

**CLT Based English Language Teaching and Learning in
Secondary Education in Bangladesh: Expectations and Reality.
Teachers' and Students' Perspectives**

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of
the requirements for the degree of
Bachelor of Arts in English

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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

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Ethics Statement

This is my own work and while conducting this research I read various academic journals and books and various types of materials but the results presented in this thesis are based on my own study. During this research, I tried to maintain the privacy and confidentiality of the participants. I did not use the real name and identity of any participants or schools. I did not force the participants to participate in this research and all the participants agreed to participate voluntarily.

Abstract

This study is concerned with the real scenario of CLT based English language teaching and learning in secondary level education in Bangladesh. It aims to explore that the expectations from implementation of CLT in secondary level of education for English language teaching and learning meets the reality or not. It emphasizes on secondary level of education because this level works as a fundamental base for learners' further higher studies. In spite of giving sufficient amount of time and attention towards policy making, methods and material reformation, English language teaching in secondary level education in Bangladesh fails to achieve desired outcomes due to mismatches between policy, planning and execution. Moreover, learners fail to achieve satisfactory proficiency level in English. Therefore, this study intends to explore the ground level situation of ELT in secondary level of education. This study will guide further researchers and practitioners to get ideas about the CLT based English learning-teaching situation in secondary level education in Bangladesh.

The study qualitative in nature uses interviews (semi-structured) to collect required data. Interviews (semi-structured) represent detailed picture of English language teaching in secondary level of education based on teachers' and students' perspectives. The final result of the study suggests, lack of proper training, desynchronized training and practice field, impracticable classroom size, shortage of time, lack of technological support, inappropriate teaching and learning environment, lack of authentic materials, non-cooperative students, unskilled teachers, written exam based education system, pressure of institutions and higher authorities, guardians' expectation limit the unimpeded practice of CLT approach. The practitioners of ELT in Secondary Level Education in Bangladesh believe that, this is high time to take these problems

in account and rethink about the reestablishment of the Communicative Language Learning and Teaching method.

Key words: Communicative Language teaching method, Methods, Implementation, Education Policy, Secondary level of Education, Communicative competence, Teaching context, Classroom Practices, , Technology, Teaching materials, Textbooks, Assessments, Examination, Teachers, Students/learners

Dedication

I would like to dedicate my work to all the children of God who are special and differently able to be beautiful and creative!

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List of Acronyms

CLT: Communicative Language Teaching

ELT: English language teaching

ELTIP: English Language Teaching Improvement Program

GTM: Grammar Translation Method

ALM: Audio-lingual Method

NCTB: National Curriculum and Textbook Board

Chapter 1

Introduction

In Bangladesh several foreign languages along with English are taught and learnt for different purposes. However, among all of them learning English has been made compulsory for each levels of education due to its global status. After gaining independence in 1971, the National Educational Policy of Bangladesh was introduced in 1972 for the first time. Afterwards, the country experienced many changes in the policy regarding methods, medium of instruction, education level etc. According to the changes made in national educational policy 2010, the policy has been divided into three parts: Primary, Secondary and Tertiary. The Secondary level has three different stages such as Junior Secondary level (class VI to VIII), Secondary Level (Class IX to X) and Higher Secondary Level (class XI to XII). In secondary level education in Bangladesh, many methods have been introduced by the policy makers, however they failed to capture the teaching context and learners' need, consequently replaced by other approaches. With the reformation of policy during mid 90's, the adaption of a new approach called Communicative Language Teaching (CLT) took place in the curriculum replacing the pre-existing Grammar Translation method initially in secondary level and later in all levels (RahmaRahman & Pandian, 2018a, 2018b).

According to Holliday, learning is situation-based and choice of methods depends on classroom practices (1994, p.161). Learning and teaching needs to be context-based and learning-teaching environment cannot be compared or judged based on any specific notion because it varies from one classroom to another (ibid, 1994, p.161). There is a proverb that, "before starting anything, you need to know how to finish it". Several initiatives were taken such as policy reformation, curriculum reformation, reforming material designs and so on to improve the phenomena, however, the English language education in Bangladesh has always been defective (Rahman & Pandian, 2018). Due to inconsistent language policy and planning,

the quality of English language education fails to attain the expectations (Hamid, 2010). As a result, the mismatch between language education policy and practice influences the ELT field in Bangladesh.

1.1 Problem Identification

In Bangladesh, learners are exposed to English language since their childhood. They are taught English before grade-1. According to Hoque (1986), in spite of giving significant amount of time, learners from secondary level education or high school graduates failed to achieve satisfactory level of proficiency (as cited in Khan & Akhter, 2011). The proficiency level of learners is not equal because people all over the country do not get same amount of access to English language. English needs to be equally accessible to all citizens in order to insure positive results of English language education (Rahman & Pandian, 2018). However, due to the inappropriate planning the quality of English language teaching and teachers varies all over the country (Hamid & Erling, 2016). According to Mohanlal and Sharada (2004), the extraction of English as a medium of instruction in public schools makes parents interested to send their children in English medium schools. As a result, the situation became diverse for maintaining consistency in English language teaching all over the country. According to Mohanlal & Sharada (2004) English language education in secondary level education in Bangladesh does not address social variables of teaching and encourage unequal access of English. Learners from English medium schools of urban area get maximum access of English, however, English language education in rural area lack proper resources and skilled teachers. As a result, the proficiency level of students from urban areas is much higher than the students from rural areas of Bangladesh. These issues manipulate teachers regarding selecting suitable method related to teaching context (Rahman et al., 2019)

Apart from this, till 1998 the traditional Grammar translation method was practiced in Bangladesh. However, after 1996, the Ministry of Education with the help of British council

reforms the curriculum and replaces GTM with CLT (Ahmed, 2016). The reform was implemented by the English Language Teaching Improvement Program (ELTIP). The CLT implementation did not take place according to the intention of curriculum (Rahman et al., 2019). There are some factors which constrain CLT implementation. Most of the factors are related with teaching practices and teachers. Such as, in our country teachers do not have the autonomy to express their views. On the other hand, teachers are efficient in applying GTM as they are used to it (Rahman & Pandian, 2018). However, the new approach CLT is imposed on them suddenly. The policy makers overlooked teachers' needs of professional training regarding material designing, managing large classrooms, teaching strategies, classroom activities, gauging the time limitation etc. while introducing communicative approach in Bangladeshi context (Hamid, 2010). In other words, they avoided the classroom or field level reality. As a result, there is a gap between policymakers and implementers (Rahman et al., 2019).

CLT approach was implemented so that students can gain communicative competence in order to communicate with others especially through speaking and listening skills. Moreover, it advocates meaningful and comprehensive language learning. However, *English for Today* textbook lacks speaking and listening activities. Bangladeshi learning materials lack contextual contents (Chowdhury & Le ha, 2008). However, a recent study by Rahman, Pandian & Kaur (2018) reveals, communicative activities are included in the new textbook by NCTB and material designers are trying their best to make them authentic and context-based.

The success of curriculum implementation relies on assessments and testing. Assessments and testing contribute to the English language education in Bangladesh as well. In Bangladesh, According to Al Amin and Greenhood (2018) centralized exams exclude two important skills of language (listening and speaking), which indicates assessments and testing contradict curriculum.

Learners of secondary level of education in Bangladesh are teenagers and their age varies between 15 to 17 years old. According to Brown (2000) “a very special set of considerations applies to teach them” (p. 98). As teens are ultrasensitive, taking their self-ego and self-esteem on account is important while teaching them (Brown, 2000, p.98). However, Bangladeshi English language teachers are not trained enough about learners’ variables (Mohanlal & Sharada, 2004).

The CLT based English language teaching and learning in secondary level education in Bangladesh seems problematic and policy makers, teachers, students and every stakeholder is struggling to cope up with this new approach. Therefore, it is important to think beyond method or adopt post method pedagogy. According to David Nunan (1989), teachers should select or adapt method which helps them to accomplish their teaching goals, activities, roles, settings and difficulties (as cited in Kumaravadivelu, 2001). Post method pedagogy insists to search for alternative to method rather an alternative method. It advocates innovation of contextual and classroom-oriented teaching strategies. Moreover, it suggests to rebuild the relationship between theorizers and practitioners (Kumaravadivelu, 2001).

1.2 Significance of the Study

Communicative language teaching method is nothing but another western method which is adopted by the curriculum of Bangladesh in order to enhance learners’ communicative competency in English language. However, that new approach is also struggling to generate an effective language learning environment in terms of the context. Policy makers and national textbook designers try to initiate the maximum exposure of communicative approach and techniques in classroom practices, however the goal (fluency and effective communication in English) remains unaccomplished in the Bangladeshi context. According to Hamid (2006), noticeable use of L2 (English) or target language is missing in regular life of common people of Bangladesh, hence learners’ face challenges to

enhance communicative competence and acquire English (p.84). On the other hand, secondary level schools are opting CLT as this approach is proposed by the curriculum. However, in between the policy and practice, the language teaching method remains the same which slows the development of learners' language acquisition. Therefore, the study will be the pole star for further researchers and practitioners to get ideas about the CLT based English learning-teaching situation in secondary level education in Bangladesh.

1.3 Objective of the Study

The research aims to explore the current scenario of CLT based English language learning and teaching in secondary level education in Bangladesh. It also tries to find out that the expectations from implementation of CLT in secondary level of education for English language teaching and learning meets the reality or not. Moreover, it offers an overview of ground level practice of English language teaching and learning in Bangladesh based on teachers' and learners' perspective.

1.4 Methodology

The methods employed for this study are:

- i) Semi-structured interviews of Teachers' and students' for primary information
- ii) Classroom observation
- iii) Library and internet research to study the theoretical information about CLT approach and use them as secondary sources of data

1.5 Conclusion

This chapter sheds light on the adoption of CLT approach in secondary level education in Bangladesh and its impact on language education in terms of Bangladeshi context. Moreover, the study intends to represent the perspectives of teachers and learners of secondary level education regarding the expectations from CLT implementation and present

field level reality of CLT based language education. It will facilitate further researchers with valuable information regarding English language teaching and learning practice in Bangladesh. This chapter also discusses the methodology (teacher and students interviews/class room observation) being followed to conduct the study and describes significance of the study.

Chapter 2

Literature Review

2.1 Introduction

There are several researchers who discuss the issue of present condition of Communicative Learning and teaching method in different education levels in Bangladesh such as Rahman (2015), Ahmed (2016), Roy (2016), Rahman & Karim (2015), Rahman & Pandian (2018) and many others. Many of them find that, there is a significant difference between the theory and practice of CLT in Bangladesh. Moreover, they found that, Bangladesh is still struggling to implement CLT in different educational level after two decades of its introduction. Before, exploring the gap between the theory and practice, it is important to know about communicative language teaching.

2.2 Communicative Language Teaching:

There are several methods for language teaching and learning including Grammar Translation Method, Audio-lingual method, Direct method and so on. Communicative language teaching focuses teaching language through communication and interaction. Where other methods focus on accuracy, CLT emphasizes fluency and communicative competence. As a result, a shift from traditional methods to communicative language teaching method took place during late 1970s or early 1980s. According to Richard & Rodgers (2001), CLT is an approach which ensures communicative competence as the aim of language teaching

(p.155).). Moreover, CLT has two versions, weaker version and stronger version. Weaker version only focuses on opportunities where the learners can use English, however, the stronger version emphasizes English language acquisition through communication. That indicates, weaker version prefers learning English language just for the sake of using it, on the other hand, stronger one demonstrates language acquisition through using English language (Richard & Rodgers, 2001, p.155).

2.3 Learners' Communicative Competence:

The principle aim of CLT is to develop learners' CC. Communicative competence can be defined as learners'/users' knowledge of grammar, syntax, morphology and phonology along with the understanding of how to use them appropriately according to socio-cultural context. According to Bachman (1990) and Canale & Swain (1980), CC is a combination of organizational or grammatical competence, pragmatic competence, strategic competence and psychomotor competence (as cited in Brown (2000), p. 69). Grammatical competence refers to the ability to use grammar rules correctly in order to maintain the structure of the target language. Pragmatic competence includes two parts, one is discourse and another is socio-cultural aspect of the language. Therefore, pragmatic competence can be defined as the knowledge to use language according to socio-cultural context and meaning of different forms. Strategic competence is the ability to manipulate the language by using several strategies of communication such as verbal and non-verbal communication system. Lastly, psychomotor competence refers to the ability of understanding of the target language in cognitive level or how we process language in our mind. The term Communicative Competence was first coined by Dell Hymes in 1971. From his perspective, CC is the ability to use one's linguistic knowledge in terms of various social situation or different context (Hymes, 1979, p.3). This ability not only allows learners to go beyond grammatical rules and form grammatically correct sentences but also helps learners to use them according to the

place, person and situation (Richard, Platt & Weber, 1985, p. 148). CC argues that, only having the knowledge about structural or grammatical rules is not enough for language acquisition, however, knowing the use of that language in different social context is the foremost need (Savignon, 2018). Therefore, in order to be communicative, only having a good grasp over linguistic forms and structures is not enough without knowing how they function. The reason behind implementing CLT was to accomplish CC which focuses on the use of language according to the context and participants while continuing communication without any obstacles with linguistic knowledge (Fazil, Nor & Halim, 2018). According to Richard and Rodgers (2001), CC refers to the ability to use any language successfully resulting into meaningful communication within a speech community (as cited in Rahman, Singh & Pandian, 2018). To be very specific, CLT focuses on the use of language rather than usage, which is the main feature of CC as well (Hymes, 1972, p.278).

2.4 Principles and Techniques for Implementing CLT:

According to Brown (2000), to accomplish the communicative language teaching goals, it is very important to pay attention to the authentic use of language rather usage or grammatical rules, fluency over accuracy, learners' gradual progress in using target language in unrehearsed situations (p.69). According to Savignon (2018), CLT is the integration of all four competences such as grammatical, pragmatic, strategic and psychomotor. CLT approach consists of some principles including use of target language, providing authentic materials, effective feedback, learning language through playing language games such as role-play, interaction and students' autonomy, group works, presentation and pair works, debate, picture strip storytelling, learner centered teaching, teacher as facilitator and many more (Dinçay, 2010, p. 55-57). Finally, the ultimate purpose of CLT is enhancing learners' communicative competence.

2.5 CLT in Bangladesh: Introduction, Expectations and Current Condition

CLT was introduced in Bangladesh in order to enhance learners CC in English language as they use English as a second language and due to its global status, English is compulsory in Bangladeshi education system. This method came into practice during late 1990s, however, it was introduced in secondary level in 1996 through a project called English Language Teaching Improvement Project (ELTIP) (Ahmed 2016). After two decades of implementation, CLT started facing several constrains and challenges (Ahmed 2016, Rahman and Karim 2016, Rahman 2015, Roy 2016, Ullah 2015). Mondal (2012), states that, though there are several methods of language teaching in Bangladeshi secondary level education, Bangladeshi text books and other materials of secondary level education are not suitable for the new method CLT. Ali (2014), also discussed the point that, there is a mismatch between the English language teaching curriculum and the designs of the textbooks and materials.

Researchers represented several issues behind the failure of CLT in the context of Bangladesh. Another study by Haider & Chowdhury (2012), state that, though textbooks are designed and revised according to CLT approach, however, the classroom practices in secondary level education in Bangladesh are unable to reflect the actual purposes. They mentioned lack of proper teacher training, lack of authentic materials, large classroom size, time constraints, inappropriate testing or examination system, pressure from higher authorities and parents of learners for good result instead of gaining knowledge, students' unwillingness to interact and contradictory socio-cultural aspects. Rahman & Ahmed (2019), demonstrates that, trained teachers are reluctant to apply concepts from their training and depict it as one of the reasons of unsatisfactory result of CLT in Bangladesh. Sima & Haque (2019) investigated the present scenario of CLT approach in Bangladesh and reached at the point that, learners of Bangladesh are not interested to practice communicative tasks as they do not appear in their examinations. Moreover, according to their findings, classroom

practices are unable to develop students' CC as the learners rely more on rote-learning instead of effective and meaningful learning. In this study, the researcher's aim is to investigate the reasons behind the gap between the theory and working ground of CLT approach in the context of Bangladeshi secondary level of education.

2.6 Current Condition of CLT Approach in Different Parts of the World:

Now-a-days, the emersion of English as an international language, rapid growth of technological invention and need of addressing learners' autonomy in the language learning classes are making linguists, teachers, policy makers and other professionals to rethink and reframe the language learning and teaching pedagogy all over the world. According to Savignon (2018), though CLT approach has become the talk of the town regarding the practice and theory of ESL and EFL teaching, however, when it comes to design of the curriculum and implementation, there are worldwide confusions and debates. Different countries of the world have distinctive ideas of implementing CLT. Savignon (2018) demonstrates, due to inclusion of communicative task and structural syllabus in the classroom, Japanese teachers felt constrained to teach grammatical features. However, after introducing new curriculum, the structural controls were relaxed and teachers found more autonomy to teach efficiently.

CLT initiates integration of all four skills, however, in some parts of the world classroom practices do not take all the skills into account or fail to integrate. Savignon (2018) cited Cheng (2002, 2005) and said that, in Hong Kong CLT based and task-based classroom practices were introduced, however, their positive impact was limited. He added that, the changes took place at the content level, not at the influential level of method. On the other hand, in Costa Rica, teachers are prone to enhance learners' communicative ability in writing and speaking English. On the contrary, reading comprehension test was the dominating one

among the students. Therefore, the tests were not appropriate to cover all the content of four skills (Savignon, 2018).

There are also serious confusion about the meaning of CLT among the teachers and the students of Canada and U.S.A. (Savignon, 2018). In the secondary level education of U.S.A., it is very hard to find examples of CLT based classroom practices. Moreover, in the U.S., local schools face difficulties to find trained teachers who are efficient to apply strategies of communicative language teaching (Savignon cited Burke (2006), 2019). In India, to implement CLT, teachers have excluded grammar from the classroom practices as they misunderstand the principle. As a result, though Indian learners communicate in English, they are not grammatically proficient enough (Kumar, Philip & Kalaiselvi, 2013). Moreover, According to Kumar, Philip & Kalaiselvi (2013), infrastructural setting, student-teacher/student-student relationship, instructional materials and heterogeneous classrooms are the major obstacles in the path of CLT approach to succeed in Indian context. In Saudi Arabia, teachers rely on Arabic to teach effectively in a typical classroom where CLT has been adopted officially (O.Alharbi, 2020). Furthermore, in China there is a very poor connection between the theory and field level practice (Shi, Delahunty & Gao, 2019). Moreover, implementation of CLT in China faces failure due to teacher-centered teaching, classroom setting, writing driven national assessment system, inadequate interaction among learners and so on (Shi, Delahunty & Gao, 2019).

Chapter 3

Research Methodology

3.1 Introduction

This particular chapter discusses the research methodology used to conduct the study. Moreover, it offers an insight of research design including research questions that the researcher followed to conduct the study. Firstly, the chapter describes the purpose of the study. Later, it gradually moves on to the data collection process, description of the participants, sampling and data analysis, context (where the research has been conducted) etc. Lastly, in this chapter, there is a brief description about limitations and obstacles the researcher has to face to complete her study. At the end, it discusses how the issue of ethics was maintained throughout the study.

3.2 Purpose of the Study

The aim of the study is to explore the scenario of CLT based English language teaching and learning in the Secondary level Education in Bangladesh. Through this study, the researcher intends to find out whether the expectations from implementation of CLT in Secondary Level Education in Bangladesh are meeting the reality or not. Moreover, the primary focus of this study is to portrait how the Bangladeshi Secondary level teachers are teaching English, the ways Secondary level students learn English, which methods are mostly adopted in this field and reasons behind the selection of such methods, expectations of students and their parents, students' proficiency in English. The researcher chooses Secondary level Education because the basics for higher studies are developed at this level. Moreover, the study covers English teaching and learning scenario of different areas of Bangladesh to provide a holistic idea. Thus, by documenting several interviews and

observations, the researcher aims to analyze the current situation of CLT based English language teaching and learning in Secondary Level Education in Bangladesh.

3.3 Research Design:

According to Creswell (2012), research design is the inquiry which shows the proper direction to the researcher to complete the study through any specific approach. That specific approach can be quantitative, qualitative or mixed one. Polski (2019) suggested, research is a systematic way which is used to established facts and in order to do so researchers follow distinctive methods as different methods come up with distinct results. On the other hand, research methods can be defined as a systematic process which helps researchers to get answer of their research questions or offers solution for existing problems through research design, data collection and analysis, suggested by Atmowardoyo (2018). Research design is important because researchers need an outline to construct and connect ideas, it works as a prior preparation to reach at the desired conclusion (Nelson, 2013). Another important aspect of research design is key questions relevant to the study. Research questions specify and clarify those ideas to the researchers what they seek from their study. Thus, this study also follows research design based on some key questions. The questions are:

- i) Are the expectations from CLT based English language teaching and learning in Secondary Level Education in Bangladesh meeting the reality?
- ii) Is English language teaching and learning process in Secondary Level Education in Bangladesh fruitful enough to learn English for all purpose? (Teachers' and students' perspectives)

Throughout this research, I followed the qualitative method. Data collection was based on interviews and observation maintaining natural setting. According to Mackey & Gass (2017), interviews help the researcher to elicit specific information and participants feel comfortable

as they can provide information according to their convenience and flexibility (p.225). On the other hand, observations provide researcher deep and multilayered ideas related to participants' attitude, actions within a particular situation (Mackey & Gass, 2017, p.228). Researcher gains large amount of data and enriched information from observations. Moreover, there were chances of self-exploration (Thomas, 2003).

I have chosen the semi-structured interview process to collect my data. Mackey & Gass (2017) states, structured interviews are based on some predetermined set of questions and the information are recorded through highly standardized techniques (p. 224-225). It follows a rigid procedure of asking questions following specific patterns. According to Mackey & Gass (2017) some of the advantages of structured interview are:

1. More information can be gained as the interviewer can have in depth ideas.
2. Interviewer gets a chance to make the interview easy going for the participants with his/her communication skills. Interviewee feels free to share information without any hesitations.
3. The questions can be changed or rephrased as they are less rigid, if necessary.
4. Personal opinion can be gained easily.
5. The researcher can choose the suitable information according to his/her research context and avoid unnecessary or irrelevant opinions.
6. Responses are more honest, spontaneous and interviewer can observe participant's behavior.
7. Interviewer can use any language according to the respondent's convenience to avoid misconception and misunderstandings.

3.4 Context of Data Collection:

In order to portrait the scenario of CLT based English Language teaching and learning in Secondary Level Education in Bangladesh, the study was conducted in Naogaon. Naogaon represents the district level areas and small town situated far away from the capital. At Naogaon three Governmental schools were chosen and one non-Governmental school was also there. Among these schools, I deliberately selected students, teacher and parents to collect required information. Moreover, I talked to their private tutors and their teachers from coaching centers. Besides, I took interviews of some teachers and students through social media, audio calls. Students were from class-9 and class-10. Both academically successful and less-successful (based on their academic excellence) students were selected for data collection. The schools were chosen taking the cost and constrains in account.

3.5 Respondents of the Study:

The study required participants who are directly connected with the English language learning and teaching field. Therefore, they were picked carefully according to the requirement. In total 43 students were interviewed and more than 100 students were observed from selected schools. From the selected schools 11 teachers were interviewed. 7 private tutors were interviewed including instructors from coaching centers. Lastly, 9 parents were interviewed among 20 parents of the students.

3.5.1 Information of Participants:

Though many participants participated in this study, everyone's response was not resourceful or suitable for the study. Therefore, the researcher discarded responses of some participants and went ahead with the relevant ones. An overview of participants is given below:

Type	Number of the Participants
Teachers' interview	14
Students' interview	30
Parents' interview	9

Table No. 1: Description of Participants

Detailed Sampling Plan

Institutions	Participant no
School 1	Teachers: 3 Students: 5
School 2	Teachers: 2 Students: 6
School 3	Teachers: 4 Students: 8
School 4	Teachers: 3 Students: 5
Coaching center 1	Teacher: 1 Students: 3
Coaching center 2	Teacher: 1 Students: 3

3.6 Data Collection Procedure:

Qualitative research needs to inquire multiple sources or forms of data and participants or subjects are selected carefully in order to get the best outcomes as the conclusion of qualitative study firmly depends on the interpretation and analysis of their

responses (Creswell, 2012). Data collection procedure of this study includes: interviews, observations, field-notes, online interviews. Among three sets of questions, one set was for the teachers, two were for the students and parents. Each set consists of 10 to 12 questions, however parents are instructed to share their overall opinions. Researcher started taking interviews through straight forward questions, however later she moved gradually to the open-ended questions, asked for suggestions and opinions. Teachers were interviewed individually. Students were interviewed individually, in groups and observed in their classrooms.

Before, Data collection, I need to do a prior study to get the best information for my study. Afterwards, I choose the institutions and went to principles of those schools, head of the coaching centers. I explained the purpose of my study and asked for permission so that I could take interviews of teachers and students. I took interviews of the students during their break times. However, some of them were familiar to me and I went to their houses to collect information. I took interviews through video conference, e-mails, and phone calls as well. I need to use smart phones to take interviews of the parents so that I could record our conversations and transcribe their opinions. Again, the school and coaching authority helped me to observe English language classes, have a glance at the copies and class routines of their students.

Moreover, I used triangulation process in order to explore important factors from all possible dimensions. I followed **methodical triangulation** which allows using different approaches to investigate a specific situation (Mackey & Gass, 2017, p. 233). As Johnson (1992) stated, triangulation reduces researcher bias and enhances the appropriateness of the information (Cited in Mackey & Gass, 2017, p.233).

3.6.1 Validity and Reliability:

According to Mackey & Gass (2017), Validity can be defined as the extent to which the result of the study functions as the factors the researcher actually wanted to portrait or investigate by his/her study (p. 158). Some steps are needed to be followed to maintain validity:

- i) Wise selection of subjects and research context
- ii) Consultation with research supervisor
- iii) Follow a specific method
- iv) Prior study or getting ideas about the field of data collection

On the other hand, reliability simply refers the consistency among information. Reliability can be defined as the extent to which the collected data can be considered as the accurate data (Mackey & Gass, 2017, p.80).

3.6.2 Description of the Interviews:

It took almost two and a half months to complete all of the interviews as the number of the participants was large. All the questions were emerged from the theoretical part discussed in the literature review of the study.

Teachers' interview:

I interviewed most of the teachers in the schools and went nearby coaching centers to collect information from instructors. Interviews of the teachers were conducted over phone calls and video conferences. I asked questions based on some factors which influence the CLT based English language teaching and learning in Secondary Level Education in Bangladesh. The factors are:

- i) Choice of methods while teaching English.

- ii) Attitudes towards CLT based English language teaching and learning in Bangladeshi context.
- iii) Classroom facilities, interactive activities and use of technology.
- iv) In-class and off-class assessments, materials and textbooks, feedback system.
- v) Diversity of students' backgrounds, cultural diversity.
- vi) Importance of teaching environment and Impact of the number of the students.
- vii) Constrains faced by teachers in terms of adapting CLT approach and their knowledge about CLT/ teachers' training.
- viii) Pressure from the higher authorities.
- ix) Opinion about private tuitions and enhancing students' communicative skills in English language.

Students' interviews:

I took interviews of the students during their lunch-breaks and after their schools. Some of them participated individually and some are in groups. I went some of their houses too for data collection. There were 11 questions for them. These questions emerged out of some factors which influence their English Language learning.

- i) Preference of learning method.
- ii) Learning environment.
- iii) Attitude towards English language learning.
- iv) Willingness of participation in classroom activities.
- v) Opinions regarding feedback and assessments.
- vi) Students Background: Age and capacity to learn.
- vii) Opinion about CLT approach.
- viii) Academic and social pressure.

- ix) Opinion about private tuitions.

Parents' interview:

Parents were asked one question about their satisfaction regarding their child's proficiency. Influencing factors are

- i) Academic excellence.
- ii) Attitude towards English.

3.6.3 Observations and Document analysis:

The researcher observed English classes of both class 9 and class10 with the permission of the Principals and teachers of the selected schools for one and a half month. During this time, class work and home works copies of the students, on class and of class assessments given by the teachers, feedback process, students' in class participations, classroom facilities for CLT based English language classes were observed and noted elaborately. Moreover, for document analysis, researcher checked the materials, textbooks and syllabus. Some pictures and videos were taken for further analysis, which were deleted after completing the study.

3.6.4 Instructions followed to collect information and Instruments carried by the researcher:

Though this study is related to ELT, the data collection process was conducted using Bengali Language. The researcher preferred Bengali language while interviewing as most of the parents were not fluent in English and same notion goes for students as well. While conversing with the respondents, researcher mentioned not to answer the questions with which participants felt uncomfortable. Participants were allowed to share their personal experiences and examples while answering opinion based and open- ended questions. However, I took pen, pencil, notebook and smart phone for documentation of Data.

3.7 Process of Data Analysis:

To analyse data, I followed the five steps suggested by Taylor-Powell and Renner (2003) in their article “Analyzing Qualitative data”.

In the first step, called **Getting to know the Data** I read the information for several times. Moreover, I listened to the recordings more than once (p.2). Second step known as **focusing on the analysis** suggests to review the responses of every individuals while answering the questions (p.2). Afterwards, according to the third step **Categorizing the Data**, I find out the themes and organized them coherently. According to Taylor-Powell and Renner (2003), this is the most important and difficult part of qualitative data analysis (p.2). Following the Fourth step named **Identify patterns and connection within and between categories**, I decided to organize information according to the themes. Lastly, in the fifth steps **Interpretation-Bringing it all together** I tried to connect the themes, illustrated my interpretations with relevant codes, examples, documented important findings to make the information practical and relatable (p.3).

3.8 Limitations of the Study:

To conduct the research, the researcher had to face many difficulties. First of all, the study was conducted during the pandemic (Covid-19). Time management and safety issues were two big challenges. It was quite hectic to take interviews, go here and there for observation in such short amount of time. Costing also had influence as I need to contact one person several times via phone calls and video conferences as due to Covid-19 could not meet them physically. Many of the participants did not agree to give face to face interviews and many of the institutions were closed for the same reason. Students felt shy, not interested and afraid to participate due to the nervousness that interviewer will disclose their names. On the other hand, some institutions did not agree to give permission for observation. In the same

way, teachers and parents did not take it seriously and provide irrational answers, some of them did not talk at all. There were chances to get misguided.

3.9 Ethical Consideration:

I tried my best to maintain ethical issues. Firstly, I did not force anyone to participate. Also took care of my choice of words to avoid biasness. Moreover, in order to ensure privacy and security of my participants, did not disclose any person's or institutions' names without their permission. Every observation held after getting permission from the authorities and according to their convenient time. Furthermore, no disruption took place while classroom observation.

3.10 Conclusion:

After collecting required information, I moved ahead to analyse them.

Chapter 4

Findings and Data Analysis

4.1 Introduction

In this chapter, I followed the five steps suggested by Taylor-Powell and Renner (2003) to analyse obtained information.

4.2 Analysis of Teachers' Responses:

Question 1: (Which method do you prefer while teaching English language/describe procedures followed by you while teaching?)

Theme 1: Choice of methods

Emergent categories: i) Grammar Translation Method, ii) Eclecticism, iii) ESA (Engage, Study and Activate) triology, iv) PPP (Presentation, Practice and Production), v) Diversity of students and post-method era, vi) Isolated techniques

Theme 2: Teachers' role in the classroom and teachers' autonomy.

Emergent categories: Teacher Centered Classroom Practice

1. Choice of Method

i) Grammar Translation Method

Two of the teacher shares that they use Grammar Translation Method. They explain their techniques and approaches which they use while conducting English language classes. The teachers state that, most of the time they use mother tongue while teaching because according to them it is important for better learning and understanding. Moreover, they instruct their students to read long classic texts or paragraph. During observation I noticed that, these teachers do not pay attention towards learners' pronunciation. Moreover, they provide grammar rules, ask students to translate texts from English to Bengali. According to some teachers, memorizing Bengali meanings of English words help to learn better English.

ii) Eclecticism

Three teachers talk about eclecticism. They say, before conducting classes they always think about the learners' background, learners' weaknesses and strength, capacity to learn and interests. Taking all that issues in mind, they prefer blending two or three methods rather following just one. One teacher shares, some of her students feel very shy and nervous to participate in front of her, therefore she seat at a corner of the class and ask her students to read texts. Here, she blends both GTM and silent way method to teach her students.

iii) ESA (Engage, Study and Activate) Trilogy

One teacher demonstrates that he follows three steps while teaching English language. Firstly, he tries to elicit background knowledge related to the specific topic of the lesson to make students emotionally engaged. Afterwards, he instructs

them to read the text thoroughly. Lastly, he asks them to translate some isolated works or answer text-based questions.

iv) PPP (Presentation, Practice and Production)

Two teachers discuss, according to them the textbook for secondary level of education published by NCTB (National Curriculum and Textbook Board) is not suitable enough for teaching English grammar. As a result, they follow presentation, practice and production approach to teach. According to them, they prepared materials, tasks and provide to the learners. They instruct their students to practice those patterns, rules and forms. In production stage, they encourage to use those isolated forms, sentences. One teacher shares, if any student wants to know about any new word, she (T) translates the word in Bengali and asks her student to make five sentences with that word.

v) Diversity among students and post-method pedagogy:

Teachers share their experiences of dealing students from different backgrounds. One teacher believes that there is no appropriate method for teaching English, however teaching should be based on learners' need and context. Therefore, he prepares his approaches or techniques after having a prior study of his students' need. Another teacher shares, she does not follow any method thoroughly.

vi) Isolated techniques

There were many teachers who share isolated teaching techniques, approaches and steps, however they are unable to give them names or they are not familiar with the theoretical terminologies such as GTM, CLT, ALM etc.

Teachers' role in the classroom and teachers' autonomy

i) Teacher Centered Classroom Practice

One teacher shares, he preplans his lecture and while conducting classes he follows that plan step by step. According to him, it helps to finish the lecture within the class time, hence syllabus on time. Moreover, secondary level students are teenagers and difficult to handle. Therefore, he thinks that being a controlling teacher helps him to avoid the unnecessary interaction in the classroom. Another teacher says, without proper guidelines or direction students feel helpless. As a result, she gives instruction regarding classroom activities and controls their interaction. Another teacher states, in last ten minutes from the total class time, he gives his students chance to share their opinions in English and initiate interaction.

Overall view: Most of the teachers from Bangla medium schools in Bangladesh follow some techniques, however they are unaware of theoretical methods. Therefore, a gap between theories and practice has been noticed. Moreover, they (T) are prone to use Grammar Translation method in classrooms. Many of them also use alternative approaches of Audio-lingual method. While observing, I noticed that teachers from one or two English medium schools put effort to imply Communicative Language Teaching method. However, due to the poor exposure or lack of knowledge and training they fail to imply all of its (CLT) features. As example, in one English medium school, they only focus on three skills such as reading, writing and speaking. However, there is no opportunity for the students to enhance their listening skill. On the other hand, teachers' role in the Bangladeshi English language classrooms is traditional and controlling. Students do whatever their (s) teachers instruct them to do. In that case, English medium school teachers are less controlling in terms of classroom interaction.

(For other examples and detailed discussion see Appendix II)

Question 2: (What type of assessments do you use to evaluate your students? How do those assessments help your students to learn English language?)

Theme 1: Choice of assessment.

Emergent categories: i) Rote-learning or memorizing and form focused teaching, ii) Oral presentation, iii) Written examination, iv) Text based traditional task, v) Home works or take-home assignments.

Theme 2: English language learning through testing.

Emergent categories: i) Creative writing and rigorous drilling, ii) Learning vocabularies, iii) Answering short question from the text, iv) Wash back or back wash effect (examination oriented teaching)

Theme 1: Evaluation system

i) Rote-learning or memorizing and Form Focused Teaching

One teacher from Bangla medium school states that, she instructs her students to memorize grammatical rules and structures so that students can answer the grammatical part easily by remembering rules. According to her, providing examples without rules makes student confused. Another teacher feels that, memorizing helps the students to learn better. Therefore, he provides some specific topics to the students to memorize.

ii) Oral presentation:

One teacher states that, she prefers oral presentation as it encourages students to speak in English. She also says that, she avoids their(S) mistakes or grammatical error to motivate them. There are marks allotted for oral presentation. Most of the time, she instructs her students to translate isolated words, change tenses of isolated sentence, answer text-based question. Another teacher shares, sometimes

students mix or switch codes while giving answers such as they mix Bengali and English, however, he helps them to recall the English word for that Bengali word.

iii) Written Examination

Two teachers from Bangla medium school of rural area in Bangladesh demonstrate that they evaluate learners' linguistic competence through written examination. In each academic year, two examinations take place in their school. They think, written examination is enough to learn English.

iv) Text Based Traditional Task

Most of the teachers from urban and rural area inform that, there are marks allotted for the students for classroom participation. One teacher says, most of the time he asks his students to read a text from their textbook and write the answers of the tasks given in the book such as multiple choices, question answer and fill in the blanks etc. Another teacher shares her experiences that she teaches grammar and after describing rules instructs students to solve the problems from practice sheet or guide books. For SSC candidates, solving model test questions or previous years' question is must in some schools and coaching centers.

v) Home works and Take-home Assignments

One teacher discusses, after finishing lessons she always assigns tasks related to the topic to her students so that they can get a chance to practice English language outside of classroom and gain practical knowledge. Another teacher says, home assignments enhance students' proficiency in target language as students try to use target language by their own. During that time, they (S) get to know many new words.

Theme 2: English language learning through testing

i) Creative writing and rigorous drilling

One teacher asserts that, in her language classes she initiates free hand writing or creative writing. She chooses a random topic and asks students to write 10 or fifteen lines about it. Another teacher believes if any student reads a text more than once, it seems helpful to understand the meaning of the words. As a result, it develops their comprehension of English language.

ii) Learning vocabularies

One teacher describes, during class test (oral and written) he always includes isolated words in the question paper and asks students to describe their meaning. Sometimes, he picks random words from the texts and elicits antonyms and synonyms from the students.

iii) Answering short question from the text

Some teachers think giving correct answers portrays students' understanding of the language.

iv) Wash back or back wash effect (examination oriented teaching)

One teacher asserts, he only teaches those grammar items which appear in the examinations. Another teacher states, she encourages to memorize paragraphs on specific topics so that they can do well in the examination.

Overall view: Most of the assessment system is form-focused and exam oriented. Teachers measure students' English language competency or development through their performance in exams.

(For other examples and detailed discussion see Appendix II)

Question 3: (What type of feedback do you provide to your students? Describe with examples)

Theme 1: Accuracy over fluency.

Emergent categories: i) Students background and age, ii) Peer correction, iii) Applying sandwich technique, iv) Practice under supervision, v) Use of L1

Theme 1: Accuracy over fluency

i) Students background and age

One participant (T) describes, type of feedbacks depends on students background. Moreover, he describes age is one of the influential variables as students attitude and interest varies according to their age. He states, it is not possible to give individual feedbacks in a large classroom. One of the teachers from Bangla medium schools shares that she gives feedbacks using mother tongue. She prefers giving instant and oral feedbacks.

i) Peer correction

Teacher asserts that he uses peer correction techniques. In his classes, students give feedbacks to their classmates and peers check each-others' class copies.

ii) Applying sandwich Technique

One teacher admits that, she prefers sandwich techniques in terms of giving feedback. She talks about the good things first, afterwards she points out students' mistakes and lastly gives an overall opinion. She ensures that those feedbacks will help her students to write correct answers.

iii) Practice under supervision

One teacher prefers giving face to face or instant feedback so that students learn better from their mistake. Another teacher says, she writes feedbacks on students' notebooks so that their (S) parents can see those and help them to overcome their mistakes.

iv) Use of L1

Three teachers assert that they use L1 because if they use target language some students will face difficulties to understand their mistakes.

Overall view: Types of feedbacks depend on medium of education, students' background and age. Teachers from Bangla medium schools provide feedbacks in mother tongue. However, teachers from English version and English medium use both Bengali and English language. Teachers admit that giving feedback to individual students for distinct mistakes or errors is not possible as the classrooms are large. They prefer written feedbacks because it remains for long time and students can work on their mistakes. Most of the feedbacks are related to grammatical errors, however they don't take pronunciation on account.

(For other examples and detailed discussion see Appendix II)

Question 4: (Do you include all four skills in your lesson plans?)

Theme 1: Integration of four skills

Emergent categories: i) Writing skill based board examination, ii) Students' attitude, iii) Time limitation, iv) Lack of facilities

Theme 1: Integration of four skills

i) Writing skill based board examination

One teacher discusses, annual exams and board exams of secondary level education are writing based. Therefore, there is no need to include other skills except reading and writing.

ii) Students' attitude

Another teacher demonstrates that though she wants to integrate all four skills in order to ensure better teaching outcomes, students are not welcoming enough to participate. She states that, students do not feel comfortable to take part in

interactive activities such as oral presentations, question answer session and debates as those are not part of their examination.

iii) Time limitation

Five teachers say that they get only 40 to 45 minutes to conduct English language class and it is not possible to cover all four skills.

iv) Lack of facilities.

One teacher asserts there is no such facility to practice listening skill because that school cannot provide tools such as sound box or audio players.

Another teacher shares, she follows only the textbooks provided by NCTB and lack of enough materials confines her to integrate all four skills in the lesson plan.

Overall view: Teachers try to include all four skills. However, lack of students' interest, authentic materials, time, and examination system constrain them to do so.

(For other examples and detailed discussion see Appendix II)

Question no 5: (Do you use technology in your language class?)

Theme 1: Classroom setting

Emergent categories: i) Classroom arrangement

Theme 2: Lack of training and stereotypes/misconceptions

Emergent categories: i) Technologically handicapped teachers, ii) Context of teaching

Theme 1: Classroom setting

i) Classroom arrangements

Group of participants (T) say that, classrooms where they teach are traditional classrooms. They do not have the features of modern classrooms. However, two

teachers from English medium schools assert, they use multimedia and projector in their language classes.

Theme 2: Lack of training and stereotypes/misconceptions

i) Technologically handicapped teachers

One teacher discusses, he faces problem to operate computers and other smart tools in his classes because he does not have any training regarding incorporating technology in language classroom.

ii) Context of teaching

Two teachers think technology can be used in terms of ICT classes or science related courses however language learning does not need any help of technology.

Overall view: Regarding the use of technology, teachers' opinions vary in terms of their technological proficiency and context of teaching. All the Bengali medium teachers from rural and urban areas say that, they do not have technological facilities in their language classroom. Though some of the English medium schools in urban area do use technology, they are very few in numbers. Authorities of the institutions still think that technology is something vital for science based subjects rather English language.

(For other examples and detailed discussion see Appendix II)

Question 6: (What do you prefer: Teaching Rules first? Or giving examples then go through the rules?)

Theme 1: Grammar Teaching

Emergent categories: i) Learners' need, ii) Separation of grammar and comprehension.

Theme 1: Grammar Teaching

i) Learners' need

Teachers share a common answer that in grammar teaching they prefer learners' need. Moreover, they think going through rules saves time and reduces students' confusion.

ii) Separation of grammar and comprehension

One teacher says, she teaches grammar and comprehension separately. Per week, she gives lecture on comprehension for 3 days and other 2 days are allotted for grammar teaching. In most of the schools they segregate grammar and comprehension part.

Overall view: Bangladeshi teachers do not integrate grammar and comprehension. Therefore, they prefer practice form rather learning functions.

(For other examples and detailed discussion see Appendix II)

Question 7: (Share your opinion regarding national textbook for secondary level education)

Theme 1: Pre-determined topics and task

Emergent categories: i) Imbalanced task, ii) Rehearsed contents

Theme 1: Pre-determined topics and task

i) Imbalanced task

One participant (T) shares that the contents of national textbook reduce teachers' opportunity to designs materials, assessments and classroom activities according to learners' need.

According to another teacher "most of the tasks are conventional". She describe tasks are not skill based.

ii) Rehearsed contents

According to the teachers, textbook does not address real life example, scenario and practices of English language. Most of the contents do not encourage students' creativity rather focus on specific forms. Another teacher includes that the task are repetitive. Every chapter has similar type of tasks.

Overall view: Teachers are not happy with the text book because it is unable to meet their teaching purpose.

(For other examples and detailed discussion see Appendix II)

Question 8: (If you do not use the CLT method then why don't you use it? Explain it. Describe the problems or difficulties you have to face regarding this matter?)

Theme 1: Teaching environment

Emergent categories: i) Learners' risk taking ability, ii) Time constraints, iii) Traditional seating arrangement, iv) Inappropriate teaching materials

Theme 2: Pre- dominant method

Emergent categories: i) Teachers' preference

Theme 3: Preference of institutions and learners' guardians

Emergent categories: i) Pressure of higher authorities and parents

Theme 1: Teaching Environment

i) Learners' risk taking ability

One teacher finds her students non-cooperative. She thinks, they (S) do not participate in classroom activities because they are afraid of public embarrassment. Another teacher says, students' language ego play a vital role behind their inactiveness in interactive activities. According to another teacher,

her students prefer individual leaning. On the other hand, peers criticize their classmates regarding mistakes or linguistic incompetency.

ii) Time constraints

Maximum teacher say, they only get 40 to 45 minutes to conduct language classes. Each classroom consist 40 to 72 numbers of students. In such situation, it is too difficult to initiate CLT based task and complete them within time. According to them, if they try to imply CLT then it will be impossible for them to cover the syllabus.

iii) Traditional seating arrangement

One participant (T) discusses, CLT based teaching needs interactive classroom activities such as role playing, group works and pair works etc. However, he has to deal with 45 students and it is impossible to change their seating arrangement to conduct such activities. Another teacher shares that her classrooms have little amount of space and students cannot move freely to participate in role-play or drama. In most schools chairs and tables are fixed and cannot be rearranged.

iv) Inappropriate teaching materials

Another teacher states that the text book from NCTB for secondary level learners offers theoretical learning rather comprehensive or interactive learning. According to her, practice in real life situation is more important to learn better English. On the other hand, tasks offered by the textbook can be solved by memorizing which students will forget eventually. Textbook based activities do not ensure the development all four competencies featured by CLT.

One teacher shares shortage of authentic material hampers students' exposure to usage of English language in real life. According to teachers materials which are

used for teaching secondary level students are not standard enough for capturing the leaning needs of students from distinctive background.

Another teacher talks about syllabus. According to him syllabus for secondary level education is unable to do justice with CLT approach and classroom techniques.

Theme 2: Pre- dominant method

i) Teachers' preference

Most of the teachers believe that students learn better through the pre-dominant methods such as GTM or ALM. They think using L1 helps students to process L2. Teachers find traditional method easy to imply as they are using them for a long time. Therefore, they are not ready to use any new method (CLT).

Theme 3: Preference of institutions and learners' guardians

i) Pressure of higher authorities and parents

Teachers share school authority bounds them to make their teaching result oriented or examination oriented because every year authority set a target to increase the passing rates of the students than previous year in SSC examination. One teacher discusses her personal experience that, school authority asked her to make sure that above 50% of her students get GPA 5 in English in the board exams.

Teachers say, they are accountable to learners' parents regarding learners' academic results.

Overall view: Teachers face several difficulties to imply CLT techniques in their classroom and they are helpless as Bangladeshi education system only aspire academic excellence rather

inspiring teachers to work for learners' communicative competence and providing solution to the field level challenges.

(For other examples and detailed discussion see Appendix II)

Question 9: (Private tuitions are forbidden by government, however there is a popular notion that, “Students learn better in private tuition” –what is your opinion regarding this?)

Theme 1: Individual teaching

Emergent categories: i) Intense care, ii) Healthy monitoring, iii) Teaching by Desuggestopedia

Theme 1: Individual teaching

i) Intense care

Teachers discuss, private tuition gives them the freedom and space for need analysis. Weak students get extra time for practice.

ii) Healthy monitoring

Teachers state that they can monitor students individually, which is the best part of private tuition. It is easier to manage students in private tuitions than in classroom. Teenagers need motivation to learn English. Therefore tutors need to push them to practice English for all purpose and private tuitions offer that facility.

iii) Teaching by Desuggestopedia

One teacher demonstrates “better learning take place in better environment”.

Private tuition enables learners' to practice English without any public fear.

Another teacher interacts in English with his students so that they can develop their speaking skill.

Overall view: Though private tuitions have some drawbacks and limitation, teachers think it has a great impact on English language teaching. According to them, students who attend private tuitions do better in both academics and practical life.

(For other examples and detailed discussion see Appendix II)

Question 10: (Do you think Bangladesh is ready to imply CLT?)

Theme 1: Context sensitivity

Emergent categories: i) Large and noisy classrooms, ii) Students from ethnic Background

Theme 2: Inconsistent management

Emergent categories: i) Teachers' Background, ii) Mismatches between teachers' training and practicing field, iii) Inappropriate materials, iv) infrastructural deficiencies

Theme 1: Context sensitivity

i) Large and noisy classrooms:

One teacher says, most of the language classes in Bangladesh contain large number of students which hampers CLT implementation. Another teacher asserts, secondary level students are arrogant and they do not obey to his instruction.

One teacher describes that interaction of large number of students make her class noisy and waste time. Due to noise, language learning gets hampered.

ii) Students from ethnic Background

Teachers share that they have students from ethnic groups and they are not fluent in Bengali neither in English. Therefore, it is difficult to make them communicate in their English language classes.

Theme 2: Inconsistent management

i) Teachers' Background and shortage of skilled teachers

Four teachers admit that they are not from English language learning and teaching background. Moreover, they are not familiar with different method of teaching language. One teacher shares, Bangladesh lacks of skilled teachers. As a result, teachers for other subjects such as Bengali, history, math etc are sometimes instructed to conduct English classes. He also states that, teachers appointed for grammar classes have to conduct comprehension classes due to shortage of teachers.

ii) Mismatches between teachers' training and practicing field

One teacher describes, instructions he gets during his training are difficult to imply in practical field.

iii) Inappropriate materials

According to the teachers, syllabus and textbooks do not serve for communicative teaching purpose.

iv) Infrastructural deficiencies

Teachers describe that classrooms lack facilities needed for implementing CLT approach such as smart technology, modern classroom arrangements, sound-proof buildings etc.

Overall view: According to the English medium school teachers, they are attempting to adapt CLT widely. However, due to the problems discussed above, they are facing challenges to imply CLT. On the other hand, Bangla medium and English version teachers experience gap between their training and practice.

(For other examples and detailed discussion see Appendix II)

4.3 Analysis of Students Responses:

Question 1: (How do teachers conduct your English language classes?)

Theme 1: Classroom Practices

Emergent categories: i) Absence of English language as a medium of instruction. ii) Rote-learning strategy and form-focused learning.

Theme 2: Mode of communication

Emergent categories: i) Learners' autonomy

Theme 1: Classroom Practices

i) Absence of English language as a medium of instruction

Students share, teachers give them instructions in Bangla. Another group of students describe that, teacher mix and matches both L1 and L2 in terms of giving instructions. One student shares, as English is his second language, he prefers Bengali for better understanding.

ii) Rote-learning strategy and form-focused learning

Students admit that they are instructed by teachers to memorize the answers from the text. One student shares, right after teaching the grammar rules, she is asked by her teacher to memorize them. Another student expresses that his English teacher only teaches him rules, however he does not know how and where to use them while speaking or writing. Another student say, their English teacher instructs them to underline the unknown words from the text and translate them. Few students admit that their teacher shows them the practical functions of forms of English language.

Theme 2: Mode of communication

i) Learners' autonomy

Learners share that, they are not allowed to talk and give any feedbacks or opinions during class. Another learner demonstrates, teacher does not take care of her problems and never solves her confusions. Another student discusses, teachers are always in rush to complete syllabus for exams and never pay attention towards students' understanding of English language.

Overall view: According to some learners the use of target language is missing in their classroom practice. On the other hand, some learners do not appreciate using target language because it is their second language and they face problems to understand various topics. Bangladeshi English language classrooms do not acknowledge learners' autonomy. Moreover, language practice depends on rote-learning, memorizing and translating isolated words.

(For other examples and detailed discussion see Appendix IV)

Question 2: (Do you like the method that your teachers follow? Like or dislike-describe the reasons?)

Theme 1: Learning as a subject not acquiring as a language

Emergent categories: i) Teacher-student relationship, ii) Teaching lacks of practical representations of target language, iii) learners' communicative competence, iv) Learners' attention

Theme 1: Learning as a subject not acquiring as a language

i) Teacher-student relationship

Students share, teacher controls all the classroom activities. According to them, teachers are not friendly enough to discuss topics out of the textbook. Teachers

determine their(S) tasks and they just follow his/her (T) instructions, even if they are not interested.

ii) Teaching lacks of practical representations of target language

According to the Participants (S), teachers treat English just as an academic subject not as a language. Therefore, though they (S) are aware of rules, applications are not taught by their(S) teachers.

iii) Learners' communicative competence

Most of the students admit that teachers just focus on the performance of the students. However, competence regarding grammar, discourse, socio-linguistic, linguistic strategy is neglected. One student share, she faces problems to use tenses while using English language. Another student states that teachers are killing learners' creativity by suggesting to write prescribed answers from the books. Another student states teaching strategies of her teacher did not address fluency issues.

iv) Learners' attention

Students share that they feel motivated to learn English because it seems difficult to them. At the same time, they are bound to attend classes because it is compulsory. Otherwise, teachers' classroom techniques do not attract them. One student shares, students who perform better in academics are prioritized. There is no room for weak student to develop their learning. According to another student, teachers provide same handout in every standard consisting same rules and grammatical structures. As a result, fail to grab students' attention

Overall view: Students are not satisfied with the way they are taught English language because classroom techniques do not acknowledge their needs.

(For other examples and detailed discussion see Appendix IV)

Question 3: (Are you familiar with the CLT method? What do you know about this?)

Few students know about Communicative Language teaching and learning method. However, students from rural areas do not have any idea about it.

(For other examples and detailed discussion see Appendix IV)

Question4: (Can you describe the assessments/ Testing system/ Use of technology/types of feedback you get from your teachers?)

Theme 1: Monotonous testing and evaluation system.

Emergent categories: i) Proficiency level, ii) Traditional task, iii) Written exam based evaluation

Theme 2: Lack of technological support

Emergent categories: i) Unskilled teacher, ii) context sensitivity, iii) Online learning

Theme 3: Feedback techniques and their impact on learning

Emergent categories: i) Validity of feedbacks, ii) Specification, iii) Skill focused feedback, iv) Punishments

Theme 1: Monotonous testing and evaluation system

i) Proficiency level

Some learners assert that, tasks are below their proficiency level and very easy to solve. Moreover, they feel bored as every chapter contains similar type of tasks.

Group of students find tasks above their proficiency level and hard to solve as they do not understand English.

ii) Traditional task

Students describe evaluation system relies on their performance. In assessments they only practice task which appear in the exams and most of them are text-based and specific form-based.

iii) Written exam based evaluation

Students respond that, they are evaluated based on their writing skill during various exams.

Theme 2: Lack of technological support

i) Unskilled teacher

Students admit most of their teachers are unable to use advanced technology in the classroom. In urban areas, some students get technological assistance. However, rural areas still lack skilled teachers and advanced facilities to initiate technology in language classes.

ii) Context sensitivity

One student state that there is electricity problems in their village. Therefore, language classes do not have technological instruments.

Another student shares, they only have two computers in their school which are used for ICT classes.

iii) Online learning

Students are opting online platforms for better English language learning because class time is very limited for resourceful learning.

Theme 3: Feedback techniques and their impacts on learning

i) Validity of feedbacks

One student shares “feedbacks are not effective”. Another group of students describe that their teacher do not provide individual feedback rather gives overall comments for the whole class.

ii) Specification

One participant (S) says, her English teacher only writes comment in her copies or notebooks, however he (T) never specifies or clarifies my mistakes. Most of the students admit that, teachers only correct grammatical errors.

iii) Skill focused feedback

Students share, most of the feedbacks they get are for writing skill. They add, teachers do not pay attention towards their pronunciation.

iv) Punishments

A group of Students share, teachers do not give any feedbacks at all. They (T) just give them marks for performance. Moreover, deduction of marks for mistakes is considered as feedback. Most of the students admit, they get physical and verbal punishments for their mistakes. Moreover, if they utter or write something wrong, their teachers do not provide them the correct answers.

Overall view: Students are evaluated according to their performance. As schools are failed to provide technological assistance, they are opting online platforms for language learning. According to the respondents (S), feedbacks are not effective enough to develop their competency in English language.

(For other examples and detailed discussion see Appendix IV)

Question 5: (Does your teacher include speaking and listening along with reading and writing activities in the classroom?)

Theme 1: Integration of skills

Emergent categories: i) Teachers' attitude, ii) Learners' interest, iii) Language ego

Theme 1: Integration of skills

i) Teachers' attitude

Students respond that teachers do not encourage them to practice all four skills. According to them their teachers put emphasis on developing their reading and writing skills, however listening and speaking are neglected.

ii) Learners' interest

One learner asserts, listening English news, songs, dialogues are boring as she does not understand maximum words. Another learner responds that he feels shy to speak in English. Other students share that, listening and speaking in English language will delay their preparation for exams and waste class time.

iii) Language ego

One student responds that her (S) teacher encourages her (T) students to speak in English, however, her classmates do not co-operate and also suggest their peers not to participate.

Another student shares his experience that whenever he tries to talk in English, his friends laugh at him and criticize him.

Overall view: According to students, their teacher try to include all four skills, however examination system, syllabus, learners' ego and attitude confine them to do so.

(For other examples and detailed discussion see Appendix IV)

Question 6: (Which method, do you think helps the most to learn English effectively?

Learning rules and practicing them or learning the functions/examples first then go to the rules)

Theme 1: Meaningful learning.

Emergent categories: i) Function-focused language learning, ii) Realia

Theme 1: Meaningful learning

i) Function-focused language learning

Students want function-focused learning. One student responds that if teacher gives example first, she faces problems to relate them with rules.

ii) Realia

Students share if teachers provide real life examples and usage of English language, it would be beneficial for fast learning and meaningful comprehension. Moreover, students do not get sufficient exposure to English language in Bangladeshi context because English is their second language.

Overall view: According to the students, meaningful language learning does not take place in their language classroom.

(For other examples and detailed discussion see Appendix IV)

Question 7: (Are you interested in interactive classes/doing group and pair works/ giving oral presentations/ listening quiz?)

Theme1: Learners' interest regarding classroom interaction

Emergent categories: i) Classroom activities, ii) Learners' need

Theme1: Learners' interest regarding classroom interaction

i) Classroom activities

Students demonstrate that they are not familiar with the terms “pair work” and “group work”. One student shares, she only reads text in her language classroom. Few students share that they participate in group work and pair work.

Some student share they do not like group works and pair works as they cannot cope up with their peers.

Most of the students share they are not interested in oral quizzes, presentations because they are afraid of public speaking. Most the schools do not include listening quizzes in their lesson plans.

ii) Learners' need

Every student admits that they need more exposure of English language in classroom interaction. However, their activities suggested by their teachers do not accomplish their need.

Overall view: Learners need more interactive classes. Group works, pair works, listening quizzes are not introduced in most of the schools.

(For other examples and detailed discussion see Appendix IV)

Question 8: (Do you like the examination system?)

Most of the learner state that, they do not like the examination system as it focuses only on their writing skill. Other skills such as reading, listening and speaking should be included in the exam. According to the participants (S), linguistic competence and performance both depend on all four skills.

Another group of students asserts that they do not like examination system as it puts pressure on them for academic results and discourage learning.

(For other examples and detailed discussion see Appendix IV)

Question 9: (What is your first priority: Learning English properly in order to use it in broader spheres or just learn it to get a good grade in board exams?)

Theme 1: Language Acquisition

Emergent categories: i) Gaining communicative competence.

Theme 1: Language Acquisition

i) Gaining communicative competence.

One student shares that, she wants to acquire English as her second language.

Another student asserts, he wants to know the multiple uses of English words.

Two students share that they want their teacher to communicate in English.

Moreover, classroom learning is not enough for them. They want to practice English outside academic context as well. Students want to gain fluency in English speaking.

On the other hand, group of students share, they learn English to get a good grade in exams.

Overall view: Students want to excel in communicative competence of English language. However, getting good grades cannot be overlooked.

(For other examples and detailed discussion see Appendix IV)

Question 10: (Which one do you prefer for better learning: Private tuition or classroom learning?)

Theme 1: Private tuition as a redeemer of English language learning

Emergent categories: i) Teachers' attention, ii) Learning environment, iii) Room for individual development, iv) Variety of learning materials

Theme 1: Private tuition as a redeemer of English language learning

i) Teachers' attention

Students state that, teachers seem more dedicated while teaching in tuition batches than classroom. Another student says, her house tutor makes her understand every

single line from the book. Another student describes, home tutor teaches grammar rules elaborately with relevant examples. As a result, he(S) processes them well. Most of the students agree, home tutors provide individual feedback, check their(S) copies thoroughly and attend every student equally.

ii) Learning environment

Students share that their classrooms are noisy and number of students are large which hamper learning. On the other hand, coaching center and home tuition provides them appropriate environment to practice and learn English according to their convenience.

iii) Room for individual development

Students demonstrate that they do not get enough time in classroom learning. However, private tuitions offer them plenty of time to learn English language and solve their misconception. One student shares, she not only covers her syllabus with the help of private tuition but also gathers knowledge outside of the textbook.

iv) Variety of learning materials

Student responds, home tutors provide handmade notes which are made taking learners' proficiency level and needs on account. Therefore, those notes help learners to improve their language learning and comprehend or interpret complicated items easily. One student asserts that textbook is not informative enough to learn English for all purpose. Therefore, home tutor gives her suggestion about other guidebooks, grammar books, handmade notes, practice book to practice English and other authentic materials. Another participant (S) says, in his coaching center English teachers teach them (S) the tricks and tips to enhance their (S) communicative skills.

Overall view: Students are choosing private tuition over classroom learning in order to ensure teachers' attention, time, learning-friendly environment and the use of authentic materials.

(For other examples and detailed discussion see Appendix IV)

4.4 Analysis of Parents' Responses:

Question 1: (Are you satisfied with your children's English language education?)

Theme 1: Parents' satisfaction

Emergent categories: i) Dissatisfaction regarding fluency

Theme 1: Parents' satisfaction

i) Dissatisfaction regarding fluency

Most of the parents share a common answer that their (P) children's fluency is not satisfactory and children's proficiency levels do not match their expectations. One parent states that, English medium schools are unsuccessful to keep their promises about making their learners competent in English language.

Overall view: Parents are not satisfied with the English language learning development of their children.

(For other examples and detailed discussion see Appendix VI)

Question 2: (Which one do you prefer for better learning: Private tuitions or Classroom learning?)

Theme 1: Parents preference

Emergent Categories: i) Parents-teacher communication, ii) Parents' financial condition, iii)

Enhance out-knowledge

Theme 1: Parents preference

Most of the parents choose private tuition over classroom teaching for better learning.

Reasons are described below:

i) Parents-teacher communication

Parents assert that they can communicate with their child's home tutors and coaching instructors easily and find out their child's learning deficiencies. Home tutors specify the problem areas. Moreover, they (T) can notice their children while being taught. On the contrary, classroom teachers are difficult to reach.

ii) Parents' financial condition

Some parents share slightly different view, they state that, they are unable to provide home tutors to their children due to financial problems. As a result, they need to rely on classroom teaching. On the other hand, parents who are job holders state that private tuitions make their life easy because they cannot give time to their children for studies.

iii) Enhance out-knowledge

Participants (P) admit that, classroom teaching is not enough for learning English. Therefore, they prefer private tuitions to enhance out-knowledge of their children. One parent shares, her daughter feels comfortable to participate in private tuitions.

Overall view: Parents are in the favor of private tuitions.

(For other examples and detailed discussion see Appendix VI)

Question 3: (What do you expect from the English courses?)

Theme 1: Parents' expectations and attitude

Emergent categories: i) Academic excellence, ii) English language as a lingua franca, iii) Career opportunity and scopes for higher education

Theme 1: Parents' expectations and attitude

i) Academic excellence

Parents share that, they (P) want their children to secure 95% marks in English in their exams. One parent expresses that if her child gets good marks for his (C) performance, it is enough for her.

ii) English language as a lingua franca

Group of participants describe English as a lingua franca. Moreover, English is a global language and now-a-days nothing is possible without English. Therefore, according to them learning English is essential.

Another participant shares, “learning basic communication in English is enough”

iii) Career opportunity and scopes for higher education

One parent discusses, if her daughter gains a good command over English, it will be easier for her to get a good job or career opportunity.

Another parent expresses his wish to send his son abroad for higher studies. As a result, he wants his son to be proficient in English.

Overall view: Parents notice the problems of English language teaching-learning field. Therefore, they search alternative options to develop their child's proficiency in English. Most of the parents put emphasis on academic progress of their children, however many of them expect their children to have a good grasp over the usage of English language.

(For other examples and detailed discussion see Appendix VI)

4.5 Conclusion

The objective of this study was to explore the field level reality of CLT based English language teaching-learning in secondary level education in Bangladesh. Findings of the study are presented below:

Implementation of the Method:

English language teachers of Bangladesh are prone to use traditional methods such as Grammar Translation method, Audio lingual method or its alternative methods (PPP, ESA). In that case, though some teachers of English medium schools of urban area are trying to adopt CLT widely, teachers from rural areas are still stick with the traditional one. On the other hand, teachers also apply post-method strategy or eclectic approach in their classes.

Use of English as a medium of instruction and during classroom practice:

According to the interviews, teachers do not use English as the medium of instruction neither students communicate in English during their classroom activities. Teachers share that, students do not understand instruction and lessons, if they are delivered in English. On the other hand, some students want English language to be used during the classroom practices. However, students from rural areas admit that, they prefer Bengali as the medium of teaching-learning.

Teachers' Background:

Teachers' background varies from school to school and person to person. Most of the teachers play a role of a controller in their language classes. Teachers give instructions and students just follow. Study shows that, there are some teachers who are not from ELT background and lack the theoretical knowledge of language teaching method. Moreover, teachers are not efficient enough to operate advanced technological instruments.

Teachers' Attitude towards the New Approach:

Teachers' attitude varies person to person. Some teachers want CLT to be practiced all over Bangladesh openly. However, some teachers do not like the approach at all. Most of the teacher express that they face several type of obstacles to imply the new method.

Diversity among Students:

There is diversity among students regarding their learning capability and preferences. Some students want to acquire English as a language and some students consider it as an academic subject. Study shows, there are students who are very interactive during classroom activities. On the other hand, there are students who are non-cooperative and less interested in classroom participation.

Learners' needs/ preferences/ Background:

The study shows, most of the students are not fluent in English and they face problems regarding sentence construction, pronunciation and comprehension as English is their second language. Most of the learners voted for the communicative language teaching-learning method, meaningful learning. As learners are teenagers, they are interested to explore new things and classroom teaching is not fruitful enough in this matter. Moreover, they attend language classes as English is compulsory otherwise teachers' teaching techniques do not attract them.

Learners' Autonomy:

Study shows that, learners do not have any freedom in their language classroom. Everything is controlled by the teachers. Less successful learners do not have room for improvement. There is no opportunity for the learners to share feedbacks regarding their teachers' teaching ability, materials, learning items etc.

Classroom activities: Group work/ pair work/ oral presentation and quizzes

Most of the teachers prefer individual reading. Students read classic text and translate them. Some schools include oral presentation and quizzes. However, most of the schools choose written exam for evaluation. Result shows, rote-learning, continuous drilling, memorizing considered as the strategies to learn English. Moreover, some students never heard terms such as group work or pair work.

Teaching-learning Environment:

Study shows, most of the schools have traditional classroom. CLT based classroom activities cannot take place in those classrooms. Students face problems to practice language as they cannot change their seating arrangement, schools buildings are not sound-proof etc. Classroom size is very large and unmanageable.

Feedback and correction techniques:

Teachers provide oral feedbacks and written comments instantly to the students. However, they (T) do not specify individual's mistakes. They (T) provide comments for whole class. Few teachers allow peer correction. On the other hand, some teachers do not even give feedbacks. They (T) just cut marks or punish students for mistakes. Teachers correct students grammatical mistakes, however do not pay attention to their pronunciation.

Assessments:

Written exam based assessments are preferred by the teachers. Few teachers include oral quizzes but then they are very few in number. Students only practice those items which appear in their exams.

Integration of Four Skills:

All four skills are not integrated in the language classrooms in secondary level education in Bangladesh yet. Teachers encourage students to practice reading and writing skills, however listening and speaking is avoided because they do not appear in the examinations.

Language Ego and Influence of Native Language:

English is considered as the second/foreign language and that notion influences learning. Firstly, students do not feel comfortable to participate in classroom activities. They feel afraid of losing public face as they are not fluent in English. Moreover, they switch codes while giving answers to their teachers. Secondly, peer criticism makes learners nervous.

Risk-taking Ability of learners’:

Learners are not interested in practicing items out of their syllabus. Maximum learning items are text based and rehearsed. They are afraid of public speaking and losing public face due to incompetency.

Use of technology:

Study shows, teachers do not initiate technology in their language classes. There are stereotypes such as language classes do not need technological assistance, schools lack technological tools or face several problems regarding electricity, traditional infrastructure etc. However, students think online platforms are helpful for language learning.

Materials of teaching-learning:

Result reveals that, teachers and students are not satisfied with the materials and textbooks. According to them, there is no balance between tasks, similar type of task for every topic and monotonous activities make the learning boring. Teachers provide handouts

including rules, however students get confused as they do not know how and where to use them. Thus, materials do not fulfill teaching and learning needs.

Accuracy over fluency

Result says, teachers priorities accuracy over fluency, forms over function, performance over competence. On the other hand, students assert that their linguistic performance is hampered due to poor competence.

Time Constraints

Teacher and students both think that classroom time (40-45 minutes) is very limited for meaningful learning to take place. According to the teachers, due to time constrain it is impossible to initiate CLT techniques in language classes. Students' responses show, due to the time limitation teachers do not provide them extra care as they (T) are always in a hurry to complete exam syllabus.

Teacher-Student Relationship and Power Distance:

Teachers set their teaching approach according to the classroom activities, context of their teaching and learners' need. Moreover, choice of institutions and pressure of higher authorities, examination system manipulate teachers' action. Students' responses reveal that teachers are not friendly enough to solve their problems and do not teach materials out of the textbook or syllabus.

Parents' Expectations:

Result shows, most of the parents want their child to score good marks in the exams and it influence learning and teaching.

Popularity of Private Tuition:

Private tuitions are defined as the savior of English language teaching-learning in secondary level education in Bangladesh. Result demonstrates, teacher, students and parents select private tuition for better learning and teaching. Teachers can access their autonomy in their private batches. On the other hand parents prefer home tuitions and coaching center so that their child can get enough time to practice English for all purpose, get intense care, gain out-knowledge, specific feedbacks and error correction etc.

Priorities of institution:

According to the result, most the institutes do not acknowledge teachers' and learners autonomy. However, they put immense pressure on them to maintain and increase the rate of academic excellence.

Examination system:

Result reveals, writing skill based examination fails to evaluate students having distinctive backgrounds and discourages students' creativity.

Obstacles experienced by teachers and students to imply CLT approach in secondary level education in Bangladesh.

Result demonstrates some challenges which confine teacher and students to practice English language through CLT method such as lack of skilled teachers, inappropriate materials, lack of teachers' training, traditional classrooms lack modern facilities, time limitations, lack of classroom interaction and participation, writing based examination, traditional seating arrangement, non-cooperative learners, status of English and language ego etc. teachers think without solving these issues it is impossible to practice CLT method widely.

Chapter 5

Recommendations and Conclusion

5.1 Introduction

This chapter offers few recommendations related to the findings of the pragmatics of the study. Findings are encapsulated under the light of the study objectives and further suggestions are being proposed to improve the CLT based English language learning-teaching phenomena in the secondary level education in Bangladesh. Lastly, the chapter sums up the study.

5.2 Recommendations

After analysing the Data, the researcher came up with few possible suggestions to ensure the improvement of CLT based English language teaching and learning in secondary level education in Bangladesh. Suggestions are below:

1. English should not be considered only as an academic subject rather it should be treated as a language. It is true that, learners will not gain native-like proficiency overnight, however, using English as a language in the classroom will increase learners' exposure to its contextual usage.
2. Teachers should encourage learners' creativity rather rote-learning, drilling or memorization. English language teaching needs a immediate shift from “ exam oriented syllabus” to “communicative leaning and teaching oriented syllabus”
3. Teachers should think beyond methods and give priority to learners' need, teaching context while selecting teaching strategies.
4. Along with the national textbooks, authentic materials should be introduced in the language learning-teaching field in the secondary level education. Books from different countries, writers consisting ideas about different cultures should be included as the supplementary books.

5. Authorities of NCTB should think about reshaping the task and activities of textbooks. Speaking and listening activities should be included along with writing and reading activities. Material designers should design task maintaining proper balance and taking learners' need on account.
6. Grammar and comprehension should be taught inseparably. Moreover, assessments, evaluation and testing should address all four skills.
7. Use of technology should be mandatory in every school. Government should provide necessary instruments for conducting classes with advanced technological assistance. Moreover, Govt. should provide sufficient training to teachers. Teachers who will not be interested to use technology should be penalized and asked for show-causing.
8. Teachers' training authority should find out the mismatches between training and practice field and take measures accordingly. Seminars, workshop can be organized to develop teachers' teaching ideologies.
9. Number of the students should be reduced and each class will not have more than 20-25 students. Schools can open more than one section and divide students among the sections.
10. Teaching-learning environment need to be changed to imply CLT approach. English language classrooms need transferable seating arrangement, sufficient amount of space to move, sound-proof buildings to practice speaking etc.
11. Teacher should give effective and specific feedbacks to their students. They need to take account of their students' age, need, proficiency level, strengths, weakness and sensitivity. They can motivate students intrinsically and extrinsically for classroom participation. Sometimes, feedbacks play a vital role in improvement.
12. Teachers and learners should focus on gaining fluency no accuracy.

13. School authorities should grant teachers' autonomy so that they can organise their (T) classroom in terms of teaching context. Authorities should praise their students for competence and practical knowledge of English language rather performance and good grades.
14. Consultation hours should be provided to the shy, nervous students so that they can get enough time to practice under supervision of their instructors. Government should appoint speech therapists in every school so that students can get over speaking incompetency.
15. Parents should encourage their children to acquire English language rather asking them to secure good marks in the exam.
16. In every month, at least one parents-teachers meeting should be organised by school authorities. As a result, parents will be notified about their child's progress in language learning.
17. English language teaching and learning should not be confined to just classrooms. However, Government should appreciate and work for the development of online English teaching-learning platforms such as "Classroom", "Ostadd", "Ten minutes school", "English learning courses from British Council", "BBC Janala" etc.
18. Policy makers should analyse the needs of learners from ethnic background and offer possible solutions to solve their problems.

5.3 Conclusion:

The method called Communicative Language Teaching and Learning is introduced in Secondary Level of Education in Bangladesh quite a long ago. However, this new approach of language teaching and learning faces several obstacles to be implemented as it lacks proper planning. Though teachers from the English medium schools are attempting the CLT approach openly, teachers from Bangla medium schools still follow the traditional methods

of language teaching. On the other hand, students are frustrated because classroom practices do not fulfill their needs. Lack of proper training, desynchronized training and practice field, impracticable classroom size, shortage of time, lack of technological support, inappropriate teaching and learning environment, lack of authentic materials, non-cooperative students, unskilled teachers, written exam based education system, pressure of institutions and higher authorities, guardians' expectation limit the unimpeded practice of CLT approach. The practitioners of ELT in Secondary Level Education in Bangladesh believe that, this is high time to take these challenges in account and rethink about the reestablishment of the Communicative Language Learning and Teaching method.

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Appendices

Appendix I

Questions for Teachers Interview

A note for the teacher: This interview is meant for an undergraduate thesis titled “CLT Based English Language Teaching and Learning in Secondary Education in Bangladesh: Expectations and Reality [Teachers’ and Students’ perspective]”. Your answers will be strictly confidential and used only for the purpose of the research. Thank you for your cooperation.

Section A:

Name:

Teaching experience (year/s):

Teaching Institution:

Section B:

1. Which method do you prefer while teaching English language/describe procedures followed by you while teaching?
2. What type of assessments do you use to evaluate your students? How do those assessments help your students to learn English language?
3. What type of feedback do you provide to your students? Describe with examples
4. Do you include all four skills in your lesson plans?
5. Do you use technology in your language class?
6. What do you prefer: Teaching Rules first? Or giving examples then go through the rules?
7. Share your opinion regarding national textbook for secondary level education

8. If you do not use the CLT method then why don't you use it? Explain it. Describe the problems or difficulties you have to face regarding this matter?
9. Private tuitions are forbidden by government, however there is a popular notion that, "Students learn better in private tuition" –what is your opinion regarding this?)
10. Do you think Bangladesh is ready to imply CLT?

Appendix II

1. Which method do you prefer while teaching English language/describe procedures followed by you while teaching?

- The following response is included from questionnaire no 1 and the theme have been selected as "Choice of methods" and emergent categories are divided as codes

Theme 1: Choice of methods	Emergent Codes	Teachers' Responses
	<p>Grammar Translation Method</p>	<p>Participant(T) no: 2, 5, 6, 9, 12, 13, 14</p> <p>They believe that Grammar translation method is the most appropriate approach to deal with Bangladeshi learners. This method allows use of L1 or mother tongue. As a result, it becomes easy to make students internalize their</p>

		<p>lessons by translating them in Bengali.</p> <p>They think learning rules is important. Otherwise students get confused.</p>
	Eclecticism	<p><u>Participant no:</u> 3, 7</p> <p>They assert that, Bangladeshi learners are diverse. Therefore, they (T) think, teachers cannot rely on any specific strategy rather they blend several methods according to learners' need and their background</p>
	ESA (Engage, Study and activate)	<p><u>Participant no:</u> 4</p> <p>She thinks as learners are teenagers, it is important to engage them emotionally with their lesson. Therefore, she taps on their background knowledge in order to get students' attention. Afterwards, she instructs them to Memorize</p>

		the item and then participate.
	PPP (Presentation, Practice, Production)	<u>Participant no: 8</u> He thinks Bangladeshi textbooks are not enough resourceful. As a result, a makes handouts consisting with rules and example. Students memorize them and practice questions from the practice sheet.
	Diversity among students and post-method era	<u>Participant no: 1, 11</u> They believe that this is post-method era. English language classes consists weak, good, very good, successful, less-successful, interactive, no-cooperative students. As a result, methods do not really matter. Teachers need to do need-analysis.

	Isolated techniques	<p>Participant no: 12, 13,14</p> <p>They judge students according to their writing.</p> <p>Instruct them to read classic text and translate words in Bengali.</p> <p>Ask students to write short notes from the text.</p> <p>They do not follow specific method constantly rather they change teaching strategies</p> <p>According to them memorizing the grammar rules are important for better performance.</p>
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- The theme for the next part of the question is “**Teachers’ roll in the classroom/teachers’ autonomy**”. Emergent categories are divided as codes

Theme 2: Teachers’ roll in the classroom/teachers’ autonomy	Emergent codes	Teachers’ Responses

	<p>i) Teacher-centered classroom practice</p> <p>ii) Teacher as a controller</p>	<p><u>Participant no:</u>1, 7, 4, 9, 11, 13</p> <p>They preplan their classes and follow step by step. According to them it helps to avoid unnecessary interactions.</p> <p><u>Participant no:</u> 2, 8, 12</p> <p>They think, being a controlling teacher is important to manage teenager learners as they are ultrasensitive and sometimes disobedient.</p> <p><u>Participant no:</u>5, 6, 10, 12, 14</p> <p>According to them, learners feel helpless without proper instruction and guidelines. Therefore, language classes needs to be teacher-centered.</p>
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2. What type of assessments do you use to evaluate your students? How do those assessments help your students to learn English language?

The following response is included from questionnaire no 2 and the theme have been selected as “**Choice of assessment**”. Emergent Categories are divided as codes.

Theme 1: Choice of Assessment	Emergent Codes	Teachers’ Responses
	<p>Form-focused teaching/Rote learning or memorizing</p>	<p>Participant no:4, 5, 8, 9, 10, 11, 13, 14</p> <p>They prefer rote-learning and form focus learning.</p> <p>They believe that, memorizing rules helps students in terms of long term retention and better performance in exams.</p> <p>According to them, memorization of Bengali meaning of English forms/ words/ phrases helps learners to comprehend the language.</p> <p>These teachers provide students handouts on teaching items and suggest them(S) to memorize from tip to toe.</p>

	<p>Oral presentation</p>	<p><u>Participant no:</u> 1, 3, 12</p> <p>They include oral presentation in assessments. One of them encourages student to give impromptu presentation sometimes. She avoids grammatical errors of her students to motivate them. Most of the time she asks her students to translate English words and answer text-based questions.</p> <p>Another teacher says, he allows his students to mix and switch codes during oral presentation. He helps them to recall English words.</p>
	<p>Written examination</p>	<p><u>Participant no:</u> All of them</p> <p>Teachers think written exam is important as institutional and central exams are written exam. Therefore, written exams helps students to get prepared for</p>

		central exams
	Text-based traditional task	<p><u>Participant no:</u>4, 5,8, 9 10, 11, 13, 14</p> <p>Teachers think solving text-based task is an inseparable part of classroom participation.</p> <p>One teacher believes, SSC exam candidates should solve all the model test questions to get good marks in the Board exams.</p> <p>Another teacher shares that, after teaching grammar rules, she asks students to solve practice sheet in order to evaluate their (S) learning.</p> <p>According to them, solving traditional tasks is important for better comprehension of English language</p>

	<p>Home works or take-home assignments</p>	<p><u>Participant no:</u>2, 6, 7</p> <p>One teacher thinks that home works enables students to practice English outside classroom. Therefore, everyday she assigns home works to her students based on the topic they cover in the classroom. Another teacher believes home works give learners chances to get familiar with new words as they do it by their own.</p>
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- The theme of the next part of the question is “**English Language learning through testing**”. Emergent Categories are divided as codes

Theme 2: English language learning through testing	Emergent Codes	Teachers’ Responses
	<p>Creative writing and rigorous drilling</p>	<p><u>Participant no:</u> 1, 3, 4, 6, 7 , 9, 12, 14</p> <p>These teachers think that reading any text more than once help students in terms of</p>

		<p>comprehending English language, answering text-based question, long term retention of any topic, better understanding of meanings etc.</p> <p>These teachers initiate creative or freehand writing in their classroom. They choose any random topic and ask their students to write about it.</p>
	<p>Learning vocabularies</p>	<p><u>Participant no: 5</u></p> <p>He includes isolated words in class test (oral or written) and asks students to describe their meaning in order to measure students' comprehension of English language. Moreover, he picks random words to elicit their antonym or synonyms from the learners.</p>
	<p>Answering short question from the text</p>	<p><u>Participant no:</u> 1, 3, 4, 6, 7, 9, 12, 13, 14.</p>

		They believe better performance during question-answer session depicts better learning.
	Wash back or Back wash (Exam-oriented teaching)	<u>Participant no: 1</u> He thinks, teaching items which do not appear in the exams is waste of time. Therefore, he only teaches those items which appear in the exams.

3. What type of feedback do you provide to your students? Describe with examples.

- The following response is included from questionnaire no 3 and the theme have been selected as “**Accuracy over fluency**”. Emergent Categories are divided as codes

Theme 1: Accuracy over fluency	Emergent Codes	Teachers’ Responses
	Students background and age	<u>Participant no:1, 11</u> He believes that, types of feedback vary in terms of learners’ variables and

		<p>teaching variables such as their background, age, learning capacity and context.</p> <p>He describes considering classroom size it is impossible to give individual feedbacks.</p> <p>Another teacher thinks oral and instant feedback is effective as students can instantly correct their errors.</p>
	Peer correction	<p><u>Participant no: 5</u></p> <p>He describes, in his language classes peers check each-others' copy and give feedbacks for oral presentations.</p>
	Applying sandwich technique	<p><u>Participant no:4</u></p> <p>She describes, sandwich technique of providing feedback helps her in two ways: firstly, motivating</p>

		students, secondly correcting their errors. She first says good things, then points out mistakes. Lastly provides all over comment.
	Practice under supervision	<p><u>Participant no:</u>3, 9, 2, 10, 13, 8, 14</p> <p>They write comments on learners' scripts, give face to face feedbacks, encourage learners to practice in front of them.</p> <p>They (T) think, written comments will guide their (S) parents to help learners' to overcome their mistakes.</p>
	Use of L1	<p><u>Participant no:</u> 1, 3, 5, 6, 8, 10, 12, 14</p> <p>They use mother tongue to provide feedback. According to them, using target language creates misconception among those students who are not</p>

		<p>proficient enough.</p> <p>They only correct grammatical mistakes.</p>
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4. Do you include all four skills in your lesson plans?

- The following response is included from questionnaire no 4 and the theme have been selected as “**Integration of four skills**”. Emergent Categories are divided as codes

Theme 1: Integration of four skills	Emergent Codes	Teachers’ Responses
	Writing skill based board examination	<p><u>Participant no:9</u></p> <p>He thinks there is no need to practice any other skill except reading and writing, as others two are not included in central exams</p>
	Students’ attitude	<p><u>Participant no:1, 2, 3, 4, 6, 7, 8, 10, 11, 12, 13, 14</u></p> <p>These participants mention that they are interested to initiate all four skills. However, they(T) think students do not like to participate in interactive</p>

		activities such as oral presentation, debates and listening quizzes as these are not part of their exams.
	Time limitations	<u>Participant no:</u> 1, 2, 5, 9,10 These teachers describe that they only get 40-45mins for conducting English language classes and it is not possible to cover all these four skills within such short time.
	Lack of facilities	<u>Participant no:</u> 5, 9 Teacher asserts that, her classroom lacks facilities for skill-based teaching. As example: school cannot provide sound box, audio player, projector and other tools. Another teacher shares, she only follows NCTB textbook. She thinks the textbook does not resourceful and lack of materials confines her integrate all four

		skills.
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5. Do you use technology in your language class?

- The following response is included from questionnaire no 5 and the theme have been selected as “**Classroom setting**”. Emergent Categories are divided as codes

Theme 1: Classroom setting	Emergent Codes	Teachers’ Responses
	Classroom arrangements	<p><u>Participant no:</u>2, 3, 4, 6, 7, 7, 9, 10, 11, 12, 13, 14</p> <p>These participants describe, the classrooms where they teach are traditional classrooms with traditional arrangement and lack modern technological instruments.</p> <p><u>Participant no:</u>1,5</p> <p>These teachers asserts they have projectors, multi-media and teach in a modern classroom</p>

- The theme of the next part of the question is “**Lack of training and stereotypes/ misconceptions**”. Emergent categories are divided as codes

Theme 2: Lack of training and Stereotypes/ misconception	Emergent Codes	Teachers' Responses
	Technologically handicapped teachers	<p>Participant no:1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p> <p>Participant no 1, 7, 9, 12, 13 admit that they took private training on basic technological skills. However, they do not use the while teaching language.</p> <p>Other participants describe, they do not get any professional training to initiate technology in language classrooms. One of them admits, he does not know how to operate technological instruments.</p>
	Context of teaching	<p>Participant no: 7, 10</p> <p>One teacher think, technology is just for ICT classes.</p> <p>Another teacher asserts, science based subjects need</p>

		computers and advanced technology. Language learning has nothing to do with technology.
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6. What do you prefer: Teaching Rules first? Or giving examples then go through the rules?

- The following response is included from questionnaire no 6 and the theme have been selected as “**Teaching grammar**”. Emergent Categories are divided as codes

Theme 1: Grammar Teaching	Emergent Codes	Teachers’ Responses
	Learners’ need	Most of the teacher share common answer that their learners’ need is their first priority while teaching grammar. Moreover, they think going through rules saves time and reduces students’ confusion
	Separation of grammar and comprehension	Most of the schools segregated English language in two parts: Grammar teaching and comprehension

		<p>teaching.</p> <p>As result, among six days teachers dedicate three days for grammar teaching and three days for comprehension teaching.</p>
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7. Share your opinion regarding national textbook for secondary level education.

- The following response is included from questionnaire no 7 and the theme have been selected as “**Pre-determined topics and task**”. Emergent Categories are divided as codes

Theme 1: Pre-determined topics and task	Emergent Codes	Teachers’ Responses
	Imbalanced Task	<p><u>Participant no:1, 9</u></p> <p>One teacher thinks that national textbook reduces teachers’ opportunity to design activities, materials and assessments according to learners’ need.</p> <p>Another teacher describes tasks from NCTB textbooks are conventional. According to her tasks are not skill</p>

		based and do not maintain proper balance.
	Rehearsed contents	<p>Participant no:2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 12, 13, 14</p> <p>They think national textbook contains flaws. Such as:</p> <p># Chapters do not address real life example, practical use of English language.</p> <p># Contents do not encourage learners' creativity rather they focus on specific forms or items.</p> <p># Tasks are repetitive and every chapter contains similar type of tasks.</p>

8. If you do not use the CLT method then why don't you use it? Explain it.

Describe the problems or difficulties you have to face regarding this matter?

- The following response is included from questionnaire no 8 and the theme have been selected as "**Teaching environment**". Emergent Categories are divided as codes

Theme 1: Teaching environment	Emergent Codes	Teachers' Responses

	<p>Learners' risk-taking ability</p>	<p>Participant no: 3, 5, 8, 12</p> <p>Teacher finds her students non-cooperative. She thinks public embarrassment bothers her students and they feel nervous to participate.</p> <p>Second teacher thinks learners' language ego plays a vital role behind their inactiveness in interactive activities.</p> <p>Another teacher believes that students prefer individual learning</p> <p>One teacher asserts that during classroom participation sometimes students laugh and mock their classmates regarding their grammatical mistakes, wrong pronunciation etc. As a result, students do not participate due to criticism</p>
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		and discouragement.
	Time constraints	<p><u>Participant no:</u> All of them</p> <p>Most of the teachers demonstrate that time limitation influences their teaching strategies.</p> <p>Number of the students varies from 45 to 72 in terms of classes and teachers get only 40-45 mins for conducting one lecture per day. Teachers think that if they imply CLT approach then it would be very difficult to complete the syllabus.</p>
	Traditional seating arrangement	<p><u>Participant no:</u> 1, 2, 6, 7, 3, 11, 12 13, 14</p> <p>Group of teacher describes CLT based teaching needs appropriate classroom for interactive activities.</p> <p>However, language classrooms where they</p>

		<p>teach are traditional. As a result, they cannot change seating arrangement to conduct activities such as group works, pair works, role play etc.</p> <p>Another teacher asserts that her classroom has very limited space. As a result, students cannot move freely to participate.</p> <p>Teachers think large classroom size makes interaction noisy rather resourceful.</p>
	<p>Inappropriate teaching materials</p>	<p><u>Participant no:</u> 4, 2, 7, 9</p> <p>Teacher thinks that the text book from NCTB for secondary level learners offers theoretical learning rather comprehensive or interactive learning.</p> <p>According to her, practice in real life situation is more important to learn better</p>

		<p>English. On the other hand, tasks offered by the textbook can be solved by memorizing which students will forget eventually. She believes textbook based activities do not ensure the development all four competencies featured by CLT.</p> <p>Another teacher describes that, lack of authentic materials hampers students' exposure to the real life usage of target language.</p> <p>Teachers think that, English textbook is not standard enough. As example: students from various backgrounds solve same tasks from the book, read same texts. However, their needs can be different and textbook designers</p>
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		overlooked that matter.
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- The theme of the next part of the question is “**Pre-dominant method**”. Emergent Categories are divided as codes

Theme 2: Pre-dominant method	Emergent Codes	Teachers’ Responses
	Teachers’ preference	<p><u>Participant no:</u> 1, 3, 5, 7, 8, 10, 11, 12, 14</p> <p>These teacher think pre-existing methods such as GTM, ALM are more fruitful than CLT in terms of Bangladeshi context. According to them, learners process target language better in the presence of mother tongue. Teachers think traditional methods are easy to imply as they (T) are using them over years. On the other hand, they find CLT complicated and deny to use.</p>

- The theme of the next part of the question is “**Preference of institutions and learners’ guardians**”. Emergent Categories are divided as codes

Theme 3: Preference of institutions and learners’ guardians	Emergent Codes	Teachers’ Responses
	<p>Pressure of higher authorities and parents</p>	<p><u>Participants no:</u> All of them.</p> <p>All of the teachers admit that, higher authorities of the institutions create pressure on them for increasing the rate of passing students.</p> <p>One teacher states authorities make them bound to teach only exam oriented topics.</p> <p>Another teacher demonstrates, authorities only care about results and breaking record of previous years.</p> <p>One teacher says, she gets instruction from the school authorities to ensure 50% of her learners will secure GPA</p>

		<p>5 for English in the SSC exam.</p> <p>Teachers state, parents of their students blame the teachers for students' poor performance in the exams.</p> <p>Parents' interference hampers teachers' autonomy.</p>
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9. Private tuitions are forbidden by government, however there is a popular notion that, “Students learn better in private tuition” –what is your opinion regarding this?

- The following response is included from questionnaire no 9 and the theme have been selected as “**Individual teaching**”. Emergent Categories are divided as codes

Theme 1: Individual teaching	Emergent Codes	Teachers' Responses
	Intense care	<p><u>Participate no:</u> 6, 10, 11, 12, 13, 14</p> <p>Teachers think private tuitions give them the freedom and space for need analysis.</p> <p>One teacher shares her</p>

		<p>personal experience that one of her students was very weak in English and never participated in communicative activities. However, after she gives him(S) private tuitions, he started to participate and did well in the exams.</p> <p>Maximum teachers think, private tuitions provide sufficient amount of time for weak students to practice English language.</p>
	<p>Healthy monitoring</p>	<p><u>Participate no:</u> 1, 5, 7, 9, 10, 11, 12, 13, 14</p> <p>Teachers think that best part of the private tuitions is teachers can monitor each and every student.</p> <p>One teacher thinks as teenagers are ultrasensitive, they need motivation for learning. Therefore, private tutors push them to practice</p>

		English using different motivations.
	<p>Teaching by Desuggestopedia</p>	<p>Participate no:2, 3, 4, 7, 8, 11, 12, 13, 14</p> <p>Teacher thinks, the things students do not get in the formal education are time, attention and learning environment. As a result, they prefer private tuitions to get all of these facilities.</p> <p>Another teacher describes that better learning needs better environment. Private tuitions facilitate students to practice English without public fear.</p> <p>Another teacher shares that he always interacts with his students using English so that learners who have speaking problems can improve.</p>

10. Do you think Bangladesh is ready to imply CLT?

- The following response is included from questionnaire no 10 and the theme have been selected as “**Context sensitivity**”. Emergent Categories are divided as codes

Theme 1: Context sensitivity	Emergent Codes	Teachers’ Responses
	Large and noisy classrooms	<p>Participant no: 2, 6, 8</p> <p>These teachers think Bangladesh is not ready to imply CLT approach. Their opinions are presented below:</p> <p>One teacher describes, she has to deal with 52 students. She believes most of the Bangladeshi language classrooms contain large number of students. As a result CLT implementation gets delayed.</p> <p>Another teacher thinks secondary level students are arrogant and do not pay heed to his instructions. As a result, it does not really matter whatever method he follows.</p>

		<p>One teacher describes interaction among large number of students creates noise. He thinks communicative teaching means wastage of time and learning gets hampered.</p>
	<p>Students from ethnic Background</p>	<p>Participant no: 1, 10, 12</p> <p>These teachers share their experiences about teaching learners' from ethnic background</p> <p>They (T) describe students from ethnic backgrounds have their (S) own distinctive ethnic languages considered as their(S) L1/mother tongue. Moreover, they (S) have different alphabets, letters, phonemes, morphemes and so on. As a result, they do not understand both Bengali and English languages properly. Therefore, teachers think CLT is not an appropriate</p>

		approach to deal with the learners from ethnic Background.
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- The theme of the next part of the question is “**Inconsistent management**”.

Emergent Categories are divided as codes

Theme 1: Inconsistent management	Emergent Codes	Teachers’ Responses
	Teachers’ Background and shortage of skilled teachers	<p>Participant no: 5, 7, 9, 13</p> <p>These teachers admit that they are not from ELT background.</p> <p>One teacher says, he completed his Bachelors and Masters degree in Bengali.</p> <p>Another teacher states, he completed B. A in History.</p> <p>Another teacher says, he did B.S.C in EEE.</p> <p>They state that they do not even know the names of theoretical methods related with ELT. They make their own teaching strategies</p>

		<p>without any theoretical assistance. Taking these circumstances on account, they believe, they cannot imply CLT due to lack of theoretical knowledge about the approach.</p> <p>Another teacher believes that Bangladesh lacks skilled teachers for English language education. He shares that he was appointed for grammar teaching. However, he has to take both comprehension and grammar class as his institution lacks English teachers.</p>
	<p>Mismatches between teachers' training and practice field</p>	<p><u>Participant no: 4</u></p> <p>He believes that training instructions do not go with the practical field of English language teaching in Bangladesh. As a result, it creates difficulties to imply CLT. He thinks that, training</p>

		<p>policies lacks proper planning or policy makers overlooked field level contexts.</p>
	Inappropriate materials	<p><u>Participant no:</u> 3, 14</p> <p>These teachers believe that textbooks and syllabus do not serve for the communicative language teaching purposes.</p>
	Infrastructural deficiencies	<p><u>Participant no:</u> 1, 3 7, 8, 10, 11</p> <p>Teachers think Bangladesh fails to provide classrooms and technological instruments needed to imply CLT.</p> <p>One teacher shares, she cannot conduct interactive activities because learners of other classrooms get disturbed with the noise. She thinks school buildings needs to be sound proved.</p>

Appendix III

Questions for Students Interview

A note for the student: This interview is meant for an undergraduate thesis titled “CLT Based English Language Teaching and Learning in Secondary Education in Bangladesh: Expectations and Reality [Teachers’ and Students’ perspective]”. Your answers will be strictly confidential and used only for the purpose of the research. Thank you for your cooperation.

Section A:

Name:

Class/Grade:

Name of school:

Section B:

1. How do teachers conduct your English language classes?
2. Do you like the method that your teachers follow? Like or dislike-describe the reasons?
3. Are you familiar with CLT method? What do you know about CLT method?
4. Can you describe the assessment/ testing system/ use of technology/feedbacks you get from your teachers?
5. Does your teacher include speaking and listening along with reading and writing activities in the classroom?
6. Which method, do you think helps the most to learn English effectively? Learning rules and practicing them or learning the functions/examples first then go through the rules?

7. Are you interested in interactive classes/doing group and pair works/ giving oral presentations/ listening quiz?
8. Do you like the examination system?
9. What is your first priority: Learning English properly in order to use it in broader spheres or just learn it to get a good grade in board exams?
10. Which one do you prefer for better learning: Private tuitions or Classroom learning?

Appendix IV

1. How do teachers conduct your English language classes?

- The following response is included from questionnaire no 1 and the theme have been selected as “**Classroom practices**”. Emergent Categories are divided as codes.

Theme 1: Classroom practices	Emergent Codes	Students’ Responses
	Absence of English language as a medium of instruction	<p><u>Participant no:</u> 1, 2, 3, 4, 5, 6, 7, 8 9, 10, 11, 13, 14,17, 18, 19, 20, 22, 23, 24, 26, 27, 28, 29, 30</p> <p>These students share a common answer that their (S) teachers use mother tongue (Bangla) throughout the class time.</p> <p><u>Participant no:</u> 12, 15, 16, 25</p>

		<p>This group of student state that their(S) English teacher sometimes talks in English and sometimes talks in Bangla.</p> <p><u>Participant no: 21</u></p> <p>She appreciates her teachers to use Bangla while giving instructions. Otherwise, she faces difficulties to understand teachers' instructions.</p>
	<p>Rote-learning strategy and form-focused learning</p>	<p><u>Participant no:</u> 1, 2, 3, 4, 5, 6, 7, 8 9, 11, 12, 14, 17, 18, 19, 20, 24, 26, 27, 28, 30</p> <p>These students admit that their teachers suggest them to memorize answers from the textbook.</p> <p><u>Participant no: 21</u></p> <p>She states that right after teaching rules, her teacher instructs her to memorize the grammatical structures</p>

		<p>or definitions. She thinks in that way She will remember the grammar item for long time.</p> <p><u>Participant no: 29</u></p> <p>He expresses, one day he asked his English teacher about the practical use of grammar item “Voice”. However, his teacher ignored his question and said only to memorize the rules, structures and definitions. He feels that, not knowing the practical usage of forms limits his proficiency.</p> <p><u>Participant no: 23</u></p> <p>He states, he and his classmates practice English through translating English words in Bengali. He thinks, his teacher only focuses on forms.</p> <p><u>Participant no: 10, 12, 22</u></p>
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		These learners assert that their English teachers make them learn the functions of the forms.
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- The theme of the next part of the question is “**Mode of Communication**”.

Emergent Categories are divided as codes.

Theme 2: Mode of communication	Emergent Codes	Students' Responses
	Learners' autonomy	<p><u>Participant no:</u> 1, 2, 3, 4, 5, 6, 7, 8 9, 11, 12, 14, 17, 18, 19, 20, 24, 26, 27, 28, 30</p> <p>These students think that there is no room for learners' to share their feedbacks in English language classes in Bangladesh and teachers never value students' opinions to improve their teaching.</p> <p><u>Participant no:</u> 28</p> <p>She asserts that teacher never pays attention towards her problems or confusion.</p>

		<p><u>Participant no:</u> 30</p> <p>He thinks due to the tension of finishing syllabus, teachers forget their teaching goals.</p>
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2. Do you like the method that your teachers follow? Like or dislike-describe the reasons?

- The following response is included from questionnaire no 2 and the theme have been selected as “**Learning as a subject not acquiring as a language**”. Emergent Categories are divided as codes.

Theme 1: Learning as a subject not acquiring as a language	Emergent Codes	Students’ Responses
	Teacher-student relationship	<p><u>Participant no:</u> 11, 14,16, 21, 22, 28, 29, 30</p> <p>Students think that teachers dominate the whole class. They state, everything goes according to the teachers will and some learning items are very boring to learn. As a result, they do not like to attend English classes.</p>

	<p>Teaching lacks practical representation of the language</p>	<p><u>Participant no:</u> 1, 7, 10, 19, 23, 25, 26, 27, 29, 30</p> <p>Students believe that teachers treat English just as an academic subject which is the worst part according to them. As a result, they (T) only concentrate on forms or isolated items. However, practical representations of the language are ignored by the teachers.</p>
	<p>Learners' communicative competence</p>	<p><u>Participant no:</u> 2, 3, 5, 6, 9, 12</p> <p>Students think that teachers just focus on their performance. However, they (T) do not care about learners' contextual competency.</p> <p><u>Participant no:</u> 15</p> <p>She faces problems regarding usage of tenses. However, teacher never takes care of her particular problems.</p>

		<p><u>Participant no:</u> 13</p> <p>He does not like English language class because creative writing is not appreciated by his teacher. Moreover, his teacher suggests him to write same to same as textbooks. He thinks, these strategies are killing his linguistic creativity.</p> <p><u>Participant no:</u> 8</p> <p>She thinks that her teachers not efficient enough to help a student to improve her speaking skills.</p>
	<p>Learners' attention</p>	<p><u>Participant no:</u> 1, 7, 13, 19, 25, 29, 30</p> <p>Students think that they are forced to learn English because it is their second language hence seems difficult and compulsory subject for all. Otherwise, teaching strategies do not attract them.</p>

		<p><u>Participant no: 24</u></p> <p>He thinks teachers are bias towards good and successful students. Moreover, teacher never asks questions to the weak learners.</p> <p><u>Participant no: 9</u></p> <p>He dislikes grammar classes. He finds handouts overwhelming because they consists hundreds of rules without examples.</p>
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3. Are you familiar with CLT method? What do you know about CLT method?

- The following response is included from questionnaire no 3.

Most of the participants from both rural area and urban area answer “no” to that question. Few participants from urban areas described unclear ideas about CLT methods.

4. Can you describe the assessment/ testing system/ use of technology/feedbacks you get from your teachers?

- The following response is included from questionnaire no 4 and the theme have been selected as “**Monotonous testing and evaluation system**”. Emergent Categories are divided as codes

Theme1: Monotonous testing and evaluation system	Emergent Codes	Students' Responses
	Proficiency level	<p><u>Participant no:</u> 9, 18, 22, 27, 30</p> <p>These students think that tasks from textbooks are very easy to solve. They get bored to solve similar type of tasks every time.</p> <p><u>Participant no:</u>2, 8, 17, 15, 25</p> <p>They think tasks are hard to solve as they face trouble to understand target language.</p>
	Traditional task	<p><u>Participant no:</u> 6,11, 14, 15, 16, 17, 20, 23, 28, 29</p> <p>Students describe they are evaluated through their performance on text based activities. In their home works and class works they only practice task which appear in the exams such as multiple choices, question-</p>

		answers, fill in the blanks.
	Written exam based evaluation	<p><u>Participant no:</u>1, 3, 4, 5, 7, 10, 12, 13, 19, 21, 24, 26</p> <p>Students describe, they attain two exams in a year: half-yearly exam during May-June and annual exam during November- December. Both exams are writing based. Board exam is writing based as well. Therefore, they are evaluated in terms of their writing skill.</p>

- The theme of the next part of the question is “**Lack of technological support**”.

Emergent Categories are divided as codes

Theme 2: Lack of technological support	Emergent Codes	Students’ Responses
	Unskilled teacher	<p><u>Participant no:</u> 1, 3, 5, 6, 8, 9, 10, 11, 15, 17, 19, 21, 23, 26, 28, 30</p> <p>These students believe that use of technology can make their learning interesting and</p>

		<p>resourceful. They describe that despite of knowing the positive impacts of technology, English language teachers do not use technology because teachers do not know how to operate technological instruments. Students think, teachers need formal training regarding use of technology in language classes.</p> <p><u>Participant no:</u> 14, 16, 24, 29</p> <p>They describe, their language classroom has multi-media, projector and other technological instruments. Teachers conduct classes using power point slides and showing videos related with topics.</p> <p><u>Participant no:</u> 5, 6, 8, 10, 15, 19, 20, 21</p> <p>These students belong to</p>
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		rural areas. They think, schools of rural areas lack skilled language teachers and sufficient technological assistance.
	Context sensitivity	<p><u>Participant no: 21</u></p> <p>Student states that there are electricity problems in their village. Therefore, language classes do not have technological instruments.</p> <p><u>Participant no: 19</u></p> <p>Student shares, they only have two computers in their school which are used for ICT classes.</p>
	Online learning	<p><u>Participant no: 3</u></p> <p>She describes, as class time is very limited, classroom learning does not help her to explore new forms and functions of English language. Therefore, she prefers watching Youtube</p>

		<p>videos to learn English.</p> <p><u>Participant no:</u> 8, 23</p> <p>Students admit, they learn better English from social media platforms as they get real life examples</p>
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- The theme of the next part of the question is “**Feedback techniques and their impact on learning**”. Emergent Categories are divided as codes.

Theme	3:Feedback techniques and their impact on learning	Emergent Codes	Students’ Responses
		Validity of feedbacks	<p><u>Participant no:</u> 3</p> <p>She thinks “feedbacks are not effective”. She states, she forgets oral feedbacks after going home from the school.</p> <p><u>Participant no:</u> 5, 6, 8, 10, 15, 19, 20, 21</p> <p>Group of students describe that their teacher do not provide individual feedback rather gives overall comments for the whole</p>

		class. Comments such as: “reading was good”, “ you guys do not follow my instruction and never study at home” etc.
	Specification	<p><u>Participant no:</u> 15</p> <p>She says, her English teacher only writes comment in her copies or notebooks such as “Good” or “Bad”, however he (T) never specifies or clarifies her mistakes.</p> <p><u>Participant no:</u> 1, 3, 5, 6, 8, 9, 10, 11, 15, 17, 19, 21, 23, 26, 28, 30</p> <p>They discuss, teachers only correct their grammatical errors. According to them, teachers never take care of individual’ mistakes or provide feedbacks on specific topics.</p>
	Skill-focused feedback	<p><u>Participant no:</u> 8, 23</p> <p>They think English teachers provide maximum feedbacks</p>

		<p>on learners' writing skill.</p> <p>One of them shares personal experience that he uttered a wrong pronunciation of an English word during his English class. However, teacher did not correct his mistake rather his elder sister corrected it when he did the same mistake again.</p> <p>According to the participant, teachers do not give any feedbacks about pronunciations or spelling mistakes.</p>
	<p>Punishments</p>	<p><u>Participant no:</u> 1, 3, 5, 6, 8, 9</p> <p>They describe their teacher do not provide any feedback at all. Teachers just deduct marks for mistakes in the examination.</p> <p><u>Participant no:</u> 10, 11, 15, 17, 19, 21, 23, 26, 28, 30</p> <p>They admit, they get</p>

		<p>punishments for mistakes.</p> <p>They describe, if they give wrong answer of any question, teachers punish them verbally and physically.</p>
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5. Does your teacher include speaking and listening along with reading and writing activities in the classroom?

- The following response is included from questionnaire no 5 and the theme have been selected as “**Integration of skills**”. Emergent Categories are divided as codes

Theme 1: Integration of skills	Emergent Codes	Students’ Responses
	Teachers’ attitude	<p><u>Participant no:</u> 1, 3, 5, 6, 9, 10, 11, 17, 19, 21, 26, 28, 30</p> <p>They think English teachers are not encouraging enough to motivate learners for practice all four skills. They describe, classroom practices are mostly writing and reading skill based. There is no priority of listening and speaking skills.</p>

	<p>Learners' interest</p>	<p><u>Participant no:</u> 15</p> <p>She thinks that listening activities are not suitable for her to learn English because she cannot understand and interpret English news, songs, dialogues etc.</p> <p><u>Participant no:</u> 8, 23, 2, 4</p> <p>They feel shy to speak in front of people. Therefore, they think, it will be better if their teachers do not include speaking activities.</p> <p><u>Participant no:</u> 7, 8, 12, 13, 15, 16, 18,24, 25, 27, 29</p> <p>They think including listening and speaking activities will waste their time. Hence, their exam preparation will be delayed.</p>
	<p>Language ego</p>	<p><u>Participant no:</u>20</p> <p>She believes her teacher tries to initiate all four skills in the classroom practice. However, her classmates do not co-</p>

		<p>operate with the teacher.</p> <p><u>Participant no:22</u></p> <p>He shares his personal experience that whenever he tries to practice speaking in English, his peers criticize him, stop him, mock and make fun of him.</p>
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6. Which method, do you think helps the most to learn English effectively?

Learning rules and practicing them or learning the functions/examples first then go through the rules?

- The following response is included from questionnaire no 6 and the theme have been selected as “**Meaningful learning**”. Emergent Categories are divided as codes

Theme 1: Meaningful learning	Emergent Codes	Students’ Responses
	Function-focused learning	<p><u>Participant no:</u> 1, 2, 3, 5, 6, 9, 10, 11, 17, 19, 21, 26, 28, 30</p> <p>Students want to explore the real life use of those forms which are taught in their classroom.</p>

		<p><u>Participant no:20</u></p> <p>Student responds that if teacher gives example first, she faces problems to relate them with rules</p>
	Realia	<p><u>Participant no:</u> 4, 7, 8, 12, 13, 14, 15, 16, 18,22, 23, 24, 25, 27, 29</p> <p>Students share if teachers provide real life examples and usage of English language, it would be beneficial for fast learning. Moreover, they do not have such exposure of English language in their classroom and in social life.</p>

7. Are you interested in interactive classes/doing group and pair works/ giving oral presentations/ listening quiz?

- The following response is included from questionnaire no 7 and the theme have been selected as “**Learners’ interest regarding classroom interaction**”.

Emergent Categories are divided as codes

Theme	1: Learners’	Emergent Codes	Students’ Responses
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<p>interest regarding classroom interaction</p>		
	<p>Classroom activities</p>	<p><u>Participant no:</u> 5, 6, 8, 10, 15, 17, 19, 20, 21</p> <p>They demonstrate that they never heard of such words “group works” and pair works, role-play etc.</p> <p><u>Participant no:</u> 20</p> <p>She describes, she only reads long and classis text in her English language classes.</p> <p><u>Participant no:</u> 8, 23, 2, 4</p> <p>They do not like group works or pair works because they think their proficiency level is not good enough to cope up with their classmates.</p> <p><u>Participant no:</u> 14, 16, 24, 29</p> <p>They read in English medium schools. Their language teacher arranges group work and pair works.</p> <p><u>Participant no:</u> 2, 4, 5, 6, 8,</p>

		<p>10, 14, 15, 16 17, 19, 20, 21, 23, 24, 27, 29, 30</p> <p>Most of the students share they are not interested in oral quizzes, presentations because they are afraid of public speaking. Most the schools do not include listening quizzes in their lesson plans.</p>
	<p>Learners' need</p>	<p><u>Participant no:</u> All of them</p> <p>Every student believes that, they need maximum exposure of English language in terms of their classroom practice. However, their language teachers fail to design or organize interesting interactive activities.</p>

8. Do you like the examination system?

Most of the learner state that, they do not like the examination system as it focuses only on their writing skill. Other skills such as reading, listening and speaking should be included in the exam. According to the participants (S), linguistic competence and performance both depend on all four skills.

9. What is your first priority: Learning English properly in order to use it in broader spheres or just learn it to get a good grade in board exams?

- The following response is included from questionnaire no 9 and the theme have been selected as “**Language acquisition**”. Emergent Categories are divided

Theme 1: Language acquisition	Emergent Codes	Students’ Responses
	Gaining communicative competence	<p><u>Participant no: 3</u> She wants to acquire English.</p> <p><u>Participant no: 25</u> He wants to know that why same words convey different meaning in terms of different context?</p> <p><u>Participant no: 25, 8</u> They want their English teacher to communicate in English. They think, classroom learning is not enough to get a good command over English. They describe, if there are more opportunities to practice English outside of classroom, it will be great for them.</p>

		<p><u>Participant no:</u> 1, 2,3, 4, 5, 6, 7, 9, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28 , 29, 30</p> <p>They want to gain fluency in English.</p> <p><u>Participant no:</u> 2, 4, 5, 6, 8, 10, 14, 15, 16 17, 19, 20, 21, 23, 24, 27, 29, 30</p> <p>These students think that gaining competency in English can assure good grades in the exams.</p>
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10. Which one do you prefer for better learning: Private tuitions or Classroom learning?

- The following response is included from questionnaire no 10 and the theme have been selected as “**Private tuition as a redeemer of English language learning**”.

Emergent Categories are divided as codes

Theme 1: Private tuition as a redeemer of English language learning	Emergent Codes	Students’ Responses
	Teachers’ attention	<u>Participant no:</u> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15,

		<p>16, 20, 21, 24, 25, 26, 27, 28, 29, 30</p> <p>These students think teachers teach passionately in private tuitions.</p> <p>One of them states that her private tutor takes care of her every single problem and helps her to understand every single line from the book.</p> <p>Another student describes his private teacher teach grammar rules elaborately with relevant examples. He believes, in that way he process English grammar well. On the other hand, classroom teaching lacks these facilities.</p> <p>Maximum students prefer private tuitions because private tutors provide individual feedbacks, check their copies thoroughly and treat every student equally.</p>
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	<p>Learning environment</p>	<p><u>Participant no:</u> 11, 17, 18, 19, 22, 23</p> <p>Students share that their classrooms are noisy and number of students are large which hamper learning. On the other hand, coaching center and home tuition provides them appropriate environment to practice and learn English according to their convenience</p>
	<p>Room for individual development</p>	<p><u>Participant no:</u> 1, 3, 14, 16, 22, 29, 30</p> <p>These students think that the amount of time and care they get in the coaching centers or home tuitions, classroom teaching is unable to provide such time and care. They describe, in class 40-45mins are allotted for 40 to 60 (sometimes more than that) students. However, private tutors teach them from 1 to 3</p>

		<p>hours. As a result, they depend on private tuition for better learning.</p> <p>One of the students describes, her private tutor does not only help her to complete syllabus, however, she (S) learns many interesting things outside of her textbook topics.</p>
	<p>Variety of learning materials</p>	<p><u>Participant no:</u> 11, 17, 18, 19</p> <p>Students describe, home tutors provide handmade notes. These notes are made taking their proficiency levels on account. Therefore, teachers use simplified English language, simplify complicated grammar rules with examples so that students can comprehend easily. Home tutors provide samples for essay and paragraph writing. They</p>

		<p>think, handmade notes are helpful to improve English language learning.</p> <p><u>Participant no: 8</u></p> <p>She thinks textbooks are not enough informative in terms of language learning. She prefers private tuitions because her tutor suggests her various books in terms of her need.</p> <p><u>Participant no: 13</u></p> <p>He thinks that tips and tricks he learns from his coaching center or home tutors help him to improve his communicative and academic skills.</p>
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Appendix V

Questions for Parents Interview

A note for the parents: This interview is meant for an undergraduate thesis titled “CLT Based English Language Teaching and Learning in Secondary Education in Bangladesh: Expectations and Reality [Teachers’ and Students’ perspective]”. Your answers will be strictly confidential and used only for the purpose of the research. Thank you for your cooperation.

Section A:

Name:

Class/Grade (Their child/children read in):

Name of school (Their child/children read in):

Section B:

1. Are you satisfied with your children’s English language education?
2. Which one do you prefer for better learning: Private tuitions or Classroom learning?
3. What do you expect from the English courses?

Appendix: VI

1. Are you satisfied with your children’s English language education?

- The following response is included from questionnaire no 1 and the theme have been selected as “**Parents’ satisfaction**”. Emergent Categories as codes

Theme 1: Parents’ satisfaction	Emergent Codes	Parents’ Responses
	Dissatisfaction regarding	<u>Participant no:</u> 1,2, 4, 5, 7,

	<p>fluency</p>	<p>8, 9</p> <p>They share common answer that their children are not fluent in English and children's proficiency level is not up to the mark.</p> <p><u>Participant no: 3</u></p> <p>She describe her child cannot construct or interpret complex sentences. Her daughters' write ups are not coherent and cohesive.</p> <p><u>Participant no: 6</u></p> <p>His child cannot introduce himself (C) properly.</p> <p><u>Parents no: 8</u></p> <p>She enrolled her children to an English medium school to acquire English language, however none of them are fluent speaker of English.</p>
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2. Which one do you prefer for better learning: Private tuitions or Classroom learning?

- The following response is included from questionnaire no 2 and the theme have been selected as “**Parents’ preference**”. Emergent Categories are divided as codes

Theme 1: Parents’ preference	Emergent Codes	Parents’ Responses
	Parents teacher communication	<u>Participant no:</u> 1,2, 3, 4, 5, 6, 7 Parents assert that they can communicate with their child’s home tutors and coaching instructors easily and find out their child’s learning deficiencies. Home tutors specify the problem areas. Moreover, they (T) can notice their children while being taught. On the contrary, classroom teachers are difficult to reach.
	Parents financial condition	<u>Participant no:</u> 8,9 They are bound to rely on classroom teaching because they cannot hire home tutor for their children due to

		<p>economic insolvency.</p> <p><u>Participant no:</u>1,7</p> <p>They think private tuitions are helpful alternative for their children because they cannot take care of their children's studies as they are job holders</p>
	Enhance out-knowledge	<p><u>Participant no:</u> 1,2, 3, 4, 5, 6, 7</p> <p>Parents think that, classroom teaching is not enough for learning English. Therefore, they prefer private tuitions to enhance out-knowledge of their children.</p> <p>One parent shares, her daughter feels confident to participate in private tuition</p>

3. What do you expect from the English courses?

- The following response is included from questionnaire no 3 and the theme have been selected as “**Parents’ expectations and attitude**”. Emergent Categories are divided as codes.

Theme 1: Parents' expectations and attitude	Emergent Codes	Parents' Responses
	Academic excellence	<p><u>Participant no:</u> 1,2, 7</p> <p>Parents share that, they (P) want their children to secure 95% marks in English in their exams.</p> <p><u>Participant no:</u> 9</p> <p>She expresses that if her child gets good marks for his (C) performance, it is enough for her</p>
	English language as a lingua franca	<p><u>Participant no:</u> 3, 5, 6,7</p> <p>They think, learning English language is essential because English is a global language and at present nothing is possible without English.</p> <p><u>Participant no:</u> 8</p> <p>He shares, “learning basic communication in English is enough”</p>
	Career opportunity and scope for education	<p><u>Participant no:</u> 4</p> <p>She discusses, “if my daughter have good</p>

		<p>command over English language, it will be beneficial for her career. She will easily get a job”</p> <p><u>Participant no: 7</u></p> <p>He expresses his wish to send his son abroad for higher studies. As a result, he wants his son to be proficient in English</p>
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