

# **Methodological Pitfalls Of ELT At The Secondary Level**

**Thesis Submitted in partial fulfillment of the requirement for the  
Degree of Masters of Arts in English Language Teaching (ELT)**

**Rabeya Sharif**

**Date of submission  
21<sup>st</sup> August, 2011**

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*To my parents*

## **Abstract**

English is a compulsory subject in the primary and secondary education of Bangladesh. Although English Language Teaching (ELT) has always been an important issue in the country yet it has not reached any satisfactory level of success. Teachers tend to follow the traditional Grammar Translation Method (GTM) in the class. Classroom is teacher centered. Students are not encouraged for creative answers. Considering the necessity of the students, the policymakers introduced CLT in 1990s to improve their (students') language skills (Barman, Sultana and Basu, 2006). The study looked at eleven schools in Dhaka to observe the ongoing scenario of CLT to identify which approach or method is being used at the secondary level, to find out the problems of English language teaching at the secondary level and to look into the conditions (academic knowledge, training etc) of the teachers at the secondary level. The data was collected from 290 students and 24 teachers of these 11 schools.

The findings suggest that GTM is still dominant in the classrooms and till now most of the teachers prefer to speak Bangla in English classes. The positive thing is the situation is changing. The teachers want to follow both GTM and CLT method in the class and it is a very positive sign.

## **Acknowledgement**

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I like to offer my gratitude to my parents who has always encouraged me to complete my dissertation successfully.

## **Declaration**

**I hereby declare that this dissertation is based on my original work except for questions and citations, which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted to other institutions.**

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# **Chapter I**

## **1.1 Introduction:**

English has been taught in our subcontinent for over two hundred years. In Bangladesh English is taught as a compulsory subject right from the Primary Level of Education. Yet the result is not satisfactory. Grammar Translation Method (GTM) is getting priority in teaching English though Communicative Language Teaching (CLT) has been introduced in the syllabus. Still we fail to implement CLT properly in the classroom due to the lack of qualified teachers, resource constrains, education infrastructure etc. The quality of education has remained the same, when it comes to English language teaching and learning. To raise the standard of English, the government has introduced communicative syllabus in the secondary and higher secondary level in 1990s.

## **1.2 The Problem Statement:**

English textbooks at the secondary level have been designed to promote communicative activities but teachers still follow the same old teaching style that is the teacher-centered teaching. Over crowded classes, lack of equipment, lack of proper training are accountable for poor quality teaching.

English textbooks at the secondary level are written in communicative approach. Most of the teachers of our country especially at the secondary level are trained through GTM and CLT is a very new approach for many teachers. In many cases there are English teachers who do not have any higher education in English. Sometimes because of lack of subject based English teachers other teachers have to teach English. Many teachers are not self-motivated in teaching profession. In our context teachers are trained to teach by following CLT method. Teachers are aware of different theoretical aspects of CLT but there is a big gap between theory and practice. Teachers have theoretical knowledge but do not get enough chance to practice in reality in a large class.

The curriculum at the secondary level aims at developing students' four skills i.e. reading, writing, listening and speaking. Moreover, it emphasizes on generating students' interests in learning the language through contexts and situation based on various activities. In addition, aims of the curriculum are to foster and improve students' four skills by creating student-centered activities. The main principle of the curriculum is that English should be taught as a means of communication but generally only two skills (reading and writing) are focused. Students are being taught grammar and vocabulary by using isolated sentences and words.

### **1.3 The Purpose of the study:**

The purpose of the study is to show the genuine teaching and learning condition of teachers and students in Bengali medium schools. The focus was also on methodology in teaching in public and private institutions. Policy makers, teachers and students may benefit from the research.

### **1.4 Research Question:**

The aim of the research is to know the answers to the following questions?

- Which approach or method is being used at the secondary level?
- Which activities practiced in the class?
- What are the problems of English language teaching at the secondary level?
- How do the students respond in the class?
- What type of training do the teachers get at the secondary level?

### **1.5 Delimitation:**

The study was confined due to the lack of time because the researcher had to finish it within a limited timeframe. The study intended to look at eleven schools and two hundred and ninety students. It was difficult for the researcher to visit

more schools and distribute more questions to the students with the limited timeframe.

## **1.6 Limitation:**

The study was done in the urban context that involved collecting data from eleven schools. While collecting data the researcher faced some problems, for example, the teachers were not ready to be interviewed. Because of examinations the researcher had to visit two times for one school. Sometimes it became difficult to get permission from the authority. In some cases students were gathered in a separate room to fill in the questionnaire.

## **1.7 Operational definition:**

### **1.7.1 Grammar Translation Method (GTM):**

GTM is a traditional method, which was used in our teaching area in the past and is still used now, despite the introduction of CLT. GTM is based on accuracy of grammar, writing and speaking rather than knowing. It focuses on rules, structures and memorization of different aspects of English language.

### **1.7.2 Communicative Language Teaching (CLT):**

CLT pays systematic attention to functional as well as structural aspects of language. It focuses on knowing rather than accuracy. It was introduced in Bangladesh in the 1990s to make the learners skilled in four skills (speaking, listening, reading and writing) of English (Barman, Sultana and Basu, 2006). This approach does not allow the students to memorize; rather it enhances the students' creativity that they can use in their real life.



## **Chapter II**

### **LITERATURE REVIEW**

#### **2.1 Introduction:**

The chapter is about literature review. It reviews the history of ELT in Bangladesh, education policy, history of GTM and CLT in terms of the present condition of English Language Teaching in Bangladesh at the secondary level.

#### **2.2 Education system of Bangladesh:**

Generally the main stream of education system is divided into three levels such as primary, secondary and tertiary level. The government and non-government primary schools maintain five year compulsory primary education for the 6-10 year age group. The Secondary Education consists of three stages namely lower secondary (grades 6-8), secondary (grades 9-10) and higher secondary (grades 11- 12). The students (11+) enroll for junior\ lower secondary education that spans over 3 years. At the end of this phase of education, some students branch out to join the vocational stream, offered at vocational training institutions. After 10 years of schooling at primary and secondary level the students (16+) who succeed in passing the Secondary School Certificate (S.S.C) examination have the option of joining a college for a 2-year higher secondary education called H.S.C. The Education Boards conduct S.S.C and H.S.C examination.

Undergraduate education of various durations (3 to 4) years are offered to 18+ students in a number of public and private Universities\college\technical colleges\specialized institutions. University and selected colleges and institutions provide postgraduate education normally of 1-2 years.

(Bangladesh Bureau of Educational Information and Statistics, BANBEIS: 2000)

### **2.3 Education Policy in Bangladesh:**

In the post Independence Bangladesh, many attempts were made in discussions, evaluation and planning exercises for the education system of the country. The first Education Commission was formed in 1974 by the Government named Qudrat-e-Khuda Commission to recommend an appropriate Education Policy for Bangladesh.

According to the new policy (2009) the duration of primary education is extended from five years to eight years i.e. up to class VIII. The policy has just been adopted in September 2009 but the implementation has not been yet started.

### **2.4 National Curriculum:**

The present English language curriculum in primary education that was introduced in 1996, highlighted real life English language use. The curriculum aims at developing students' four basic skills: reading, writing, listening and speaking.

Moreover it emphasizes generally students' interest to learn the language through contexts and situation-based activities. In upper secondary level, the aims of the curriculum are to foster and improve students' four skills; to highlight the reading and writing skills. The objective of the higher secondary curriculum is to teach the four skills in a communicative manner by creating student-centered activities (see National Curriculum and Textbook Board, 1996-a: Curriculum and Textbook Board, 1996-b).

## **2.5 Problems of learning English in Bangladesh:**

In our context learners are facing different problems in learning English. Kamal (2005: 125) has told that Learners are of different levels and are seated in the same room because the individual needs of the students are neglected in large classes; weaker learners fall behind and develop a negative attitude towards English. He (2005: 130) has further explained that spoken English is an area of learning which is particularly undeveloped because many teachers mispronounce words, creating confusion. He (ibid) has also mentioned that the English language teacher crisis has been intensified by the recent transformation to the communicative approach which focuses on the understanding of English and applying it but the teachers still follow the traditional method as usual. Teachers do not have an adequate knowledge of relevant communicative strategies and techniques, as well as they do not have the ability to stand back and evaluate

student needs. Therefore, they fail to show their own performance in the CLTM classroom (Khan, 2005).

## **2.6 History Of ELT in Bangladesh:**

English language teaching spread throughout the world due to the British colonization process (Dutta, 2006:66). English had been taught in our subcontinent including Bangladesh for over 200 hundred years (ibid). (Dutta, 2006:66) has said that from the beginning it was popular among the pupils. According to Haque (1999:95), English was used as a medium of instruction in the colonial period, which ended in 1947 when India and Pakistan were emerged as an independent country individually .He has said that it existed as a second language up to 1971 when Bangladesh emerged as an independent country. Haque further has said that after 1971 English got the position of a foreign language.

According to Rahman (1999:13) from 1947 to 1971, English continued to play a very important role in the national life of the newly independent state of Pakistan. For the people of East Pakistan, English was the chief means of communication with the people of West Pakistan .English was widely used in the government administration, law courts and commerce. It was the medium of communication with the outside world. English was studied as a compulsory subject at the secondary and higher secondary level of education and it was also the medium of instruction at the higher level.

After the emergence of Bangladesh as an independent nation, English suffered a serious setback. One of the reasons of this was a strong nationalistic sentiment for the mother tongue, Bengali. The Bengali Introduction Law, promulgated in 1983 by Bangladesh Government, made it compulsory for employees in government, semi government and autonomous institutions to use Bengali in interoffice memos, legal documents and correspondences except in case of communication with foreign governments, countries and organizations. As a result of the enforcement of this law, Bengali began to be used in almost all fields of national life. English lost its previous status as a second language and came to be treated as a foreign language.

However, it was soon realized that English could not be neglected by Bangladesh for national development and co-operation and commerce with the outside world. Most of the educationists and political leaders began to feel that English should be given due importance. There is now more positive attitude towards English both at government and private institutions.

English has been taught and practiced in different levels of academic institutions in Bangladesh such as primary, secondary, higher secondary and university levels for over 200 years (Dutta: 2006). Though English has been taught for a long period of time in Bangladesh, we see that the level of improvement is not satisfactory. In general, the English teachers tend to start teaching without proper

training, though they need to go through training for coping up with the methodology. Chowdhury (2005) has said that the present scenario of ELT in Bangladesh is not satisfactory, as teachers are far from the objectives of CLT. He further has said that the teachers still follow GTM and focus is only on reading and writing skills. In the class the number of students are increasing but the space of the classroom in the schools remained same. Ara (2005:59) has stated that the textbooks are designed to ensure communicative activities but teachers follow the old method. She has also mentioned that there is the legacy of previous language teaching method in the teaching methodology.

## **2.7 Grammar Translation Method:**

Grammar Translation Method is one of the traditional methods in English language teaching and it is still continuing in teaching English. According to Barman, Sultana and Basu (2006:145), in this method students are taught in the class using mother tongue with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Richard and Rogers (2001:6) says... “Grammar translation method dominated European and foreign language teaching from the 1840s to the 1940s and in modified form it continues to be widely used in some parts of the world today”. The basic features of GTM are as follows:

- Grammar provides the rules for putting words together and instruction often focuses on the form and reflection of words.

- Little attention is paid to the content of texts, which are treated as existence in grammatical analysis.
- Often the only drills are exercised in translating disconnected sentences from the target language into the mother tongue.
- Little or no attention is given to pronunciation.

(Barman, Sultana and Basu, 2006:145)

GTM is the most traditional way of language teaching. It is very popular in our context. In GTM there is no scope for students to interact in the class and classroom is teacher centered. Students are not encouraged to ask questions in the class.

There are some basic features of GTM are given below:

- The primary focus is on reading and writing.
- Little attention is given to listening and speaking.
- Teachers are active and authoritative in class.
- Students are passive as well as conscious of grammatical rules in the target language.
- GTM is more theoretical.
- Focus is on form a structure rather than meaning and
- Students are encouraged to memorize structure.

(Dutta, 2006)

From the above features it is seen that GTM is only reading and writing skills based. GTM is more theoretical and students are passive in the class.

## **2.8 Communicative Language teaching:**

After GTM CLT was introduced in order to wipe out the drawback of GTM. The communicative approach of language teaching has grown with the development of functional and notional approaches of syllabus design. Its starting point takes the communicative acts of language. The teaching consists of role play and problem solving activities that enable learners to use and practice the language forms required and every lesson ends with the learner being able to see clearly that he or she can do something communicatively useful.

According to Barman, Sultana and Basu (2006:156-157)... “The communicative language teaching is an approach to the teaching of second and foreign language that emphasizes communication or interaction as both the means and the ultimate goal of learning a language”. They also say that CLT was the product of education and linguists who had become dissatisfied with earlier Grammar Translation Method where the students were not learning enough realistic language. Richards and Rogers (2001:161), recommends some features of CLT approach like:

- Language is a system for the expression of meaning.
- The primary function of language is to allow interaction and communication



- The structure of language reflects its functional and communicative uses.
- The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

CLT is usually characterized as a broad approach to teaching rather than as a teaching method with a clearly defined set of classroom practices. As such, it is most often defined as a list of general principles or features. One of the most recognized of these lists is David Nunan's (1991) five features of CLT:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The focus is not only on language but also on the learning management process.
- An enhancement of the learner's own personal experiences as important contributing elements of classroom learning.
- An attempt to link classroom language learning with language activities outside the class.

From the above points it is seen that CLT focuses on learning through communication. It emphasizes on learner's own personal experiences.

Learners can also use their classroom learning in their real life. So CLT is an effective learning management process.

## **2.9 CLT In Bangladesh:**

CLT was introduced in our context in 1990s via a set of communicative English textbook entitled English For Today. Ever since its introduction in Bangladesh, the communicative method of language teaching has faced a number of problems that have been acknowledged by the local ELT community.

Chowdhury (1988: 52-55) has said that... “The importance of communicative approach in the teaching of a foreign language is widely accepted. In the context of English as a foreign language (EFL) in Bangladesh, the status of English can be elevated if we adopt this approach in language teaching. Students have accepted their passive role in the classroom where the conventional method of the teachers giving lectures is still practiced. The objective is to achieve a desirable state of learning in which the students have a fundamental grasp of the language to express and say what they want. The communicative approach may be applied with practice and deliberation.”

According to Rahman (1999:107) ... “the teachers viewed grammar as the first priority for learning a language, something that the innovative approach did not emphasize. It was obvious that the teachers did not understand the underlying principles of the approach”. As a result the teachers did not welcome this change.

### **2.10 Theory of Acquisition and Learning:**

According to Richard and Rodgers (2001: 161-162), Krashen (1980) points out that acquisition is the subconscious process and it requires meaningful interaction in the target language. He (2001:162) also tells that learning is the production of conscious process that requires linguistics. The researcher has related this theory in her theoretical framework as acquisition and learning are quite differently affected by language teaching. The teaching is largely concerned with learning and not acquisition. In GTM, grammar is taught by explanations of rules and corrections are emphasized. In fact, the goal of language learning is the learning of conscious rules and in communicative approach; it is assumed that learners arrive at the right form of the rule by correcting errors acquisition is the subconscious process and it requires meaningful interaction in the target language. He (2001:162) also tells that learning is the production of conscious process that requires linguistics. The researcher has related this theory in her theoretical framework as acquisition and learning are quite differently affected by language teaching. The teaching is largely concerned with learning and not acquisition. In GTM, grammar is taught by explanations of rules and

corrections are emphasized. In fact, the goal of language learning is the learning of conscious rules and in communicative approach; it is assumed that learners arrive at the right form of the rule by correcting errors.

According to Lightbown and Spada (2000:15), Chomsky (1959) argues that children are born with a unique kind of knowledge that fits them for learning. This knowledge is embodied in a mechanism called the Language Acquisition Device (LAD), which must contain language universals. In other words, the innatist theory always requires the creativity of the learners. At the same way, CLT also prefers to learn the language through creativity.

## **2.11 Practices of CLT in various countries:**

Many countries worldwide have tried to incorporate CLT in their curriculum. The following are articles that look into the practice and outcomes in some of those countries that they have tried to incorporate CLT in their curriculum.

Savignon in her article states, “ In Germany for example, language-teaching methodologists took the lead in developing classroom materials that encouraged learner choice (Candlin 1978). Their systematic collection of exercise types for communicatively English language teaching was used in teacher in service courses and workshops to guide curriculum change. Exercises were designed to exploit the variety of social meanings

contained within particular grammatical structures. A system of chains encouraged teachers and learners to define their own learning path through selection of relevant exercises". (Pieho 1974 and Bredella 1976, cited in Savignon).

Ng and Tang (1997: cited in Xiao) states: "The call for adaptation of CLT was not accidental. It came from the educational problem that needed to be solved. The teachers focused on grammar and structures. As a result, the traditional method produced unsatisfactory teaching. Students become almost deaf and dumb and had little ability to speak and understand English".

There was an initial resistance to the CLT approach but there were also teachers in favors of this approach. The SEDC also organized tethers' training program and insisted that all the four skills should be taught in the class. Changes were also brought about in the teaching methods. Eventually awareness was created among the teachers and they began to accept CLT.

According to Gupta (2005: 6-7), in the past teachers taught GTM in the classroom but now the scenario of ELT has changed. He says that now the learners are interested to know English more than before. He also says that CLT is practiced in the class with the help of teachers, who have enough training, qualification and

knowledge. He explains that the teachers often read journals, magazines, and different kinds of books and apply the information of those materials in the classroom. The relationship between teachers and students are friendly and they emphasize on knowing rather than accuracy (Gupta, 2005). They use English as a medium of teaching (ibid).

## **2.12 Conclusion:**

It should be pointed out that CLT is an ideal teaching method. In our country implementation of CLT is a great problem. Due to lack of academic competence and ability of local ELT practitioners, economic constrains, administrative set-up, infra-structural limitations, cultural conflicts, the gaps between theory and practice are the barriers to implementing CLT in our country. So this chapter discusses the problems of learning English in Bangladesh, CLT in Bangladesh, different methods to find out a better situation to implement CLT in our context to create a better learner.

## **Chapter III**

### **Methodology**

#### **3.1 Introduction:**

It discusses the nature of research design, theoretical framework, sampling, setting, research instruments, data collection procedure data analysis procedure and obstacles encountered.

#### **3.2 Research Design:**

The research is not only quantitative but also qualitative. This research is a descriptive study that tries to show the present scenario of ELT in Bangladesh at the secondary level in the urban area. The data was gathered by questionnaire from 290 students and 24 teachers. The classroom setting was formal. Questionnaire was provided in the class. For teachers the data was collected from their room at launch period. The researcher also observed class.

### **3.3 Theoretical framework:**

#### **3.3.1 Theory of Acquisition and Learning:**

According to Krashen (1980) there are two independent systems of second language performance. The acquisition or acquired system and the learned system. The acquisition system is the product of subconscious process very similar to the children undergo when they acquire their first language. The learned system or learning is the product of formal instruction and it comprises a conscious process that results in conscious knowledge about the language for example knowledge of grammatical rules.

(Barman, Sultana and Basu, 2006:114)

The theory of learning matches to GTM because the main goal of this method is to teach not only language but also linguistic theory. The theory of acquisition is related to the CLT, as the method prefers to teach the language in a flexible way.

#### **3.3.2 Communicative Competence:**

Chomsky (1965:67) mentions “linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogenous speech communication, who know its language perfectly and is unaffected in applying his knowledge of this language in actual performance”.



“Competence is an idealized capacity and performance is the production of actual performances. Competence is an ideal and is located as a psychological or mental property or function. This is in contrast to performance that refers to an actual event”.

This definition of linguistic competence has come to be associated with a right and narrowly defined concept of grammatical competence. Therefore Hymes (1972) introduced the idea of “Communicative Competence”. This has become generally defined as “the socially appropriate use of language”. He adds that this competence means the learner knows when to speak, what to speak and how to speak it. This theory is related to the CLT approach because the CLT always prefer the situational, contextual and social languages.

(Barman, Sultana and Basu, 2006:67)

### **3.4 Sampling:**

Both teachers and students were the subject of this study. The study samples consisted of 24 teachers and 290 students from 11 schools. For collecting data the researcher contacted the authority and the teachers. The researcher provided questionnaire to the students and teachers. The researcher also took interviews from the teachers. If the students faced any problems the researcher helped them.

### **3.5 Setting:**

The data was collected from a formal setting that is the classroom. The study focused on all the 11 schools in Dhaka. When the researcher faced any problems in the way of collecting data from the schools or authority she convinced them by saying that they would not be harmful to them anymore as it would remain confidential.

### **3.6 Research Instruments:**

The researcher's instruments were based on open and close-ended questionnaire and oral questions. There were ten close ended and two open-ended questions. Questionnaire was used both for teachers and students.

#### **3.6.1 Questionnaire:**

The questions were open and close-ended. There were ten open ended and two close-ended questions. First the students gave tick mark and then explained. If the students faced difficulty answering the questions in English they could use Bengali, because the focus of the researcher was not to evaluate their language but to monitor their opinions. The data was collected in terms of the students' questionnaire (Appendix-A) and teachers' interview (Appendix-B). The questions were based on central research questions.

### **3.6.2 Interview:**

The researcher took formal interviews of the teachers. The aim of the interview was to gather in depth information.

### **3.7 Data Collection Procedure:**

For collecting data the researcher took the permission from the school authority in advance. After getting permission the researcher distributed the questions among the students and explained it clearly. The questionnaire survey was held in the absence of the teacher so that the students feel free in answering the questions. When the students finished their task the researcher collected the questionnaire. In the same way the questionnaire was provided to the teachers to fill in and after that they submitted the questionnaire to the researcher.

On the other hand the researcher interviewed 10 teachers from 11 schools. The interview was taken on the basis of the questionnaire. When the teachers got the questionnaire they asked some questions to the researcher about the study. As the interview was time consuming the main points were noted down in the diary. The researcher took two weeks for collecting data.

### **3.8 Data Analysis Procedure:**

After collecting data from the students and the teachers of all 11 schools in Dhaka the researcher analyzed them. At first she collected data then she compared the findings

based on what the majority of the students said in terms of each question. She analyzed the responses of the teachers in the same way. She analyzed the findings in terms of the central research questions.

### **3.9 Obstacles Encountered:**

The study was urban based. The researcher faced some problems for example teachers were not willing to be interviewed. Because of exam in some cases it became difficult to gather students in the class. Sometimes the teachers did not want to disturb whole class so few students were gathered in a separate class to fill in the questionnaire. Some teachers were interested to be interviewed but because of lack of time they could not fill in the questionnaire. The researcher could not collect data from some schools because of ongoing semester examination.

### **3.10 Conclusion:**

The research work was based on 290 students and 24 teachers. The researcher used questionnaire to collect data and analyzed the data sequentially. She used some theories that match with the research work. The researcher did not face any major problem while collecting data.

## **Chapter IV**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction:**

The researcher visited eleven schools at Dhaka to collect data for the study. The data was collected from class six to class nine. All the schools were urban based. Among those eleven schools five were girls' high school, four were boys high school and two were co-education schools. The data was collected from 290 students and 24 teachers. This chapter exposes the responses and findings of the questionnaires given to students and teachers of the 11 schools. The data of the questionnaire (Appendix-A and B) were tabulated in table no 4.2 and 4.4. The questions were sequentially analyzed and discussed on the basis of the findings.

**Table: 4.2**

**STUDENT QUESTIONNAIRE**

**Section-A: Teaching and Learning in the class**

4.2.1) What percentage of English do you use in your classroom while doing classroom activities in your class?

Options	0-10%	10-20%	20-30%	30-40%	40-50%	50-60%	60-70%	70-80%	80-90%	90-100%
No. of Respondents	23	52	46	42	43	22	25	15	17	5
Percentage	7.93%	17.93%	15.86%	14.48%	14.82%	7.58%	8.62%	5.17%	5.86%	1.72%

Firstly, majority of the students (71%) said that they use (0-50%) English in the class. On the other hand 28% of the students use (50-100%) English in the class.

4.2.2) Is the classroom environment friendly/positive enough to communicate with your teacher and peers?

Options	<b>Always</b>	<b>Sometimes</b>	<b>Often</b>	<b>Rarely</b>	<b>Never</b>
No. Of Respondents	123	109	44	11	3
Percentage	49.41%	37.58%	15.17%	3.79%	1.03%

Secondly, 49% of the students responded positively. Some 37% students said they ‘sometimes’ get chance to speak in the class. Another 15% said they ‘often’ communicate with their teachers and peers. A few of the students said they ‘rarely’ speak in the class. Only 1% said they ‘never’ interact with their teachers or peers.

4.2.3) How often do you participate in-group work or pair works in your class?

Options	<b>Always</b>	<b>Sometimes</b>	<b>Often</b>	<b>Rarely</b>	<b>Never</b>
No. Of Respondents	68	154	38	19	11
Percentage	23.44%	53.10%	13.10%	6.55%	3.79%

Thirdly, 53% students responded they ‘sometimes’ participate in-group work or in pair works. Another 23% students said they ‘always’ work in-groups. Some 13% of the students said they ‘often’ work in pairs. 6% students said they ‘rarely’ work in-group or in pairs. Only 3% students said they ‘never’ work in-group or in pairs in the class.

4.2.4) How often do you get feedback in the class?

Options	<b>Frequently</b>	<b>Sometimes</b>	<b>Only during the exam</b>	<b>Hardly</b>	<b>Never</b>
No. Of Respondents	107	131	25	19	8
Percentage	36.89%	45.17%	8.62%	6.55%	2.75%

Fourthly, majority of the students (45%) said that they ‘sometimes’ get feedback in the class. Another 36% students said they ‘frequently’ get feedback from their teachers. A few students said they get feedback ‘only during the exam’. 6% students said they ‘hardly’ get feedback. Only 2% students responded negatively that they ‘never’ get feedback in the class.

4.2.5) Does your teacher focus on native like competence?

Options	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
No. Of Respondents	58	178	43	11
Percentage	20%	61.37%	14.82%	3.79%

Fifthly, 61% students ‘agreed’ their teachers’ focus on native like competence. Another 20% students ‘strongly agreed’ their teachers emphasized on native like competence. Some 14% students ‘disagreed’ with the fact. Only 3% of the students ‘strongly disagreed’ that their teachers do not focus on native like competence.



4.2.6) Does your teacher encourage you to memorize structures and answers of the questions?

Options	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree/disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
No. Of Respondents	105	94	32	43	16
Percentage	36.20%	32.41%	11.03%	14.82%	5.51%

Sixthly, 36% students ‘strongly agreed’ their teachers encourage them to memorize structures and answers of the questions. Some 32% students ‘agreed’ with the point. 14% students responded negatively. Another 11% students ‘neither agreed nor disagreed’ whether their teachers focus on memorization or not. Only 5% students ‘strongly disagreed’ that their teachers do not ask students to memorize.

### **Section: B: Students’ responses regarding the textbook.**

4.2.7) Which particular skill or skills are emphasized most while communicating in the class?

Options	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking and writing</b>	<b>Reading and writing</b>	<b>Speaking, reading and writing</b>
No. Of Respondents	14	11	14	43	44	164
Percentage	4.82%	3.79	4.82%	14.82%	15.17%	53.10%

Seventhly, majority of the students (53%) said that ‘speaking; reading and writing’ skills are focused in the class. Another 15% students said their teachers’ emphasized on ‘reading and writing’ skills. Some 14% of the students said ‘speaking and writing’ skills are given priority. Only 4% students said ‘speaking’ skill is practiced in the class and teachers encourage them to speak in English. According to some 4% students ‘writing’ skill is practiced and only a few students said ‘reading’ skill is more focused.

4.2.8) Can you make connection between your learning and performance?

Options	<b>Yes</b>	<b>No</b>	<b>Sometimes</b>	<b>Not sure</b>
No. Of Respondents	188	15	62	25
Percentage	64.82%	5.17%	21.37%	8.62%

Eighthly, 64% students responded positively. Some 21% students said ‘sometimes’ they could make connection between their learning and performance. A few of the students said they are ‘not sure’ whether they could make connection between their learning and performance or not. Only 5% students responded negatively.

4.2.9) Can you relate the textbook with your context?

Options	<b>Always</b>	<b>Sometimes</b>	<b>Often</b>	<b>Rarely</b>	<b>Never</b>
No. Of Respondents	113	97	59	15	6
Percentage	38.96%	33.44%	20.34%	5.17%	2.06%

Ninthly, majority of the students (38%) students said that they could ‘always’ relate their textbook with the context. Some 33% students said ‘sometimes’ they could match the textbook with the context. Another 20% said they ‘often’ relate the textbook with the context. Only 5% of the students said ‘rarely’ they could connect the text with their context. Only 2% students responded negatively.

#### 4.2.10) Can you transfer your skills outside the classroom?

Options	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree/disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
No. Of Respondents	60	156	35	24	16
Percentage	20.68%	53.79%	12.03%	8.27%	5.17%

Tenthly, 53% students ‘agreed’ positively. Another 20% ‘strongly agreed’ that they could transfer their skills outside the classroom. Some 12% students ‘neither agreed nor disagreed’ whether they could transfer their skills outside the classroom or not. A few ‘disagreed’ and only 5% students ‘strongly disagreed’ that they could not transfer their skills outside the classroom.

4.2.11) Write on what your like and dislike about your English textbook

<b>Likes</b>	<b>Dislikes</b>
-Full of stories, pictures and exercises	-Vast content
-Increase vocabulary	-Bad quality pictures
-Variety of reading passages	-Some irrelevant topics
-Variation in grammatical items	-No speaking tests
-Want new stories with morals	-Hard vocabulary
-Easy to understand	-Stories are very old
-Ss can relate themselves with the textbook	-Some lessons are not realistic

## Section- C: Students' likes and dislikes about the classroom.

4.2.12). Make your own comment about what like and dislike in your English class

<b>Likes</b>	<b>Dislikes</b>
<ul style="list-style-type: none"> <li>-Positive and friendly atmosphere</li> <li>-Ts try to solve all the problems in the class</li> <li>-Ss want to learn and practice more English in the class</li> <li>-Ss want their Ts to speak in English in the class</li> <li>-Ss want to participate in more group or in pair works</li> <li>-Teacher does not focus on native like competence</li> <li>-Regular English class</li> <li>-Ss avoid memorization</li> </ul>	<ul style="list-style-type: none"> <li>-Large number of Ss</li> <li>-Noisy classroom</li> <li>-Limited time in the class</li> <li>-Ts do not have good command in English</li> <li>-Only reading and writing skills are focused</li> <li>-Ss are afraid of Ts</li> <li>-Ss feel shy to speak in the class</li> <li>-Classroom is teacher centered</li> <li>-Ts encourage to memorize</li> <li>-Sometimes Ts laugh at Ss</li> <li>-Ts focus on only model questions</li> <li>-Ts scold if Ss make mistakes</li> <li>-Lack of equipments</li> <li>-Ts focus on only some selected students</li> <li>-Speaking and listening skills are totally ignored</li> <li>-Ts encourage students to visit their house for tuitions</li> <li>-Ts do not like creative answers</li> </ul>

### 4.3 Findings of the students' responses:

#### Sec-A: Teaching and Learning in the class

Firstly, majority of the students (71%) said that they use (0-50%) English in the class. It suggested that these students are not very good at English. According to them Bengali is their mother tongue and English is a foreign language to them. If they use English in the

class they may not understand the text properly. So they prefer to use more Bengali in the class. On the other hand, only 28% of the students use (50-100%) English in the class. These students are good at English and they prefer to speak in English in the class. This question suggests that still Bengali is the medium for communication in the English classroom.

Secondly, 49% students responded positively. They said classroom environment is very friendly to communicate with their teacher and peers. Some 37% of the students also responded positively that the classroom environment is very positive to interact with their teacher and peers. Only 1% students responded negatively. Accordingly to them the environment of the classroom is not friendly to communicate with their teacher and peers. This finding suggests teachers are very friendly with their students and students are not afraid of their teachers. It is a very positive sign.

Thirdly 53% of students said they 'sometimes' participate in-group work or in pair works. Another 23% students also responded positively. Only 3% of the students responded negatively that they 'never' participate in-group or in pair works. The finding shows students are more active in the class and it helps them to solve all the problems in the class.

Fourthly, majority of the students (45%) said that they 'sometimes' get feedback in the class. About 36% also responded positively. According to them they not only get

feedback from their teachers but also from their peers. Only 2% students they 'never' get feedback in the class because of huge number of students teachers cannot concentrate on all the students. It shows that teachers are very focused on their students and they try to solve the problems in the class.

Fifthly, majority of the students (61%) 'agreed' that their teachers' focuses on native like competence. Sometimes teachers scold if students cannot speak the way native speakers speak. Another 20% students also 'strongly agreed' with the point. Only 14% students 'disagreed'. The finding suggests that teachers have a mindset that native like competence is very important. As a result students do not feel comfortable to speak in English in the class.

Sixthly, 36% students 'strongly agreed' their teachers' encouraged them to memorize structures and answers of the questions. They prefer bookish answers. Another 14% students said their teachers' do not focus on memorization. 11% students 'neither agreed nor disagreed' with the point. According to them it depends on the topic. It shows that still memorization plays an important role in language learning and it is a positive sign.

### **Section: B: Students' responses regarding the textbook.**

Firstly, 53% students said 'speaking, reading and writing' skills are more focused in the class. Some 15% said classroom is 'reading and writing' skills based. Only 3% of the students responded that in the classroom 'reading' skill is more emphasized. This finding

suggests that the classroom is 'speaking, reading and writing' skills based and 'listening' skill is totally ignored.

Secondly, majority of the students (64%) responded positively that they could make connection between their learning and performance. Only 5% students responded negatively that could never make connection between their learning and performance. It shows that the textbook is easy to understand and students enjoy reading their textbook.

Thirdly, 38% students said they could 'always' relate the textbook with their context. Only 2% students responded negatively. The finding implies students enjoy their textbook and find interest to read the textbook.

Fourthly, 53% students 'agreed' they could transfer their skills outside the classroom. A few students 'neither agreed nor disagreed' with the point. Only 5% of the students 'strongly disagreed' that they could not transfer their skills outside the classroom. It suggests the students are involved in extra curriculum activities and practice their skills outside the classroom.

In response to the fifth question majority of the students like their textbook. They said the textbook is full of stories, pictures and activities. Textbook is very easy to understand. The vocabulary items increase their knowledge. There are variations in grammatical items. Students want more new stories with full of morals. Different pictures help them to



understand the meaning of the content. According to some students the content of the textbook is very vast. The quality of the pictures in the book is not good. There are no speaking tests.

### **Section- C: Students' likes and dislikes about the classroom**

Majority of the students like their classroom overall. According to them the environment, teachers and friends are very positive. Teachers try to solve problems in the class. Students want to involve in more group or pair works. They want more chance to speak in English in the class. Some students respond negatively for example large classroom, lack of time, teachers cannot manage the class. There are lack of equipments to practice listening and speaking skills. In most cases there are irregular classes. Sometimes students feel shy to speak in the class because teachers laugh at the students if they make mistakes. According to some students they are afraid of their English teachers. There are teachers who do not have good command in English. Some teachers encourage students to visit their house for private tuitions and only selected students are given importance in the class.

**Table: 4.4**

**Teacher Questionnaire**

**Section-D: Teaching and Methodology in the class**

4.4.1) what percentage of English speaking do you use while giving instruction in your class?

Options	0-10%	10-20%	20-30%	30-40%	40-50%	50-60%	60-70%	70-80%	80-90%	90-100%
No. Of Respondents		1	1	1	3	2	2	5	4	5
Percentage		4.16%	4.16%	4.16%	12.5%	8.33%	8.33%	20.83%	16.67%	20.83%

Firstly, majority of the teachers (74%) said that they use (50-100%) English in the class.

Only 24% teachers said they use (10-50%) English in the class.

4.4. 2) what specific teaching method do you apply frequently in your teaching?

Options	Grammar Translation Method	Communicative Language Teaching Method	Audio lingual Method	Both Grammar Translation and Communicative Language Teaching Method
No. Of Respondents	-	11	-	13
Percentage	-	45.83%	-	54.17%

Secondly, 54% teachers said they use both ‘GTM’ and ‘CLT’ method in the class. Some 45% teachers said they use ‘CLT’ method in the class.

4.4.3). How often do you organize group work or pair works in your class?

Options	<b>Very often</b>	<b>Sometimes</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Never</b>
No. Of Respondents	4	15	5		
Percentage	16.66%	63%	20.83%		

Thirdly, majority of the teachers (63%) said that they ‘sometimes’ organize group work or pair works in the class. About 20% teachers responded that they ‘occasionally’ arrange for group or pair works. Another 16% said very ‘often’ they organize group or pair works in the class.

4.4. 4). How often do you give feedback in the class?

Options	<b>Frequently</b>	<b>Sometimes</b>	<b>Only during the exam</b>	<b>Hardly</b>	<b>Never</b>
No. Of Respondents	14	10			
Percentage	58.33%	41.67%			

Fourthly, 53% of the teachers responded positively that they ‘frequently’ give feedback in the class. More than 41% teachers said they ‘sometimes’ give feedback to the students.

4.4.5) Do you focus on native like competence?

Options	Strongly agree	Agree	Disagree	Strongly disagree
No. Of Respondents	3	16	5	-
Percentage	12.5%	66.67%	20.83%	-

Fifthly, majority of the teachers (66%) ‘agreed’ that they focus on native like competence. Another 12% oh the teacher ‘strongly agreed’ that native like competence is very important. About 20% teachers ‘disagreed’.

### **Section-E: Teachers’ responses regarding textbook.**

4.4.6) Which particular skill or skills are emphasized most in teaching the target language?

Options	Speaking	Reading	Writing	Speaking and writing	Reading and writing	Speaking, reading and writing
No. Of Respondents	1	1		3	3	17
Percentage	4.16%	4.16%		12.5%	12.5%	70.83%

Sixthly, majority of the teachers (70%) said that ‘speaking, reading and writing’ skills are more focused in the class. More than 12% teachers responded classroom is ‘reading and writing’ skills based. Another 12% said in the class ‘speaking and writing’ skills are more practiced. Only 8% of the teachers said classroom is ‘speaking and reading’ skills based.

4.4. 7) Can your student make connection between their learning and performance?

Options	<b>Strongly agree</b>	<b>Agree</b>	<b>. Disagree</b>	<b>. Strongly disagree</b>	<b>Not sure</b>
No. Of Respondents	10	11	1		2
Percentage	41.67%	45.83%	4.16%		8.33%

Seventhly, 45% teachers ‘agreed’ that their students could make connection between their learning and performance. Another 41% teachers ‘strongly agreed’ with the point. A few teachers were ‘not sure’ whether their students could make connection between their learning and performance or not. Only 4% teachers ‘disagreed’.

4.4. 8) On which do you put emphasize more?

Options	<b>Fluency</b>	<b>Accuracy</b>	<b>Both of them</b>
No. Of Respondents	4	1	19
Percentage	16.67%	4.16%	79.17%

Eighthly, majority of the teachers (79%) said that they put emphasized both on ‘fluency’ and ‘accuracy’. More than 16% teachers focus on ‘fluency’ and only 4% teachers emphasized on ‘accuracy’.

4.4.9) Can your students transfer their skills outside the classroom?

Options	Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
No. Of Respondents	4	17	3	-	-
Percentage	16.67%	70.83%	12.5%	-	-

Ninthly, majority of the teachers (70%) ‘agreed’ that they focus on native like competence. About 16% teachers also ‘strongly agreed’. 12% teachers ‘neither agreed nor disagreed’ with the point.

### **Section: F: Teachers’ comment and recommendations.**

4.4.10) Make your own suggestions (write briefly) regarding class size, textbook or current practice English teaching.

<b>Textbook</b>	<b>Teaching</b>
<ul style="list-style-type: none"> <li>-Textbook is ok.</li> <li>-Practice book to be introduced.</li> <li>-Attractive lessons</li> <li>-More interesting contents</li> <li>-Small textbook</li> <li>-Less number of units</li> <li>-Exam Qs to be related with book</li> <li>-Audio cassettes to be provided for listening</li> <li>-Syllabus to be exam related</li> <li>-Question format to be changed</li> </ul>	<ul style="list-style-type: none"> <li>-Ts should be properly trained</li> <li>-Always English in the class</li> <li>-Students should be motivated for speaking</li> <li>-Test for speaking</li> <li>-All skills to be tested</li> <li>-More discussions and monitoring</li> <li>-Class observation</li> <li>-Pre-service and in-service training</li> <li>-NCTB should provide practice book</li> <li>-More trained teachers to be recruited</li> <li>-Regular workshop by working teachers</li> <li>-Evaluation of Ts’ by Ss</li> </ul>

## **4.5 Findings of the teachers' responses:**

### **Section-D: Teaching and Methodology in the class**

Firstly, majority of the teachers, (74%) said that they use (50-100%) English in the class because they want their students to improve their English. Only 24% teachers said they use (10-50%) English in the class because if they use more English in the class students might not understand. The students prefer Bangla. The finding suggests that teachers are in favor of using English in the class and they are very positive about student's language learning.

Secondly, 54% teachers said they use both 'GTM' and 'CLT' in the class. They said that students want their teachers to explain things to them. More than 45% of the teachers said they use 'CLT' method in the class to improve students all the four skills. It shows that teachers use both 'GTM' and 'CLT' method for students' better understanding and some teachers are very positive about CLT method.

Thirdly, 63% teachers said they 'sometimes' practice group work or pair works in the class. They said group work is effective for the students to understand the lessons easily. Students feel shy to ask questions to their teachers but in-group work they can solve their problems by questioning each other. The teachers' form groups by mixing good and weak students. It also lessens the communication gap among the students.

Fourthly, 58% teachers said they 'frequently' give feedback to the students in the class. They said students are very enthusiastic for their teachers' feedback and they also get feedback from their peers. This finding suggests that there is a grate interaction between students and teachers.

Fifthly, a 66% teacher 'agreed' that native like competence is very important. Some 20% teachers 'disagreed' that native like competence is not that much important because English is not our mother tongue. If we focus on native like competence students might not feel comfortable to speak in English. They might have a feeling if they speak in English they might not be able to speak like natives. So they might stop talking and as a result their English might never improve.

### **Section-E: Teachers' responses regarding textbook.**

Firstly, majority of the teachers (70%) said that in the class 'speaking, reading and writing' skills are more practiced. Only 8% said classroom is 'speaking' and 'reading' skills based. The finding suggests that in the class 'listening' skill is totally ignored.

Secondly, 45% teachers 'agreed' their students could make connection between their learning and performance. Only 4% teachers 'disagreed'. It shows the textbook is easy to understand and students participate in various activities.



Thirdly, 79% teachers said they emphasized on both 'fluency' and 'accuracy'. According to them both are very important to speak in English. Only 4% teachers focused on 'accuracy'. It shows that according to the teachers to speak correct English 'fluency' and 'accuracy' matters a lot.

Fourthly, 70% teachers 'agreed' that their students could transfer their skills outside the classroom. To practice students attend in debating clubs or in any extra curriculum activities for example debating club. The finding suggests that students are very concern about their learning.

### **Section: F: Teachers' comment and recommendations.**

In the response to question ten majorities of the teachers have said there are certain problems regarding implementation of CLT in the class. For example, there are sixty students in each classroom. Lack of equipment is another problem. In some cases there are equipment facilities but teachers are not trained enough to handle these technical things. Sometimes class size is a great problem because the classroom is very small to hold sixty students at a time to practice listening and speaking skills. If teachers arrange for different activities they may not be that much popular compared to other teachers who give lectures in the classroom. Sometimes students do not pay attention to practice listening and speaking skills because no marks are allocated for the test. Using CLT method in the class depends on a lot on teacher's mindset.

Majority of the teachers are in favor of the textbook. According to some teachers textbooks should be based on both GTM and CLT method. Some teachers suggest that more language and training courses should be arranged from both government and private sectors. In most cases teachers are not from English background so proper periodical training is very important for them. In these ways teachers can be effective guide for ELT and students will be benefited a lot.

The researcher used some common questions both for teachers and students. Those questions helped to find out the actual situation. Those questions are discussed below.

Firstly, 71% students said they use little English in the class and 79% teachers said they use (50-100%) English in the class. The comparison suggests that there is a gap between students and teachers opinion. In reality Bangali is more practiced as a medium of instruction.

Secondly, 53% students and 70% teachers agreed in the class 'speaking', 'reading' and 'writing' skills are more practiced and 'listening' skill is totally ignored. There is no mismatch between students and teachers opinion.

Thirdly, 53% students and 63% teachers said they 'sometimes' work in-group or in pairs. The comparison suggests both teacher and student are very active in the class.

Fourthly, 36% students said they 'frequently' get feedback in the class. On the other hand 58% teachers also responded positively.

Fifthly, 64% students agreed that they could make connection between their learning and performance. 45% teachers also 'agreed' with the point. It proves students are concerned about their learning and performance. Teachers are also very positive.

Sixthly, 61% students said their teachers' focus on native like competence. 66% teachers also 'agreed' with it. It shows there is no mismatch between teachers and students opinion.

#### **4.6 Class observation report:**

To find out the actual situation of the English class the researcher observed a class. The name of the institution was Dhanmondi Gov. Boys High School. The researcher observed a class in grade nine. The class started at three p.m. and ended at three fifty five p.m. The duration of the class was forty-five minutes. The total number of students was sixty-five. Sixty students were present in the class. For the class the topics were fill in the gaps with appropriate phrase and idioms and reading from a passage. The class was observed on 15<sup>th</sup> June 2011. The textbook was used in the class. In the class there were black board and electricity facilities.

The report is based on a class observation. As a part of the research work the researcher observed a class. The class was based on two topics. One was fill in the gaps with appropriate phrase and idioms and other one was reading a passage

Firstly, the teacher started the class with fill in the gaps. The teacher wrote down the gaps on the board then asked the students to do the exercise. It was an individual work. After giving the activity the teacher gave students time to do the task. When students did not understand anything there teacher acted there as a guide. Once students finished the task the instructor asked for the right answers. Most students participated in the class. If a student made a mistake the teacher asked another student for the right answer instead of giving the answer by him. Sometimes the teacher asked for clarification from other students. The teacher summarized the whole exercise for clarification. The whole activity was done in 20 minutes.

Secondly, the teacher asked the students to read a passage from the book. The teacher wrote down some questions on the board. The teacher gave students some time to finish the task. After finishing the task the students answered the questions written on the board. At the end the teacher went through the whole thing for clarification. The activity was done in 15 minutes. Last 5 minutes the teacher talked about the next class

From the observation the researcher found that there was a great interaction between teacher and students. There was a friendly atmosphere in the class. Sometimes the teacher

used Bangle to make the students understand things. To solve students' problems the teacher was always there. All the four skills were practiced in the class. There was a good management in the class. Materials were also suitable for the students. One problem the researcher found that it was a large class and because of limited time all the students did not get individual feedback from the teacher. From the researcher's point of view it was an interactive class.

#### **4.7 Interview of the teachers:**

The researcher took formal interviews of the teachers. The aim of the researcher was to gather in-depth information that is way she took interviews. Question no (2,3,5,8,10) helped to find out the actual situation.

In response to these questions researcher found that in the class teachers prefer to use both GTM and CLT method because students want their teachers to explain things to them. Because of huge number of students teachers cannot concentrate on each students. In the class if teacher focuses on speaking and listening skills students do not pay attention in the class. In some cases teachers may not be that much popular if they organize various activities because students prefer lecture based classes. According to the teachers there are some students very interested in various activities but the number is very few.

#### **4.8 Findings in terms of central research questions:**

This research investigated into English language teaching at the secondary level in the urban context. The findings of this study discussed below in terms of the central research questions.

The first research question looked at the approach or method being used at the secondary level. The Bangladesh government introduced CLT in 1990s (Barman, Sultana and Basu, 2006) to improve the English language skills of secondary and higher secondary students. But our teachers do not seem to have come out of the concept of traditional teaching style, yet. Now both GTM and CLT are practiced in the classroom. Based on the findings it is found that teachers prefer to speak in English but the students prefer to speak in Bangla in the class. In the questionnaire teachers responded that they practice both GTM and CLT. From the interview it is found that GTM is still practiced in most cases. One of the objectives of CLT is that teachers encourage students to speak in English and discourage memorization. But the findings suggest that most of the teachers ask their students to memorize grammatical rules and structures as well as the answers of the questions. Only a few teachers discourage memorization. It seems that at least some teachers are trying to come out of the traditional method.

The second research question looked at the activities presented in the class. From the findings it is found that teachers organize group work or pair works and students participate in those activities.

The third research question focused at the problems of English language teaching in the secondary level in the urban context. In order to identify the problems the researcher collected data from students and teachers through questionnaire and interview. According to the methodology of CLT, teachers should take ELT training to develop teaching. But it is found that most of the teachers have training from ELTIP, TQI, B.Ed, M.ED, and CPD etc. These trainings are helpful to implement CLT in the classroom. The problem is in Bangladeshi context in the classroom the numbers of students are above sixty. These trainings do not focus on how to manage large class with various activities

In most cases these trainings last for very short time. Teachers think they need more training but they do not get positive encouragement and support from their schools for further training.

The fourth research question looked at students' responses in the class. From the study it is found that students are very active in the class. They can relate the textbook with the context. They can make connection between their learning and performance.

The fifth research question focused at the conditions in terms of the academic knowledge, training, educational background of the teachers of secondary level. The study suggests that among 24 teachers 11 teachers have English background and also have different trainings. Other 13 teachers are from different backgrounds but taking English classes. Teachers from different backgrounds took short trainings on ELT (e.g. ELTIP), they prefer to use Bangali as a medium of instruction in the class.

#### **4.9 Other findings:**

The researcher found that there are sixty up students and two to three sections in each class. The teachers do not have good command in English. In general there are two or three teachers in each school from English background. There is a lack of good English teacher. The space in class is very small compared to number of students. Four students sit in a bench and there is not enough spaces. As a result the teacher cannot walk around the class as well as monitor the students properly. Old traditional teaching equipment is still in use. The positive side is that the scenario has changed a lot. Equipment is provided in different institutions. There are language labs in some institutions and it is a must for students to attend language lab twice a week.

GTM is a very popular method in English language teaching in our context. Different research works are done to find out a suitable situation of English language teaching for example Ara (2005), Kamal (2005), Rahman (19999), Dutta (2006) etc According to them CLT is not that much popular among the teachers and students. Still teachers use GTM as a medium of teaching in the class. The researcher has found that teachers prefer to use both GTM and CLT method in the class. So it is a very positive sign that teachers are very concerned about effective teaching and learning.

#### **4.10 Discussion of Theories:**

The researcher has used two theories in her research work. One is theory of acquisition and learning and second is theory of communicative competence.



According to Krashen (1980) acquisition is the subconscious process and learning is a conscious process. The acquisition system is very similar to the children when they acquire their first language naturally. On the other side the learned system requires conscious knowledge about the language for example knowledge of grammatical rules.

The theory of learning matches with GTM because GTM focuses on conscious knowledge. The theory of acquisition is related to the CLT method because it focuses on learning naturally in a flexible way.

According to Hymes (1972) communicative competence prefers socially appropriate use of language. Competence means the learners know when to speak, what to speak and how to speak it. This theory is related to CLT method because CLT focuses on situational, contextual, natural and social languages.

#### **4.11 Conclusion:**

It is important to note that the implementation of CLT in our context is very slow but gradually the situation is changing. In this chapter the researcher tried to find out the actual situation of ELT in our context by analyzing some questions. The researcher has used some theories that match with her work.

## **Chapter V**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 Introduction:**

This chapter discusses the summary of the study, contribution to research, practical implementations, recommendations and further study in this subject area.

#### **5.2 Summary of the study:**

The study was based on urban context. Data was collected from the students and teachers in Dhaka. The study tries to show the problems of ELT in the secondary level in the urban context.

English has been taught in our country from the period of the British Empire. From that period teachers used to follow the traditional method, that is grammar translation method (GTM). Up to 1990 it existed in our teaching area (Dutta, 2006). Various students are forced to memorize grammatical structures and answers of the questions. Teachers were very strict in the class. Students could not use their learning outside the class (Ara, 2005: 59). But considering the development of students, the policy makers introduced CLT in 1990 to improve their language skills (Barman, Sultana and Basu, 2006).

The central questions of this study are (1) which approach or method is being used at the secondary level, (2) what types of activities performed in the class, (3) identify the problems of English language teaching at the secondary level, (4) how students respond in the class and (5) focus on the conditions (academic knowledge, training etc) of the secondary level in the urban context.

To know the scenario the researcher visited 11 schools in Dhaka. The researcher collected data from 290 students and 24 teachers from all the 11 schools in Dhaka. From the findings it has found that most of the teachers prefer to use Bangali than English because according to them the level of the students are not standard and if they use English in the class they might not be that much popular compared to other teachers. Students prefer explanations from the teachers. Teachers suggest that textbook should be based on both GTM and CLT. Teachers want more training organized by government and private sectors.

### **5.3 Contribution to research:**

Many research have been done on the present scenario of ELT in Bangladesh but not much research has been done on problems of ELT at the secondary level. So the researcher worked on it and it could be considered as significant work.

#### **5.4 Practical implementations:**

CLT was introduced in our country in 1990 (Barman, Sultana and Basu, 2006) and from that time some questions have been raised about its effectiveness and usefulness (Ara, 2005:59). Now teachers are more concerned and interested to implement CLT in the class. Even guardians and teachers are also very enthusiastic to improve student's learning of English.

#### **5.5 Recommendations:**

To ensure the quality of English learning and teaching the researcher had drawn some recommendations those are given below:

- **Creating small class size for language classes:** In our context the numbers of students are sixty up in each class and there are two to three sections in each class. The teacher in the class cannot focus on all the students to practice various activities. It is a grate problem to practice all the four skills. The classroom number of students should be lessened.
- **Arranging regular teacher-training programs to improve teaching quality:** In most cases teachers are not aware of CLT method. Sometimes teachers are from different backgrounds. Teachers want to improve their teaching abilities. Regular teacher training programs will be effective for teachers.

- **Increasing time for teaching:** The duration of class time is very limited 40 to 45 minutes. Within the short time it is not possible to work on various activities. So the duration of the class time should be increased.
- **Practicing all the four skills:** In our context classroom is reading and writing skills based. Speaking skill is sometimes practiced but listening skill is totally ignored. It is very important to ensure practicing all the four skills to be an effective language learner.
- **Improving the conditions of existing teaching aids:** Teaching aids play an important role in practicing listening and speaking skills. In our country many institutions do not have sufficient teaching aids. Some institutions have teaching aids but they are very old. Sometimes lack of proper training does not permit teachers to handle that technical equipment.
- **Teachers should not rely too much on the textbook:** Teachers can use materials prepared by themselves. These prepared materials could make the classroom more interesting.
- **The subject and content should be more interesting and challenging:** To make the classroom more interesting and challenging the teachers can prepare DIY (Do it yourself) materials. In this way students will be more encouraged to participate in the class.
- **Arranging workshop\seminar to motivate students and guardian:** Along with teachers and students guardians play an important role in effective teaching

and learning. Special workshops\seminars can be arranged to motivate students and guardians.

- **Special training how to manage large class to apply various activities:**  
There are different teacher training programs but the problem is there is no special training for the teachers to know how to control large classes to implement CLT method. So special trainings can help teachers to practice various activities in the large class.
- **Evaluation of Ts by Ss:** Students can evaluate teachers. In this way teachers could be aware of their problems and improve their teaching abilities.

### **5.6 Further study:**

The study is limited to the classroom. Further study could be done on the same topic but more data could be also collected from other students outside Dhaka. For further study other researchers can visit more schools. They can also collect data from outside the classroom for example from the students' guardians.

### **5.7 Conclusion:**

Although most of the teachers talked about communicative approach, in reality, teachers appear to be favoring their own traditional way of the teaching because traditional teacher-centered language class is easy going in our context. Teachers frequently use grammar translation method. Even the classroom condition is not fit for communicative

approach due to lack of basic materials. However from the findings of the study it seems that the learning and teaching scenario is changing gradually. Both teachers and students are very active in the class. Teachers discourage memorization and encourage students for creative answers. Students participate in-group work or in pair works. Students speak in English in the class. To improve speaking and listening skills students have regular classes at the language lab and it is compulsory for them. Teachers are participating in different workshops for improving their teaching abilities. It seems that the implementation of CLT is slow but it is a very effective method to improve all the four skills and becoming a popular method to both teachers and students.

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**Appendix A, Table: 4.2**  
**STUDENT QUESTIONNAIRE**

Name:

Class:

School:

**INSTRUCTIONS:** Read the following questions carefully and write the answers

First give the tick mark and then explain.

**Section-A: Teaching and Learning in the class**

4.2.1) What percentage of English do you use in your classroom while doing classroom activities in your class?

0-10%	10-20%	20-30%	30-40%	40-50%
50-60%	60-70%	70-80%	80-90%	90-100%

4.2.2) Is the classroom environment friendly/positive enough to communicate your teacher and peers?

a. Always   b. Sometimes   c. Often   d. Rarely   e. Never

4.2.3) How often do you participate in group work or pair works in your class?

- a. Always
- b. Sometimes
- c. Often.
- d. Rarely
- e. Never

4.2.4) How often do you get feedback in the class?

- a. Frequently
- b. Sometimes
- c. Only during the exam
- d. Hardly
- e. Never

4.2.5) Does your teacher focus on native like competence?

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

4.2.6) Does your teacher encourage you to memorize structures and answers of the questions?

- a. Strongly agree
- b. Agree
- c. Neither agree/disagree
- d. Disagree
- e. Strongly disagree

**Section: B: Students' responses regarding the textbook**

4.2.7) Which particular skill or skills are emphasized most while communicating in the class?

- a. Speaking
- b. Reading
- c. Writing
- d. Speaking and writing
- e. Reading and writing
- f. Speaking, reading and writing

4.2.8) Can you make connection between your learning and performance?

- a. Yes
- b. No
- c. Sometimes
- d. Not sure

4.2.9) Can you relate the textbook with your context?

- a. Always
- b. Sometimes
- c. Often
- d. Rarely
- e. Never

4.2.10) Can you transfer your skills outside the classroom?

- a. Strongly agree
- b. Agree
- c. Neither agree/disagree
- d. Disagree
- e. Strongly disagree

4.2.11) Write on what your like and dislike about your English textbook

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**Section: C-: Students' likes and dislikes about the classroom.**

4.2.12) Write on what your like and dislike about your English textbook

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## Appendix:B,Table:4.4

### Teacher Questionnaire

Name:

Age:

Class:

Degree:

Sex: Male  Female

Training:

School:

Teaching experience:

#### Section: D: Teaching and methodology in the class.

4.4.1) What percentage of English speaking do you use while giving instruction in the class?

0-10%	10-20%	20-30%	30-40%	40-50%
50-60%	60-70%	70-80%	80-90%	90-100%

4.4.2) What specific teaching method do you apply frequently in your teaching?

- a. Grammar Translation Method
- b. Communicative Language Teaching Method
- c. Audio lingual Method
- d. Both Grammar Translation and Communicative Language Teaching Method

4.4.3). How often do you organize group works or pair works in your class?

- a. Very often b. sometimes c. Occasionally d. Rarely e. Never

4.4.4). How often do you give feedback in the class?

- a. Frequently b. Sometimes c. Only during the exam d. Hardly e. Never

4.4.5) Do you focus on native like competence?

- a. Strongly agree b. Agree c. Disagree d. Strongly disagree



**Section: E: Teachers' responses regarding the textbook.**

4.4.6) Which particular skill or skills are emphasized most in teaching the target language?

- a. Speaking    b. Reading    c. Writing    d. Speaking and writing
- e. Reading and writing    f. Speaking, reading and writing

4.4.7) Can your student make connection between their learning and performance?

- a. Strongly agree    b. Agree    c. Disagree    d. Strongly disagree    e. Not Sure

4.4.8) On which do you put emphasize more?

- a. Fluency    b. accuracy    c. both of them

4.4.9) Can your students transfer their skills outside the classroom?

- a. Strongly agree    b. Agree    c. Neither agree/disagree    d. Disagree
- e. Strongly disagree.

**Section: F: Teachers' comment and recommendations.**

4.4.10) Make your own suggestions (write briefly) regarding class size, textbook or current practice English teaching.

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### Appendix-C

<b>Name of the institutions</b>	<b>Classes</b>	<b>Number of students</b>	<b>Date</b>
Milestone school and college	6	10	18-5-11
Mirpur Gov.School	6,8,9,10	40	8-6-11
Kamrunnasa gov.girls' high school	7	10	14-6-11
Dhanmondi gov. girls' high school	7,8,10	30	14-6-11
Dhanmondi gov.Boys	6,7,8,9(observed), 10	40	15-6-11
Share Bangla gov. girls' high school	7,8	20	19-6-11
Motojhil Ideal school and college	8,9	20	22-6-11
Mohammadpur prepatory girls' high school	6,7,8	30	23-6-11
Rajuk model college	6,7	20	29-6-11
Uttara high school	6,7,9	30	29-6-11
Lalmatiagov. girls' high school and college	6,7,8,9	40	9-7-11
		Total=290	