen, M. T. (2008). Communicative Language Teaching: Teachers' Perception in Bangladesh (Secondary Level). *BRAC University Institutional Repository*. Retrieved from
<http://dspace.bracu.ac.bd:8080/xmlui/bitstream/handle/10361/92/07263003.pdf?sequence=4&isAllowed=y>
- Hymes, D. (1972). On communicative competence. In J. B. Pride and J. Holmes (Eds.), *Sociolinguistics*. Harmondsworth, Middx: Penguin

- Ibrahim, M. E. H. (2012). Classroom Interaction in Second Language Teaching and Learning in the Vocational Education Development Centre (VEDC). *The British University in Dubai (BUiD)*. Retrieved from <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwiWudr9i4zTAhVFN48KHZuNBpgQFgglMAE&url=https%3A%2F%2Fbspace.buid.ac.ae%2Fbitstream%2F1234%2F181%2F1%2F90031.pdf&usg=AFQjCNHOg12y6Xd4u6QhMjQCwIbys-XprQ>
- Imam, S. R. (2005). English as a global language and the question of nation-building education in Bangladesh. *Comparative Education*, 41(4), 471-486. Retrieved from <http://www.jstor.org/stable/30044556>
- Jansen, H. (2010). The Logic of Qualitative Survey Research and its Position in the Field of Social Research Methods [63 paragraphs]. *Forum Qualitative Sozialforschung/ Forum: Qualitative Social Research*, 11(2), Art. 11. <http://www.qualitative-research.net/index.php/fqs/article/view/1450/2946#g2>
- Johnson, K. (1982). *Communicative syllabus design and methodology*. Oxford: Pergamon.
- Jordan, R.R.(1997). *English for academic purposes: A guide and resource for teachers*. Oxford University Press.
- Khadidja, K. O. U. I. C. E. M. (2010). The effect of classroom interaction on developing the learner's speaking skill. *Ministry of Higher Education and scientific research*. Retrieved from <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjcyj->

- QiozTAhWKK48KHYkmDWcQFggeMAA&url=http%3A%2F%2Fbu.umc.edu.dz%2Ftheses%2Fanglais%2FKOU1159.pdf&usg=AFQjCNFCEKwaiduoiI3fqyMTFoixwt8ErQ
- Khan, A. B., Mansoor, H. S., & Manzoor, S. (2015). THE EFFECTIVENESS OF GRAMMAR TRANSLATION METHOD IN TEACHING AND LEARNING OF ENGLISH LANGUAGE AT INTERMEDIATE LEVEL. *International Journal of Multidisciplinary Research and Modern Education (IJMRME)*, 1(1), 2454 -6119. Retrieved from <http://rdmodernresearch.org/wp-content/uploads/2016/05/202.pdf>
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamum Press.
- Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. New York: Oxford University Press.
- Larsen-Freeman, D., & Anderson, M. (2013). *Techniques & Principles in Language Teaching* (3rd ed.). Oxford University Press.
- LightBown, P. M & Spada, N. (2006). *How Languages are Learned* (3rd ed.). Oxford University Press.
- Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge: Cambridge University Press
- MacIntyre, P. (1995). How Does Anxiety Affect Second Language Learning? A Reply to Sparks and Ganschow. *The Modern Language Journal*, 79(1), 90-99. doi:10.2307/329395
- Mackey, A., & Susan, M. G. (2005). *Second Language Research: methodology and design*. New Jersey: Routledge.
- Mart, C. T. (2013). The Grammar-Translation Method and the Use of Translation to Facilitate

- Learning in ESL Classes. *Journal of advances of in English language teaching*, 1(4), 103-105. Retrieved from <https://www.scribd.com/document/247727562/281-1086-1-PB-1-pdf>
- Morrow, K. (1977). Authentic texts in ESP. In Holden, S. (Ed). *English for specific purposes*. London: Modern language publications.
- Natsir,M.,& Sanjaya, D. (2014).Grammar Translation Method (GTM) Versus Communicative Language Teaching (CLT); A Review of Literature. *International Journal of Education & Literacy Studies*, 2(1). Retrieved from http://www.academia.edu/12291884/Grammar_Translation_Method_GTM_Versus_Communicative_Language_Teaching_CLT_A_Review_of_Literature
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- Peyar, A. (2011). CLT in Theory and Practice. Department of English, East West University. Retrieved from http://dspace.ewubd.edu/bitstream/handle/123456789/629/Ahmed_Peyar.pdf?sequence=1
- Piepho, H. E. (1981). Establishing objectives in the teaching of English. In C. Candlin (ed.), *The Communicative Teaching of English: Principles and an exercise Typology*. London: Longman
- Prator, C. H., & Celce-Murcia, M. (1979). An outline of language teaching approaches. In Celce-Murcia, M. and McIntosh, L. (Ed.), *Teaching English as a Second or Foreign Language*. New York: Newbury House.
- Qureshi, M. I. A. The Importance of Speaking Skill For EFL Learners. *Department of English, Alama Iqbal Open University, Pakistan. Psycholinguistics*.

https://upload.wikimedia.org/wikipedia/commons/e/e3/Speaking_Skills.pdf

Rahayu, N. (n.d.). A descriptive study on classroom interaction of english teaching-learning process in the large classes of the first year students in SMA NI Gemolong. Retrieved from

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjXz9a3h4zTAhXBOo8KHes1DpoQFggZMAA&url=https%3A%2F%2Fdigilib.uns.ac.id%2Fdokumen%2Fdownload%2F5526%2FMTYwNzg%3D%2FA-descriptive-study-on-classroom-interaction-of-english-teaching-learning-process-in-the-large-classes-of-the-first-year-students-in-SMA-N-I-Gemolong-abstrak.pdf&usg=AFQjCNGjXfl_TGn88y_1-iUEx11U7c1XtA&bvm=bv.151426398,d.c2I

Rahman, M. (2012). Grammar Translation Method (GTM): An effective and feasible method in Bangladeshi context. *BRAC University Institutional Repository*. Retrieved from <http://dspace.bracu.ac.bd:8080/xmlui/handle/10361/2060>

Riasati, M. J., Allahyar, N., & Tan, K. E. (2012). Technology in Language Education: Benefits and Barriers. *Journal of Education and Practice*, 3(5). Retrieved from <http://pakacademicsearch.com/pdf/edu/413/2530%20Vol%203,%20No%205%20pdf>

Richards, J.C., & Rodgers, T. S. (June, 1982). Method: Approach, design and procedure. *TESOL Quarterly*, 16 (2) 153- 168. doi: 10.2307/3586789.

Richards, J. C., & Rogers, T. S (1986). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.

Richards, J. C., & Rodgers, T. S (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge University Press.

- Rivers, W. M. (1987). 1 Interaction as the key to teaching language for communication. *Interactive Language Teaching*, 3. Retrieved from <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjvgLrekozTAhWDuo8KHxzIC8sQFggZMAA&url=http%3A%2F%2Fwww1.udel.edu%2Feli%2Feduc647%2Fivers%2FRivers1.pdf&usg=AFQjCNETzvCKgjI4fYCl8QNizWmVy53lnA&bvm=bv.151426398,d.c2I>
- Savignon, S. J. (1991). Communicative language teaching: State of the art. *TESOL QUARTERLY*, 25(2), 261-277. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.472.8785&rep=rep1&type=pdf>
- Savignon, S.J. (2002). Communicative curriculum design for the 21st century. *English Teaching forum*, 40, 2-7. Retrieved from https://americanenglish.state.gov/files/ae/resource_files/02-40-1-c.pdf
- Savignon, S. J. (2007). Beyond communicative language teaching: What's ahead? *Journal of Pragmatics*, 39, 207-220. doi:10.1016/j.pragma.2006.09.004
- Scrivener, J. (2005). *Learning teaching: A guidebook for English language teachers* (2nd ed.). Oxford: Macmillan.
- Seliger, H. W. & Shohamy, E. (1989). *Second Language Research Methods*. Oxford: Oxford University Press.
- Shyamlee, D. S. (2012). Use of Technology in English Language Teaching and Learning: An Analysis. *International Conference on Language, Medias and Culture IPEDR*, 33. Retrieved from <http://ipedr.com/vol33/030-ICLMC2012-L10042.pdf>
- Stern, H. H. (1992). *Issues and options in language teaching*. Oxford: Oxford University Press.

Taous, B. (2013). The Role of Classroom Interaction in Improving the Students' Speaking Skill.

Ministry of Higher Education and Scientific Research. Retrieved from

[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwi-](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwi-5eX21JXTAhUmTY8KHfYLCu0QFggcMAA&url=http%3A%2F%2Fspace.univ-biskra.dz%3A8080%2Fjspui%2Fbitstream%2F123456789%2F4807%2F1%2Fmemoire.pdf&usg=AFQjCNGKtsTea_0xex7gaEar8CE2R8P-jQ)

[5eX21JXTAhUmTY8KHfYLCu0QFggcMAA&url=http%3A%2F%2Fspace.univ-](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwi-5eX21JXTAhUmTY8KHfYLCu0QFggcMAA&url=http%3A%2F%2Fspace.univ-biskra.dz%3A8080%2Fjspui%2Fbitstream%2F123456789%2F4807%2F1%2Fmemoire.pdf&usg=AFQjCNGKtsTea_0xex7gaEar8CE2R8P-jQ)

[biskra.dz%3A8080%2Fjspui%2Fbitstream%2F123456789%2F4807%2F1%2Fmemoire.p](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwi-5eX21JXTAhUmTY8KHfYLCu0QFggcMAA&url=http%3A%2F%2Fspace.univ-biskra.dz%3A8080%2Fjspui%2Fbitstream%2F123456789%2F4807%2F1%2Fmemoire.pdf&usg=AFQjCNGKtsTea_0xex7gaEar8CE2R8P-jQ)

[df&usg=AFQjCNGKtsTea_0xex7gaEar8CE2R8P-jQ](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwi-5eX21JXTAhUmTY8KHfYLCu0QFggcMAA&url=http%3A%2F%2Fspace.univ-biskra.dz%3A8080%2Fjspui%2Fbitstream%2F123456789%2F4807%2F1%2Fmemoire.pdf&usg=AFQjCNGKtsTea_0xex7gaEar8CE2R8P-jQ)

Vagias, W. M. (2006). Likert-type scale response anchors. *Clemson International Institute for*

Tourism & Research Development, Department of Parks, Recreation, and Tourism

Management. Clemson University. Retrieved from

[http://www.academia.edu/4384441/LikertType_Scale_Response_Anchors_Citation_Vagi](http://www.academia.edu/4384441/LikertType_Scale_Response_Anchors_Citation_Vagias_Wade_M._2006_.Likerttype_scale_response_anchors._Clemson_International_Institute_for_Tourism)

[as_Wade_M._2006_.Likerttype_scale_response_anchors._Clemson_International_Instit](http://www.academia.edu/4384441/LikertType_Scale_Response_Anchors_Citation_Vagias_Wade_M._2006_.Likerttype_scale_response_anchors._Clemson_International_Institute_for_Tourism)

[ute_for_Tourism](http://www.academia.edu/4384441/LikertType_Scale_Response_Anchors_Citation_Vagias_Wade_M._2006_.Likerttype_scale_response_anchors._Clemson_International_Institute_for_Tourism)

Walia, D. N. (2012). Traditional Teaching Methods vs. CLT: A Study. *Frontiers of*

Language and Teaching, 3. Retrieved from

http://www.academia.edu/2442163/Traditional_Teaching_Methods_vs._CLT_A_Study

Wang, Q., & Castro, C. D. (2010). Classroom Interaction and Language Output. *English*

language teaching, 3 (2), 175-186. Retrieved from

[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwiZ3uy7iIzTAhWLOI8KHa_eC2MQFggcMAA&url=http%3A%2F%](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwiZ3uy7iIzTAhWLOI8KHa_eC2MQFggcMAA&url=http%3A%2F%2Ffiles.eric.ed.gov%2Ffulltext%2FEJ1081568.pdf&usg=AFQjCNFWfuT-Iw8wcAlNzuk6x0hfu4S-6A&bvm=bv.151426398,d.c2I)

[2Ffiles.eric.ed.gov%2Ffulltext%2FEJ1081568.pdf&usg=AFQjCNFWfuT-](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwiZ3uy7iIzTAhWLOI8KHa_eC2MQFggcMAA&url=http%3A%2F%2Ffiles.eric.ed.gov%2Ffulltext%2FEJ1081568.pdf&usg=AFQjCNFWfuT-Iw8wcAlNzuk6x0hfu4S-6A&bvm=bv.151426398,d.c2I)

[Iw8wcAlNzuk6x0hfu4S-6A&bvm=bv.151426398,d.c2I](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwiZ3uy7iIzTAhWLOI8KHa_eC2MQFggcMAA&url=http%3A%2F%2Ffiles.eric.ed.gov%2Ffulltext%2FEJ1081568.pdf&usg=AFQjCNFWfuT-Iw8wcAlNzuk6x0hfu4S-6A&bvm=bv.151426398,d.c2I)

Weu, W. (2008). Misunderstandings of Communicative Language Teaching. *English language*

teaching, 1(1). Retrieved from

<http://files.eric.ed.gov/fulltext/EJ1082591.pdf>

Wilkins, D. (1976). *Notional syllabuses*. Oxford: Oxford University Press.

Wu, K. H. (2010). The relationship between language learners' anxiety and learning strategy in the CLT classrooms. *International Education Studies*, 3(1), 174-191. Retrieved from www.ccsenet.org/journal/index.php/ies/article/download/...

Wyse, E. S. (September, 2011). What is the Difference between Qualitative Research and Quantitative Research? *Snap Surveys*. Retrieved from <http://www.snapsurveys.com/blog/what-isthe-difference-between-qualitative-research-and-quantitative-research/>

Appendix A

Questionnaire for the teachers

Respected teachers,

I am preparing my undergraduate thesis in ELT and Applied Linguistics under the title: “Application of CLT in Literature class”.

The objective of this questionnaire is to gather information and to measure the actual condition of literature teaching. Please read each statement of the appendix and locate your true feelings about English literature teaching within classroom. The success of the study mostly depends on your honest opinion of scoring. Your cooperation will be greatly appreciated.

In term of the survey, you will be anonymous.

Thank you in advance.

A brief explanation of the methods (way of teaching):

GTM: Grammar translation method (GTM) is a teaching method in which the teacher is the authoritative figures in class and the teacher reads the text in L2 and translates it part by part into L1 without paying attention towards students’ response.

CLT: Communicative language teaching (CLT) is a teaching technique in which the class is mainly learner-centered. Here, the main purpose is to increase students talk time/interaction by engaging them in various tasks and activities and providing meaningful materials.

Part A:

1. Which teaching technique (way) would you like to prefer for literature teaching? Please choose one area and put tick mark in the left side of the option.

I) Traditional literature teaching

II) Interactive/Communicative literature teaching

Part B:

Questionnaires for the teachers (teaching method)

2. Which method (GTM/CLT) do you follow to teach literature? Why?

Ans:

3. Do you think, GTM (Traditional way) is more suitable to teach literature? If not, then why?

Ans:

4. Do you think, CLT (Communicative way) is more suitable to teach literature? If not, then why?

Ans:

Part C:

Vagias, Wade M. (2006). Likert-type scale response anchors. *Clemson International Institute for Tourism & Research Development, Department of Parks, Recreation, and Tourism Management. Clemson University.*

Directions: Here are some strategies given below; according to the recent experience of your teaching, put a tick mark (✓) in the column that best describes your use of each strategy.

1. Entirely Disagree	2. Disagree	3. Not sure	4. Agree	5. Entirely agree
-------------------------	-------------	-------------	----------	-------------------

Self-assessment:

No.	Strategies	1.	2.	3.	4.	5.
5.	Students feel comfortable when I read the text in L2 (English)					

	and translate it part by part in L1 (Bangla).					
6.	Students feel comfortable when I read the text in L2 (English) only.					
7.	Students feel comfortable when I teach a story/poem in communicative/interactive way.					
8.	I engage students in various tasks and activities by involving them in group/pair works to enhance their communicative learning while teaching story/poem.					
9.	Students feel comfortable in group/pair works.					
10.	Students feel comfortable while interacting with teachers and classmates in Bangla.					
11.	Students feel comfortable while interacting with teachers and classmates in English.					

12.	I use various authentic (meaningful) materials outside of syllabus such as different stories, poems, articles etc. to make students more understand while teaching story/poem					
13.	I show movies or different types of video/audio clips related to the lesson to make students more understand while teaching story/poem.					
14.	I engage students in role-play, presentations to make their literature learning meaningful and communicative.					

Part D:

Classroom Environment and allocated class hour:

15. Do you think, the existing classroom is suitable for traditional literature class?

a.)Yes b). No

16. Do you think, the existing classroom is suitable for teaching literature in communicative manner?

a). Yes b). No

17. Do you think, there are sufficient use of modern technology, space, and lighting system for communicative/interactive teaching within the class?

a). Yes b). No

18. Do you think, the existing class hour is suitable for traditional literature class?

a).Yes b). No

19. Do you think, the existing class hour is suitable for communicative/interactive literature class?

a). Yes b). No

Part E:

20. Do you think, CLT (Communicative/ interactive technique) will ensure students' better literature learning? Give your reasons.

Ans.

21. Do you think, the application of CLT (Communicative/Interactive technique) in literature class will help the students to understand literature in a deeper way? Give your reasons.

Ans.

22. Do you think, CLT (communicative/interactive technique) will help the students to nurture the intellectual faculty? Give your reasons.

Ans.

Appendix B

Questionnaire for the students.

Dear Participants,

I am preparing my undergraduate thesis in ELT and Applied Linguistics under the title: “Application of CLT in Literature class”.

The objective of this questionnaire is to gather information and to measure the actual condition of literature learning. Please read each statement of the appendix and locate your true feelings about English literature learning within classroom. The success of the study mostly depends on your honest opinion of scoring. Your cooperation will be greatly appreciated.

In term of the survey, you will be anonymous.

Thank you in advance.

A brief explanation of the methods (way of teaching):

GTM: Grammar translation method (GTM) is a teaching method in which the teacher is the authoritative figures in class and the teacher reads the text in L2 and translates it part by part into L1 without paying attention towards students’ response.

CLT: Communicative language teaching (CLT) is a teaching technique in which the class is mainly learner-centered. Here, the main purpose is to increase students talk time/interaction by engaging them in various tasks and activities and providing meaningful materials.

Part A:

1. Which learning technique (way) would you like to prefer for your literature learning? Please choose one area and put tick mark in the left side of the option.

I) The teacher explains the text.

II) You understand and analyze the text.

Part B:

Vagias, Wade M. (2006). *Likert-type scale response anchors*. Clemson International Institute for Tourism & Research Development, Department of Parks, Recreation, and Tourism Management. Clemson University.

Directions: Here are some strategies given below; according to the recent experience of your learning, put a tick mark (✓) in the column that best describes your use of each strategy.

1. Entirely Disagree	2. Disagree	3. Not sure	4. Agree	5. Entirely agree
----------------------	-------------	-------------	----------	-------------------

Self-assessment:

No.	Strategies	1.	2.	3.	4.	5.
2.	I feel comfortable when teachers read the text in English and translate it part by part in Bangla.					
3.	I feel comfortable when teachers read the text in English only.					
4.	I feel comfortable when teachers teach a story/poem in communicative/interactive way.					

5.	I feel comfortable when teachers teach a story/poem without taking our opinions/responses.					
6.	Teachers engage us in various tasks and activities by involving us in group/pair works to enhance our communicative learning while teaching story/poem.					
7.	I feel comfortable in group/pair works.					
8.	I feel comfortable while interacting with teachers and classmates in Bangla.					
9.	I feel comfortable while interacting with teachers and classmates in English.					
10.	Teachers use various meaningful materials outside of syllabus such as					

	different stories, poems, articles etc. to make us more understand while teaching story/poem.					
11.	Teachers show movies or different types of video/audio clips related to the lesson to make us more understand while teaching story/poem.					
12.	Teachers engage us in role-play, presentations to make our literature learning meaningful and communicative.					

Part C:

Classroom Environment and allocated class hour:

13. Do you think, it will be effective, if the teacher uses modern technology in class to teach literature?

a.)Yes b). No

14. Do you think, it will be helpful to discover literature, if the teacher shows movies or different types of video/ audio clips related to the lesson in literature class?

a). Yes b). No

15. Do you think, it will be interesting, if the teacher teaches literatures in interactive way by engaging you in group/pair works?

a). Yes b). No

16. Do you think, group/pair works make a topic easier to understand than individual works?

a). Yes b). No

17. Do you think, it is easier to solve any problem or answer in group/pair works than individual works?

a). Yes b). No

18. Do you think, the existing class hour is suitable for the existing (traditional) literature class?

a). Yes b). No

19. Do you think, the existing class hour is suitable for communicative/ interactive literature class?

a). Yes b). No

Part D:

20. Do you think, the communicative/ interactive technique (way) will ensure your better literature learning? Give your reasons.

Ans.

21. Do you think, the application of communicative/ interactive technique (way) in literature class will help you to understand literature in a deeper way? Give your reasons.

Ans.

22. Do you think, the communicative/ interactive technique (way) will help you to nurture the intellectual faculty? Give your reasons.

Ans.

Appendix C

Test Question of students.

Read the story carefully and try to understand the message of the story.

King Lear and His Three Daughters.

Lear, the aging king of Britain, decides to step down from the throne and divide his kingdom evenly among his three daughters. First, however, he puts his daughters through a test, asking each to tell him how much she loves him. Goneril and Regan, Lear's older daughters, give their father flattering answers. But Cordelia, Lear's youngest and favorite daughter, remains silent, saying that she has no words to describe how much she loves her father. Lear flies into a rage and disowns Cordelia. The king of France, who has courted Cordelia, says that he still wants to marry her even without her land, and she accompanies him to France without her father's blessing.(Passage A)

Lear quickly learns that he made a bad decision. Goneril and Regan swiftly begin to undermine the little authority that Lear still holds. Unable to believe that his beloved daughters are betraying him, Lear slowly goes insane. He flees his daughters' houses to wander on a heath during a great thunderstorm, accompanied by his Fool and by Kent, a loyal nobleman in disguise. (Passage B)

Meanwhile, an elderly nobleman named Gloucester also experiences family problems. His illegitimate son, Edmund, tricks him into believing that his legitimate son, Edgar, is trying to kill him. Fleeing the manhunt that his father has set for him, Edgar disguises himself as a crazy beggar and calls himself "Poor Tom." Like Lear, he heads out onto the heath.(Passage C)

When the loyal Gloucester realizes that Lear's daughters have turned against their father, he decides to help Lear in spite of the danger. Regan and her husband, Cornwall, discover him helping Lear, accuse him of treason, blind him, and turn him out to wander the countryside. He ends up being led by his disguised son, Edgar, toward the city of Dover, where Lear has also been brought. (Passage D)

In Dover, a French army lands as part of an invasion led by Cordelia in an effort to save her father. Edmund apparently becomes romantically entangled with both Regan and Goneril, whose husband, Albany, is increasingly sympathetic to Lear's cause. Goneril and Edmund conspire to kill Albany. (Passage E)

The despairing Gloucester tries to commit suicide, but Edgar saves him by pulling the strange trick of leading him off an imaginary cliff. Meanwhile, the English troops reach Dover, and the English, led by Edmund, defeat the Cordelia-led French. Lear and Cordelia are captured. In the climactic scene, Edgar duels with and kills Edmund; we learn of the death of Gloucester; Goneril poisons Regan out of jealousy over Edmund and then kills herself when her treachery is revealed to Albany; Edmund's betrayal of Cordelia leads to her needless execution in prison; and Lear finally dies out of grief at Cordelia's passing. Albany, Edgar, and the elderly Kent are left to take care of the country under a cloud of sorrow and regret. (Passage F)

Read the passage carefully and answer following questions:

Choose the correct answer.

1. What was the dominating country of King Lear?

1

- i. France
- ii. Britain
- iii. Canada

2. What was the name of King Lear's youngest daughter? 1

- i. Regan
- ii. Helan
- iii. Cordelia

3. What is the main idea of passage "A"? 1

- i. The wrong decision of King Lear
- ii. The thoughtfulness of king Lear
- iii. The belief of King Lear's towards his daughters

4. The study of passage "D" reveals- 1

- i. Gloucester's realization of his fault and the conspiracy of King Lear's two elder daughters.
- ii. The identification of Gloucester as a betrayer.
- iii. The consequence of Gloucester's belief towards Lear's elder daughters.

Fill in the blanks with the given clues.

Undermine, Illegitimate, Disguise, Invasion.

5. The two elder daughters of Lear started to the authority that the Lear holds. 1

6. Edmund Son of Gloucester played trick against his brother. 1

7. Find out the meaning of the following words and phrases from the context and write down in your script within one sentence. 1

Sympathetic, Insane.

8. Identify the 'True/False' from the following sentences and write 'True/False' according to the correctness of answer in the right (side) of the option. 1

- i. King Lear quickly learned that he made a bad decision.

- ii. When King Lear asked his daughters about their love towards him,
Cordelia remained silent because she did not love her father.
- iii. Gloucester realizes that Lear's daughters have turned against their father; he decides to help Lear for the sake of humanity.

9. Put tick mark beside the 'true answer' and cross mark beside the 'false answer'. 1

For example, Lear and Cordelia are captured (✓)

- i. Edgar disguises himself as a crazy beggar and calls himself "Poor Tom".
- ii. Cordelia sent a French army as a part of an invasion because she wanted to take revenge on his father.
- iii. The English troops reach Dover, and the English, led by Edmund, defeat the Cordelia-led French.

Identify the main idea.

10. What is the main idea of the paragraph "A"? 1

- i. Love is something, which cannot be expressed through speech.
- ii. King Lear became successful to find out the true love among his daughters.
- iii. A good-hearted person sometimes maybe neglected by others.