Effectiveness of Communicative Language Teaching Approach at HSC Level

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Abstract

Because of its international demand and recognition as a world language, English has always been a part of our education system from Class 1-12. After getting independence, the use of English language has been increasing in administration, education and other sectors in Bangladesh. Bangladeshi government has always been active to undertake various ventures to improve the learners' competence in English. In 2001, the Government adopted CLT approach to develop the learners' English at HSC level. CLT is very effective to teach communicative and functional English because it gives importance to four skills (reading, writing, listening and speaking) in English. After 10 years of its launch, it has been noticed that the learners' proficiency in English is not up to the mark as was expected. They have developed only reading and writing skills and other two skills (listening and speaking) are neglected. They can not interact properly in different circumstances. Also many teachers of HSC level are still confused about this approach. They do not know how to apply this approach in classroom. This research attempts to focus on the results of practicing English language teaching-learning through CLT approach by interviewing teachers and students, observing classes in some selective colleges of urban, semi-urban and rural areas in Dhaka. Also this research tries to provide some ways to get the maximum result by using this approach.

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Chapter One

Introduction

1.0 Introduction

 English was introduced to this part of the world nearly 200 years ago when the British Merchants established their colonial settlement in the Indian sub-continent. They exported many things here alone with their mother tongue. They encouraged the people of Indian sub-continent to learn English language. The learning perspectives of English of that period are not same as it is today. The status of English during British regime is irrelevant with the present status of English in an independent country like Bangladesh. Even after the birth of Bangladesh as a free nation, the status of English has been shaped and reshaped a lot. During the British rule in Indian sub-continent, English had become a school subject in secondary level. During Pakistan era, English was considered as second language. Right after getting independence, the use of English was reduced but gradually the use of this language has been increasing in administration, education and other sectors in Bangladesh. For this reason, English is introduced as a compulsory subject from Grade 1 to 12. Bangladeshi people need to listen (understand), speak, read, and write in English to do business, to do diplomatic jobs, for higher studies etc. But it is a matter of great sorrow that most of the students of Bangladesh are unable to use English effectively in different circumstances.

Grammar-Translation method was proved as an unsuccessful method in teaching English language. Though the learners of this method had some knowledge of target language, they failed to use it according to their necessity. Therefore, attempt to replace this method was taken and the Audio-lingual method appeared in 1982. It concentrated on teaching sentence structure and vocabulary through repetition and drill. It included the development of reading and writing skills. It also included literature and poetry. However, this method failed as well and finally in 1995,

Communicative Language Teaching (CLT) was introduced. The situation has not changed with the change of these methods and students are still failing to acquire the four skills of English language (Zaman, 2008).

1.1 Problem Statement

Due to the growing effect of globalization, the international communication in English is becoming widespread. To meet the challenges of this modern trend, most of the non-English speaking countries around the world are becoming more receptive to English language. Same scenario prevails in most of the Asian countries and certainly in Bangladesh. To cater this requirement of making our students literate in national and international communication, the demand for communicative competence in English is increasing at a fast pace. Many countries have adopted Communicative Language Teaching Approach to make the people competent in English and Bangladesh is not an exceptional.

The CLT aims to focus on four skills (listening, speaking, reading and writing) as learner-centered activities within communicative context. This method makes language learning more relevant, interesting, enjoyable and effective. But it is a matter of great sorrow that after finishing HSC level, the learners can not use English language properly especially they are very weak in listening and speaking skills. Though they have finished their HSC under CLT, their receptive and productive skills show that they have learned under Grammar-Translation Method. So these show the ineffectiveness of CLT at HSC level. Some researchers said that CLT is not appropriate for Bangladeshi culture because it demands everything ideal – an ideal classroom setting, limited students, trained teachers etc.

1.2 Purpose Statement

The purpose of this study is to analyze the reasons behind the ineffectiveness of Communicative Language Teaching Approach at HSC level in Dhaka and to find some ways to make this approach more effective. This approach is used to increase the learners' four skills (reading, writing, listing and speaking) in English language by different countries. According to National Curriculum and Textbook Board (NCTB), Bangladeshi students are very weak in English and as a result they can not apply English in their practical life successfully. It was hoped that CLT would reduce the weakness in English. Nearly a decade has passed since CLT was first introduced at HSC level, but the objective is not fulfilled. So the purpose of this study is to inform the readers (teachers, syllabus designers, teacher trainers, language policy makers, future researchers and others) not only about the causes behind the ineffectiveness of CLT at HSC level in Dhaka but also provide some solutions to increase the learners' competence in four skills (listening, speaking, reading and writing) in English by using this approach.

1.3 Central Research Questions

This research is carried out to solve two questions. They are:

1. Why is the Communicative Language Teaching Approach not that much successful to teach the learners communicative and functional English?

2. How can the Communicative Language Teaching Approach be best applied at the HSC level to get the maximum result?

1.4 Significance of the Study

It is important to study the causes behind the ineffectiveness of CLT at HSC level. Also it is important to increase the learners' four skills (listening, speaking, reading and writing) in English. At the Higher Secondary level in Bangladesh, English is taught for two years. However, after 12 years of schooling of English many students fail in English in HSC exam. Though most of the

students pass in the exam, they get poor marks. However, the students who pass and somehow get good marks do not seem to reflect their achievement practically. They cannot speak fluently and naturally. They cannot comprehend the spoken discourses. They do not have ability to express their feeling and thought because they are habituated to memorize the notes given by their private tutors. As a result, they learn only some parts of four skills (listening, speaking, reading and writing) in English. They pass examination but actually they are unable to use the language. Learning a language does not mean to get pass marks but to learn to use the language practically. It is found that 12 years of learning English appears as a useless matter. If the teachers read this research, they will be conscious about selecting materials, teaching techniques, methods, their role in the classroom etc to increase their students' competence in English. If the syllabus designers read it, they will be conscious about adding communicative activities in HSC level syllabus. If the teacher trainers read it, they will be interested to teach the teachers how to apply Communicative Language Teaching Approach in classroom. Language policy makers will be conscious in constructing language policy if they read it. It is not possible for us to finish our higher studies, spread business, maintain relationship with the world etc. without learning English properly. For this reason, the researcher is interested to make her readers conscious about this approach to get maximum result in English in HSC exam and later in professional life.

1.5 Limitation

This research is confined within higher secondary level learners. Because of the limitation of time, the researcher could not show the reasons and solutions of ineffectiveness of Communicative Language Teaching Approach (CLTA) at primary and secondary level. Some ways to solve the problem might not be discovered for limited time. Also this research could be much better if it got financial support from any institution. The researcher was confused with wrong information given by an English teacher of a private collage. However the researcher had to work hard to find out the right information. Also the principal of a collage did not allow her to

enter his classroom and ask question to his students. During the data collection many students were absent because of holiday (HSC final exam).

1.6 Delimitation

This research has shown the ineffectiveness of Communicative Language Teaching Approach at HSC level in learning English on the basis of 9 collages (3 from rural areas, 3 from semi-rural areas and 3 from urban areas) in Dhaka. The researcher observed three colleges (1 from rural area, 1 from semi-rural area and 1 from urban area) in Pabna to get some idea about English language teaching situation outside Dhaka. It was not possible for the researcher to observe all collages in Dhaka and Pabna. Also she interviewed 120 students and 20 English teachers of these collages.

1.7 Operational definition

Communicative Language Teaching is an approach to teach second and foreign languages that emphasizes in learning four skills (listening, speaking, reading and writing) of target language.

1.8 Conclusion

The present chapter has introduced a general introduction of the study, which elaborates the purpose, reason behind conducting the research, its limitation, significance of the study and definition of the term used inside the paper.

Chapter Two

Literature Review

2.0 Introduction

Communicative Language Teaching began in Britain in the 1960s as a replacement to the earlier structural method, called Situational Language Teaching. This was partly in response to Chomsky's criticisms of structural theories of language and partly based on the theories of British functional linguistic. Communicative Language Teaching is accepted as a best language teaching approach by different countries of the world.

2.1 Defining Communicative Language Teaching

Many excellent chapters and books have been written in order to define and capture the characteristics of CLT. Other authors have written various articles and reports on CLT and its main elements (Canale, 1981). Although there are different definitions and versions of what CLT is and how it functions, there are few general concepts that are agreed upon (Rodgers, 1986). According to Richards (1992), Communicative Language Teaching is an approach to teach foreign or second language which emphasizes to acquire communicative competence. According to Richards and Rodgers (1986), the aim of Communicative Language Teaching is to develop the learner's four skills (listening, speaking, reading and writing) that allow their independence of language and communication.

Howatt (1984), as cited by Aleixo (2003), presents the idea that there are two versions of CLT. He states:

> There is, in a sense, a strong version of communicative approach and a weak version. The weak version which has become more or less standard practice in the last ten years, stresses the importance of providing learners with opportunities to use English for communicative purposes. The strong version of communicative approach, on the other hand, claims that language is acquired through communication, so that it is not merely a question of stimulating the development

of the language system itself. If the weak version describes `learning to use English', the strong version claims `using English to learn it'.

According to Littlewood (1981), one of the most important characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view. CLT advocates go beyond teaching grammatical rules of the target language, and recommend that, by using the target language in a meaningful way, learners will develop communicative competence.

In CLT, meaning is important. Meaning is derived from the written word through an interaction between the reader and the writer, and oral communication becomes meaningful through negotiation between speaker and listener. Language is used for communication and true communication is not possible without interaction. The communicative approach in language learning and teaching considers that the primary goal of language learning is to build up communicative competence and to be able to use the language appropriately in a given social context (Larsen-Freeman, 1986).

In every CLT activity, communicative intent is always emphasized. In communicative class, students use the language a great deal through communicative activities, (e. g., games, role play, group work etc.). According to Johnson (1982), activities that are genuinely communicative have three features: information gap, choice and feedback. An information gap takes place when one partner in an exchange knows something that the other partner does not. In actual communication, the speaker has the choice of what to say it. In a drill exercise, students do not have choice.

According to Zaman (2008), there are four basic aspects of CLT.

1. An emphasis on learning to communicate through interaction in the target language.

2. The introduction of authentic texts into the learning situation. For example, newspaper, magazine etc are authentic texts.

3. An enhancement of the learners' own personal experiences as important contributing elements to classroom learning.

4. An attempt to link classroom language learning with language activation outside the classroom.

2.2 Communicative Competence

Canale and Swain (1980) referred communicative competence as the interaction between grammatical competences or the knowledge of the rules of grammar and sociolinguistic competence or knowledge of the rules of use. They identified grammatical, sociolinguistic and discourse competence as part of communicative competence. Sociolinguistic competence represents the learners' ability to use the language properly in different social contexts. This competence shows the learners' ability to go beyond the literal meaning of utterance and recognize whet is the intent of such utterances in particular social situations.

Sociolinguistic competence is crucial in interpreting utterances for their `social meaning'. Discourse competence relates to the learners' ability to combine grammatical forms and meaning in an appropriate order for discourse needs. Discourse competence highlights that learners must also be aware of the discourse patterns of the language they are learning (Canale, 1980). The four components of communicative competence are: functional language proficiency, the expression, interaction and negotiation of meaning involving interaction between two or more persons belonging to the same or different speech community (Savigone, 1997).

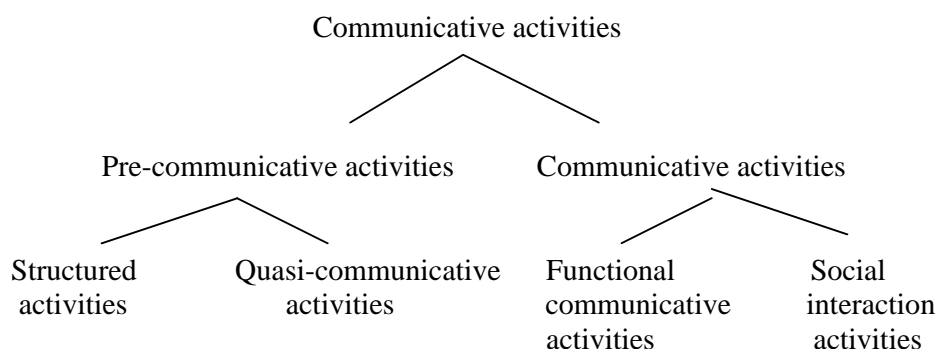Savigone (1997), cited by Aleixo (2003), characterizes communicative competence as having the following elements:

- Communicative competence is a dynamic rather then a static concept. It depends on the negotiation of meaning between two or more then two persons who share same symbolic system.

- Communicative competence applies to both written and spoken language, as well as to many other symbolic systems.

- Communicative competence is context specific. Communication takes place in an infinite variety of situations and success in a particular role depends on one's understanding of the context and prior experience of a similar kind.

- Communicative competence is relative, not absolute, and depends on the cooperation of all the participants.

- There is a difference between having the knowledge necessary to produce sentence of a language and applying this knowledge. It is a difference between what a person knows, which is his linguistic competence and how he uses this knowledge in actual speech production and comprehension, which is his linguistic performance. Communicative Language Teaching always gives importance on proper performance.

2.3 Methodological Framework of Communicative Activities

There are two kinds of communicative activities. They are: pre-communicative activities and communicative activities. Through pre-communicative activities, the teacher isolates specific elements of knowledge or skills which compose communicative ability, and provides the learners with opportunities to practice them separately. The learners exercise some parts of skills rather then practicing the total skills. The learners learn different structures of target language through the pre-communicative activities. For example, the learners must produce the correct form of simple past. Then the learners learn to relate structure to communicative function. These activities

give importance to not only the structures but also the meanings. After that the learners learn to relate language to specific meanings. Question-and-answer activity based on the classroom situation is a part of situational language teaching.

 In communicative activities, the learners have to activate and integrate their pre-communicative knowledge and skills in order to use them for the communication of meaning. Then they practice the total skills of communication. In functional communicative activities, the learners are placed in a situation where they must perform a task by communication as best they can; with whatever resources they have available. The criterion for success is practical: how effectively the task is performed. In social interaction activities, on the other hand, the learners are also encouraged to take account of the social context in which communication takes place. They are required to go beyond what is necessary for simply `getting the meaning across', in order to develop greater social acceptability in the language they use. At first a learner gathers grammatical accuracy and later he produces speech which is socially appropriate to specify situations and relationship. This methodological framework can be represented diagrammatically as follows:

Communicative activities

Pre-communicative activities   Communicative activities

Structured   Quasi-communicative   Functional   Social
activities   activities   communicative   interaction
                                              activities   activities

(Littlewood, 1981)

2.4 Role of Teacher in Communicative Language Teaching

According to Zaman (2008), in communicative language teaching a teacher has two main roles:

- The first is to facilitate the communication process between all participants in the classroom and between these participants and the various activities and text.

- The second role is to act as an independent participant within the learning teaching group.

According to Breen (1985), it is important to consider different environments when a teacher adopts CLT for his students. According to Bari (2011), the teachers and the parents force the learners to get good result. They compel the learners to read always. The students cannot learn any thing spontaneously and consider education as boundness. For this reason, they read only to get good result and acquisition of the language skills are neglected. According to Littlewood (1981), many teachers correct errors that they observe so that the students give more attention to form rather than the contents and it hampers their spontaneous use of target language. The teachers can give clues to the students which will help them to correct their errors.

According to Littlewood (1981), the concept of the teacher as `instructor' is thus inadequate to describe his overall function. He is a facilitator of learning and performs in a variety of specific roles, separately or simultaneously. These include the following:

- As general observer of his students' learning, he must aim to coordinate the activities so that they form a coherent progression, leading towards greater communicative ability.
- As classroom manager, he is responsible for grouping activities into `lessons' and for ensuring that these are satisfactorily organized at the practical level. This includes deciding his role within each activity.
- In many activities, he may perform the familiar role of language instructor: he will present new language, exercise direct control over the learners' performance, evaluate and correct it and so on.
- In others, he will not intervene after initiating the proceedings, but will let learning take place through independent activities. This will frequently be communicative activity, but may also be pre-communicative.

- While such independent activity is in progress, he may act as consultant or adviser, helping where necessary. He may also move about the classroom in order to monitor the strengths and weaknesses of the learners, as a basis for planning future learning activities.

- Sometimes he will wish to participate in an activity as `co-communicator' with the learners.

2.5 Use of Communicative Language Teaching in EFL Contexts and Barriers to Adopt it

According to Ellis (1994), teaching in a foreign language setting gives rise to conflicts. Clashes between expectation and assumption are the main barrier in adapting CLT in EFL context.

Ellis (1994) investigated the appropriateness of the communicative approach in Vietnam. It was found that one of the basic problems in implementing CLT in Vietnam was the teachers' deep-rooted tradition. They like to follow grammar translation method. According to Vietnamese teachers, it is not necessary to have the knowledge of target language culture. They think that CLT is not culturally fit for Vietnam and it is basically an ESL methodology. This study demonstrated that there is a basic conflict between Western and Vietnamese pedagogical beliefs. Based on the findings of the study, Ellis concluded that CLT approach in its original form is not suitable for Vietnamese conditions. Although there is a strong demand for communicative competence in English in Vietnam, it is not matched by adequate teacher training, communicative language materials and suitable learning environment.

Li (1984) conducted a study with 18 South Korean EFL teachers studying in a Canadian university to identify their difficulties in adopting CLT. All participants answered a written questionnaire and 10 were also interviewed. The result of the study showed that the teachers encountered difficulties in trying CLT approach in their classes. According to Korean teachers, these difficulties are caused by the teacher, the student and educational system.

The three categories can be divided into some subcategories.

1. Difficulties caused by the teacher:

a) Deficiency in spoken English, b) Deficiency in sociolinguistic competence, c) Lack of training in CLT, d) Few opportunities for retraining in CLT, e) Misconception about CLT and d) Teachers' less competence in material development.

2. Difficulties caused by the students:

a) Low proficiency in English and b) Lack of motivation in learning under communicative language teaching

3. Difficulties caused by the educational system:

a) Large classes, b) Insufficient founding and c) Emphasis on written exam

In another study, Lewis (1993) examined the lack of uptake of communicative language teaching principles amongst teachers in Asia. Their research shows that though the teachers are willing to adopt CLT, they cannot avoid local educational theories totally. The teachers have done some in-service courses but their concept about CLT is not yet clear. So the teachers are following both the traditional and CLT methods in their practice.

Liao (2000) pointed out three difficulties in the way of successful application of CLT in China:

1. Lack of target language culture knowledge

2. No familiarity with new method (CLT)

3. The negative influence of educational tradition on teachers.

According to Liao (2000), language and culture are closely related in CLT and it attempts to develop students' cultural knowledge along with their ability to use language in real communication. But the Chinese teachers' do not have enough knowledge about English culture and proficiency in that language.

Most significant barriers or difficulties in implementing CLT in China are: a) lack of administrative support, b) teachers' lack of proficiency in English, c) wide curriculum, d) large class size, e) teachers holding to traditional method and f) lack of authentic learning materials (Liao, 2000).

Mustafa (2009) identified the real position of communicative approach to teach English in Indonesia. He argued that the communicative approach in Indonesia had failed to help the students. He added that the enabling condition for successful CLT application is not always easy to create in Indonesian education system. The teachers' lack of confidence in using the target language in classes, time constraint which limit students' social communication in the classroom, large classroom etc are obstacles in implementing CLT. Emphasize on written exam, absence of good and authentic learning materials, teachers' emphasis on form (not the content), absence of visible social use of the language outside classroom etc are also obstacles in adaptation of CLT Indonesia.

2.6 Studies Conducted in Bangladesh

Alam (2001) stated that Bangladeshi learners' achievement in English is not up to the mark. The teachers do not provide authentic materials to the students. They do not use target language in classroom and real life communication is neglected. They give importance to reading and writing because listening and speaking are not present in the exam.

As communicative language teaching (CLT) is a fully learner-centered approach, motivation plays an important role in the English language learning. English is a compulsory subject in schools and colleges in Bangladesh but due to lack of motivation, few learners actually achieve the desired level of expertise in the four basic skills (listening, speaking, reading and writing) and its consequence gives a rise to incompetence of majority of the learners. In classroom learning, students have got many problems like large class size, insufficient opportunity to use target

language, unavailability of language lab, lack of proficient English teacher who can motivate weak students to make them competent etc which are obstacles in adapting CLT. It is true that most of the Bangladeshi learners learn English for instrumental purposes rather than integrative purposes. But there is not enough motivating environment which can increase the learners eagerness to learn English effectively (Sharmeen, 2008).

In a study, Rahman (1987) presents an overall condition of English language learning in Bangladesh. According to him, students' characteristic, teachers' competence and use of materials are important in CLT. Most of the students are not motivated in learning English language and many teachers do not have any professional training in teaching English language. The teachers are unaware of modern methods of teaching language. Their proficiency and command in English are poor. The classrooms at most colleges are ill planned. There are usually a blackboard, a chair and a table for the teacher and few benches for the students. Six or seven students are huddle together on one single bench. The rooms are not spacious and do not permit any movement for language activity. Also there are not enough teaching materials in a CLT classroom. However, students hardly use NCTB textbook and a few students use dictionary or other supplementary materials. The teachers are not well prepared before taking the classes. They teach privately and students are interested in using notebooks and handnotes prepared by private tutors more than the textbooks.

Sultana (2006) conducted a research on 'Can a formal instruction of grammar help students in Bangladesh to develop communicative competence?' She found that though students in Bangladesh study English for twelve years as a compulsory subject in their school and colleges, they have a very poor communicative proficiency in English. This is because the students and teachers give more emphasis on form not on content.

Chapter Three

Methodology

3.0 Introduction

This research tries to find out the effectiveness of CLT at HSC level in Dhaka. CLT is a sophisticated and effective approach to help students in learning English related to real life situation. However, it is a matter of great sorrow that after almost ten years of its launch, it has not been as successful as it was expected. The students cannot get proper benefit from CLT and many teachers are not interested to adapt this approach. The researcher was interested to estimate the effectiveness of CLT at HSC level in Dhaka and find out why it is not that successful to help students in learning English language.

3.1 Design of the Study

The research was descriptive and qualitative in nature. The aim and objective of the study are to discover and analyze the effectiveness of CLT at HSC level and to find out ways to get maximum result from CLT in teaching English language. For this reason, an empirical investigation was conducted by the researcher and the students' liking and disliking, their beliefs, mentalities, experiences, achievements of the teachers, teaching learning environment, teaching techniques and all these factors related to language teaching and learning situation were included as materials for the investigation. Considering these facts the survey method was chosen for the empirical study. Three main techniques of the survey methods were questionnaire survey, interview and observation. Therefore, the methods for data collection employed for the study were 1) students' questionnaire survey 2) students' interview 3) teachers' questionnaire 4) teachers' interview and 5) classroom observation. The result of the discovery can change the teaching learning situation positively and students can be successful in learning English.

3.2 Theoretical Framework

According to Littlewood (1981), CLT pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view. CLT advocates to go beyond teaching grammatical rules of that target language and recommends that, by using the target language in a meaningful way, learners can develop communicative competence.

Littelwood (1981) showed a methodological framework for his communicative approach. He showed two kinds of communicative activities: pre-communicative activities and communicative activities. Then he divided pre-communicative activities in to two parts: structural activities and quasi-communicative activities. Also, he divided communicative activities into two parts: functional communicative activities and social interaction activities. In pre-communicative activities, the learners practice different skills separately rather than practicing the total skill at a time. The learners practice certain language forms or functions. These activities lead to communicative works, during which the learners can use the new language they have acquired and the teachers monitor their progress. This is the familiar progression from `controlled practice' to `creative language use'. This activity performs two other functions: it enables the teachers to diagnose the learners' weakness in a particular kind of communication situation and it enables the learners themselves to become aware of their language needs. On the basis of diagnosis and after discussion with the learners, the teachers can organize controlled practice of language forms which would have enable the learners to communicate more effectively.

According to Littlewood (1981), the learners have to activate and integrate their pre-communicative knowledge and skills in order to use them for the communication of meaning in communicative activities. Then they practice the total skills of communication. In functional communicative activities, the learners are placed in a situation where they must perform a task by communication as best they can; with whatever resources they have available. The criterion for

success is practical: how effectively the task is performed. In social interaction activities, on the other hand, the learners are also encouraged to take account of the social context in which communication take place. At first a learner gathers grammatical accuracy and later he produces speech which is socially appropriate to specify situations and relationship.

Littlewood (1981) gave importance to feedback of the teachers in his communicative approach. In pre-communicative activities, the teacher should provide feedback relating to linguistic form. However, this does not necessarily exclude communicative feedback. For example, while a learner is drilling a new structure through question-and answer practice, a teacher may react to the meaning of his responses as well as to his formal accuracy. This can help to create the illusion of a 'communicative' exchange and thus reinforce the links between structure and meaning. In communicative activities, the teachers need to provide communicative feedback. Also they should be conscious about grammatical structures of the learners. However, the teachers must be aware that excessive correction will encourage learners to shift their focus from meaning to form. Also Littlewood said about the role of teacher in communicative language teaching. According to him, a teacher should not work only as instructor. He should be a facilitator to teach four skills (listening, speaking, reading and writing) in English. It is his duty to organize different activities and involve the students into the activities to increase their competence in target language. While such independent activities are in progress, he may act as consultant or advisor, helping where necessary. He may also move in the classroom in order to monitor the strength and weakness of the learners for making the future activities.

Brown (2001) offered some characteristics of CLT:

* Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence.

* Language techniques are designed to encourage learners in the pragmatic, authentic and functional use of language for meaningful purpose.

* Though fluency and accuracy are important in CLT, sometimes it is teachers' duty to give more importance to fluency.

* Students in communicative class ultimately have to use target language, productively and receptively. It helps the learners to use target language in different contexts.

* The students have opportunity to share their own experience in target language and the teacher works as a facilitator.

According to Mustafa (2001), teacher training, good and authentic materials, knowing the society and culture of target language are important in CLT. In a research, Sharmeen (2008) identified that the learners' lack of motivation is responsible for their failure to achieve the desired level of competence in English. In classroom learning, students have got many problems like large class size, insufficient opportunity to use target language, unavailability of language lab, lack of proficient English teacher who can motivate weak students to make them competent etc which are obstacles in adapting CLT in Bangladesh. According to Larsen-Freeman (1986), the goal of CLT is to build up communicative competence and make the learners able to use the language appropriately in a given social context. According to Zaman (2008), authentic materials are important in developing learners' four skills (listening, speaking, reading and writing) in English. Learners' personal experiences can be shared through target language. Also it is important to take attempt to link classroom language learning with language activation outside the classroom.

Grammatical, sociolinguistic and discourse competence are the parts of communicative competence. Sociolinguistic competence helps the learners to use target language in different social contexts. Discourse competence relates to the learners' ability to combine grammatical forms and meaning in an appropriate order for discourse needs (Canale & Swain, 1980). The

teachers need to know about the culture of target language. It is very difficult for a teacher to teach a new language without knowing its culture (Ellis, 1994).

Though this research emphasizes on Communicative Language Teaching Approach as it gives more importance to Littlewood's communicative approach and the views of Brown, Mustafa, Sharmeen, Larsen-Freeman, Zaman, Canale and Swain about this approach.

3.3 Setting

The information of the study was collected from formal and informal setting. Laboratory College, Pabna Govt. Women College, Savar Model College, Khalisadanga Degree College, Savar Govt. College, Dhamrai Govt. College, Agrodot School and College, Baruan College, Bhalum Ataur Rahaman Khan College, Mofazzal-Momena Chakladar Mohila College, Legend College and Mirza Golam Hafiz College were selected for data collection. Students' data were collected through interview and questionnaire. Though they wrote their answers in formal setting, their interviews were taken in informal setting. Teachers' interviews were also taken in informal setting, that is, the staff room and home, over tea and snacks. Some of them were in casual mood.

2.4 Sampling

The study sample was made up of students and teachers of 12 colleges. 120 students and 20 teachers were interviewed. The researcher did not have enough time to visit all colleges of Bangladesh. She selected 12 colleges for her research. It is true that these colleges are not best but some of them are well known in Dhaka and Pabna.

In this study, Dhaka and Pabna were chosen because it was convenient for the researcher to conduct the research there. Some teachers of these colleges are familiar to the researcher and it helped her collect data from these colleges. 12 colleges were visited— four from rural areas, four from semi-rural areas and four from urban areas.

For the questionnaire survey and interview of the students of Class 12 were particularly chosen because they were at the final stage of the higher secondary level and they were mature enough to express their problems more specifically. However, these respondents were chosen from all background such as, science, commerce and art. Though the researcher tried to choose two teachers from each college; one experienced and another young, it was not fully possible for her because there was no senior teacher in Baruan College.

3.5.0 Research Instrument

The instruments used in the research were conducted according to the purpose of the research. As the main objectives of the dissertation are to find out the reasons behind ineffectiveness of CLT at HSC level and how this approach can be best applied to get the maximum result, the empirical study attempted to investigate the present factors related to the teaching-learning system of CLT in Bangladesh.

The instruments used in this research include—1) questionnaire for students 2) questionnaire for teachers and 3) teacher' interview 4) students' interview and 5) class observation. However, the interviews of the teachers and students were most often semi-guided. Questionnaire for teachers and students were prepared in such a way that these would not cause any confusion or misunderstanding. Sometimes questions for students and teachers are same and sometimes different depending on their relevance. Difficult words and technical terms were avoided but if used, they were explained. Before administering the questionnaires, the instruments were piloted and necessary changes were made.

3.5.1 Detailed Description and Discussion of the Students' Questionnaire

The students' questionnaire includes two sections. There are 22 questions in students' questionnaire. Descriptions of the two sections are illustrated bellow.

Section -i: Students' Personal Information

It is a brief section for collecting the personal details of respondents. The personal details include name, age, name of school and class of the respondents. The dates of the survey are also included in this section.

Section-ii: Students' Choices, Opinions, Achievements, Experience and Expectation Regarding Learning English

The questions were set to gather information about students' choices, opinions, achievements, experiences and expectations regarding learning English through CLT and various factors related to them.

Questions were constructed on the basis of the research topic and the aim of the research. The questionnaires were conducted to investigate the actual practical situation of learning English under CLT at the HSC level.

3.5.2 Detailed Description and Discussion of the Teachers' Questionnaire

 The teachers' questionnaire includes two sections. There are 20 questions in the questionnaire. Descriptions of the two sections are provided bellow.

Section -i: Teachers' Personal Information

It is a belief section which describes the personal details of the respondents. The personal details include name, age, name of college, job duration, educational qualification, information about their training in ELT and details of their training.

Section-ii: Teachers' Choices, Opinions, Achievements, Experience and Expectation Regarding Learning English

This section includes 20 questions. The questions are primarily designed to gather information about the teachers' choices, opinions, achievements, experiences, expectations and activities regarding teaching-learning of English through CLT and different factors related to them.

3.5.3 Instruments for Students' and Teachers' Interviews

The same questionnaires were used for students' and teachers interviews. It is true that some questions were more emphasized and some other issues were discussed as they came in course of the discussion. The interviews were semi-guided.

3.5.4 Instruments for Classroom Observation

Classroom observation schedules were made to observe English classes of 12 colleges. It includes statements of Littlewood, Zaman and Candlin to observe teachers' role in the classrooms. The main points considered for classroom observation were the number of students, size and condition of classrooms, medium of instruction, method of teaching, classroom activities, teaching of the basic language skills, grammar, vocabulary, pronunciation, lesson aids etc.

3.6 Data Collection Procedure

The data was collected through interviews and questionnaire. Recordings were made by interviewing students and teachers. The interviews were taken in formal and informal settings. It was difficult to get good number of teachers and students in rural colleges. So the researchers had to go there for several times to meet with them. The teachers of Pabna Govt. Woman College, Laboratory Collage and Agrodot School and College were personally known to the researcher that is why they agreed to give the interviews spontaneously and share some personal experiences

related to research topic. Also students gave their opinions, share their experiences and expectations. Some students wrote their opinions, experiences and expectations.

3.7 Data Analysis Procedure

After collecting data, they were transcribed and tabulated. The identities of the respondents were hidden. Then the researcher mixed up the data (questionnaire and recorded version) to analyze the responses of the teachers and students. The researcher analyzed the data qualitatively keeping in touch with the research questions.

3.8 Obstacles Encountered

The researcher took 2 days to get permission from the authority of Baruan College. In questionnaire part, five students did not answer two questions and it hampered the researcher's data analysis procedure.

3.9 Conclusion

This chapter presents the design of the study and administration of the research work. It provides the details of sampling plan, questionnaire construction, questionnaire administration and survey, interviews, classroom observation, method of data collection and analysis and the theoretical framework.

Chapter Four

Result of Empirical Study

4.0 Introduction:

The results of the study were gained by data collection process through questionnaire where the respondents were the teachers and students who were directly involved in dealing with Communicative Language Teaching Approach at practical level. While investigating, the researcher talked with them formally and informally. The formal investigation comprised questionnaires for the student and teacher samples. Informal investigation was carried out through observation and discussion with teachers and students of different colleges. Participation of teachers and students were voluntary. The results are discussed and analyzed in detail in this chapter. First, the result of students' questionnaire survey and interviews are presented here. As for the students' questionnaire survey, analysis is done according to the questions whereas the summary and recovery information of the students' interviews are reported as the researcher took notes of important information. Similarly, the result of teachers' questionnaire survey and interviews are presented. Finally, the result of classroom observation is presented.

4.1 Results of the Students' Questionnaire Survey and Interview

There were 21 questions in the students' questionnaire and all of them were closed. 120 students (40 from urban areas, 40 from semi-urban areas and 40 from rural areas) were interviewed. The researcher found that most of the students of urban areas (36 students out of 40) had ability to understand her questionnaire without much difficulty where as only twelve students out of 40 of rural areas understood the questionnaire properly without any help which is an indication of difference of standard between urban and rural education. However, sixteen students of semi-urban areas understood the questionnaire without researcher's help.

Students' attitude towards English and their realization of why they need English were expressed through questionnaire and interview. On the basis of their interviews and questionnaire, it is found that most of the students' intention of learning English is to pass the exam. In response to question no. 1, 30 students from rural areas, 20 students from semi-urban areas and 6 students from urban areas ticked the option 'to pass exam'. A good number of students (30 from urban areas, 5 from semi-rural areas and 5 from rural areas) thought of their practical need of English i. e., the use of English in higher education. In interviews, 6 urban students said that they need English to read newspaper and information of internet. Majority of the students of urban areas (35 students out of 40) said that they need to learn English to get good job in interviews with the researcher. After analysis of the students' interviews and questionnaire, it seems that most of the students study English because it is a compulsory subject and they have to read it to pass in the exam.

The second question of the students' questionnaire was constructed to know their view about the content of their English textbook. 80 students out of 120 ticked the option 'need to include some professional/practical topics'. According to them, the textbook designers can include some interesting and professional/practical topics to increase their interest and attention to the textbook. They said 'if the contents of the textbook are boring, the teacher can not make it interesting'. In semi-urban areas, the teachers take less class (3 classes par week). There is only one English teacher (part-time) in Ideal College (not the real name) and it is not possible for him to take more than three classes in a week. In rural areas, some teachers (local persons) come to colleges according to their whims. Also the English teachers of Lakhmipur College (not the real name) do not have M.A. degree in English. All students of urban areas ticked the option '6 classes' in response to the question no.3 (How many English classes do you have in a week?).

In response to question no. 4, the students said about their use of English in different contexts and purposes. 70 students ticked the option 'when studying', 10 students watched English movies and

40 students used English in English class, watched English movies, read English newspapers and wrote e-mail in English. Question no. 5 is about students' emphasis on different skills. 90 students ticked the option 'writing' because they need to develop writing skills to get good marks in exam. 20 students ticked the options 'reading' and 'writing'. Only 10 students ticked all options because they wanted to go to foreign countries for higher studies and it required the competence in four skills. They study in urban colleges and no student of rural and semi-urban areas ticked all options. In response to question no.6 (Which language do you mostly use in English classes?) and question no.7 (Which language does your teacher mostly use in English classes?), almost all students (115 students out of 120) ticked the option 'English and Bangla'. Only the students (general) of Haque College (not the real name) ticked the option `English' but the students (trade) of the same college ticked the option 'English and Bangla'. There were two English teachers in the college. The senior teacher teaches in Bangla and English but the junior teacher teaches in English. However, their rating in response to question no. 8 (How often classroom discussion is conducted in English in English classes?) and question no. 9 (How often do you participate in group or pair work/discussion in the English classes?), differ across towns and villages. Almost all students (75 students out of 80) of rural and semi-urban areas ticked the option 'never' in response to question no.8. In interviews, they said that they did not understand English lecture. Only the students (general) of Haque College (not the real name) ticked the option 'always'. All students of urban areas ticked the option 'sometimes'. 110 students ticked the option 'never' in response to question no.9. Only the students of Noinamoti Govt. Women Collage (not the real name) ticked the option 'rarely'.

Question no. 10 tries to investigate whether English textbook is perfect to acquire communicative competence in English at HSC level. The responses are as follows: 100 students go for the option 'not effective' and 20 students go for the option 'not so effective'. No student considers English textbook as effective to acquire communicative competence in English.

In response to Question no.11 (Which source is more useful to you in learning English?), many students (85 students out of 100) ticked the options 'teachers' lecture' and 'notes and suggestions'. 35 students ticked all options-- 'textbook', 'guidebook', 'notes and suggestions' and 'teachers' lecture'. In some interviews with the students of rural and semi-urban areas, they discussed the real situations of their English language learning. According to 40 students (25 from rural areas and 15 from semi-urban areas), the teachers ask them to bring guidebook in the classroom and deliver lecture using the guidebook. Also the learners get suggestions from the teachers before the exams and they give hand notes to the students who read privately.

Question no. 12 is about students' learning when they read. 90 students out of 120 ticked the options-- 'spelling' and 'meaning' and only 30 students ticked the option 'all'. Question no. 13 is about how they get the idea of the reading passage. Most of the students (70 students out of 120) answered that they get an overall idea of the reading context by direct translation of their teachers in the mother tongue. 40 students use guidebook to see the translation and 10 students use dictionary to get the meaning of the passage. In response to question no. 14 (Does your teacher give feedback when you read?), 95 students ticked the option 'always' and 25 students ticked the option 'sometimes'. In interviews with students, 25 students said `When each class contains 90-350 students, it is not possible for the teachers to give feedback to each student'.

In response to question no. 15, 100% students of urban areas ticked the first three options - 'grammar exercise', 'freehand writing' and 'hometask'. In personal interviews, they discussed their experience about how they learn writing. Teachers ask them to do assignment on different topics and they have to submit these within fixed date. These are creative writing and they cannot copy these from any text. Sometimes they are asked to do grammar exercise at home and later teachers check it. After checking the scripts, they give feedback though they cannot give feedback to the huge number of students. 30 students out of 40 from semi-urban areas ticked the options -

'grammar exercise' and 'freehand writing' and other 10 students ticked the option 'grammar exercise'. 100% students of rural areas ticked the option 'grammar exercise'. In personal interviews, they shared their experience about how they learn writing with the researcher. They learn writing by memorizing rules of grammar. Also their home works are based on grammar exercise. There is no existence of creative writing in their language learning. In response to question no. 16 (After checking the scripts does your teacher discuss about the mistakes/errors?), 100 students ticked the option 'sometimes' and 20 students ticked the option 'always'. In some interviews with students, they said that the teachers were always interested to discuss their mistakes or errors but the class time was short and each class contained 90-350 students. They discussed some students' mistakes/ errors and other got ideas from it. For this reason, students have become interested to learn under private tutors because it fulfills their requirement.

Question no. 17 is about teachers' role in the classroom. In response to this question (Does the teacher criticize you when he gets your mistakes?), 80 students ticked the option 'sometimes' and 40 students ticked the option 'rarely'. In interviews 10 students said` We are ashamed of making mistakes. Because of teachers' criticism and fun, we are afraid of speaking in English. We always try to memorize notes and some grammatical rules and write these in the exam scripts.' In this way, they are losing their interest in creative writing. In response to question no. 18 (How do you practice speaking?), 95 students out of 120 ticked the option 'do not practice'. 20 students ticked the option 'speaking with teacher' and 5 students ticked the option 'speaking with friends'.

In response to question no. 19, 75 students ticked the option 'never' and other 45 students ticked the option 'sometimes'. In personal interviews, some students (15 students out of 50) said `While speaking in English, we make mistakes and teachers stop us, we become nervous and cannot talk in English.' Question no. 20 tries to investigate the students' like and dislike. Only 35 students ticked the option 'students are actually presenting and are involved in a lot of learning activities'

and 85 students ticked the option 'teacher just teaching, students listening and no activities by the students'. It is found that they are habituated with teacher dominated classes and do not support Communicative Language Teaching.

4.2 Results of the Teachers' Questionnaire Survey and Interview

As far as teaching force is concerned, a large number of teachers are not yet to be trained in ELT and a few of them have acquaintance with the modern development in the field of language teaching. The first item of the teachers' questionnaire tries to investigate whether they have received any pre-service or in-service training. Most of the teachers (12 out of 20) do not have any training in language teaching. However, 8 teachers have received training from Teacher Training College. But their training program did not cover recent trends in ELT. Only 4 teachers have done course in ELT. According to them, although a good numbers of teachers have received pre-service and in-service training with English as one of the main subject, a few of them are trained in CLT. As a result, introduction of communicative textbooks in colleges necessitates for the teachers to be trained in communicative methodology of teaching English.

Although many teachers' ability and knowledge of communicative language teaching methodology is not up to the mark, they have started to think that it is better than traditional Grammar-translation Method. In response to question no. 3 (What is your opinion about the present English syllabus of HSC level?), 16 teachers out of 20 ticked the option 'helpful to develop four skills' and only 4 teachers ticked the option 'helpful to develop reading and writing skills'. In personal interviews 16 teachers shared their opinion with the researcher. According to them, the English syllabus of HSC level gives importance to all skills but the exam system gives importance to reading and writing skills. For this reason, teachers and students tend to develop reading and writing skills and listening and speaking skills are neglected.

In a communicative language class students need to participate in different communicative tasks and activities individually, in groups or in pairs; sometimes they have to role-play. They have to practice all four skills in integrated manners and it is the teachers' duty to integrate different skills and sub-skills. In response to the question no. 4 (Do you design any communicative tasks/activities for your class?), 10 teachers ticked the option 'not necessary for HSC exam'. According to 10 teachers, it is better to develop learners' reading and writing skills because it brings more marks in the exam. Though 8 teachers ticked the option 'yes', a close look into the classroom of colleges found that only 2 teacher arranged their students to practice the activities of the textbook.

Next three questions are about reading skills. The researcher designed these questions to find out how much reading is practiced in English class. Question no. 5 asked the teachers how their students practice reading in the class. 12 teachers out of 20 ticked the option 'reading silently'. Other 8 teachers asked their students to read loudly so that they could listen to their reading. No teacher ticked the option 'reading in groups'. In response to question no. 6, all teachers ticked the option 'all'. In personal interviews, 17 teachers said that they gave importance on pronunciation, spelling and meaning. An English teacher of Ideal College (not the real name) said that it was more important for him to give importance on spelling and meaning because it would bring good marks for them in the exam. Also it was not possible for him to correct the pronunciation of 75-90 students within 45 minutes. In response to question no. 7 (How do you make the students understand the meaning of unknown words?), 16 teachers ticked the option 'translate it'. According to the teachers of rural and semi-urban areas, the students' mental dictionaries contain limited words. If they show similar words in English to the students, they will not get the meaning of the words. If the teachers ask them to find out the meaning of the words, they will not find these and the meaning will be unknown to them. For this reason, the teachers find it better to translate the passage into their mother tongue.

The next four questions are on writing skill. In response to question no. 8 (How do your students practice writing?), 16 teachers out of 20 ticked the option `all' and only 4 teachers ticked the options-- 'grammar exercise' and 'homework'. According to 16 teachers, it is not possible for them to check home work and freehand writing of 70-350 students within 45 minutes. Though the teachers want to check the learners' grammar exercise, free-hand writing and home work, they cannot do it because of limited time. For this reason, teachers try to emphasize on grammar exercise because these are important for exam. In response to question no. 10 (Do you criticize your students when you get their mistakes/errors?), 12 teachers ticked the option 'never' and 8 teachers ticked the option 'rarely'. In personal interviews with 6 students, they said that teachers only checked the good students' scripts and asked the other students to copy their scripts. For this reason, the teachers generally get lass mistakes and have not enough opportunity to criticize them. In response to question no. 11 (After checking the scripts do you discuss the mistakes or errors the students commit in the class?), all teachers ticked the option 'always'. It is true that after observing the classes, the researcher found that it was not possible for the teachers to discuss all mistakes/errors they had got within 45 minutes.

Question no. 13 asked about how the students practice speaking. 15 teachers out of 20 ticked the option 'speaking with you' and only 5 teachers ticked the first three options-- 'speaking with you', 'speaking with friends' and `speaking outside classroom'.

Question no. 14 is about the media of instruction. 100% teachers ticked the option `Bangla and English'. According to them, if they deliver lecture in English, the students will not understand their lecture. In a personal interview with Bishwajit Das (not the real name), an experienced teacher in Haque College (not the real name) shared his experience with the researcher. He delivers lecture in English but he discusses the critical and sophisticated matters in Bangla. According to him, when he delivers lecture in English, 60% students understand it but they do not

enjoy the class and he cannot make his teaching effective. He is still delivering his lecture in English and trying to motivate the learners to interact in English. Question no. 17 tries to investigate the teachers' attention to different matters in language teaching. 15 teachers ticked the options -- 'meaning' and 'forms of language'. 2 teachers ticked the last three options – 'meaning', `forms of language' and `pronunciation'. Only 3 teacher of Model College (not the real name) ticked all options – 'social meaning', 'meaning', 'forms of language' and 'pronunciation'. According to him, the meaning of a same sentence can be varied from culture to culture. For this reason, it is a teacher's duty to make aware about culture of target language.

In response to question no. 18, 15 teachers out of 20 ticked the option 'fluency' but they gave importance to accuracy in their interview. According to them, the learners need to have grammatical accuracy because they will not get good marks without having accuracy in target language. In response to question no. 19 (Do you think authentic materials are important to teach communicative competence in English at HSC level?), 16 teachers ticked the option 'yes'. In interviews, they share their experience with the researcher. According to them, authentic materials are important to develop learners' four skills in target language but class time is limited. If they use authentic materials, it will be wastage of time because these are not important for exam. Only 2 teachers ticked the option 'students have no interest in authentic materials'. In a personal interview with Islam Khan (not the real name), an experienced teacher in Ideal College (not the real name), pointed out the main problem in using authentic materials. According to him, the students of semi-rural and rural areas are weak in English and the teachers' target is to pass them in the exam. For this reason, the teachers always teach them topics which will help them to pass in the exam.

In response to question no. 20 (Are you interested to take an attempt to link classroom language learning with language activation outside classroom?), 16 teachers ticked the options-- 'yes' and `it is time consuming and the class time is limited'. So it is found that teachers are interested to

take an attempt to link classroom language learning with language activation outside classroom but they cannot do it because of limited time. Islam Khan (not the real name), an experienced teacher at Ideal College (not the real name), ticked the option 'students have no interest in it'. He found that the target of most students of rural and semi-rural areas were to pass in the exam. For this reason, it was very difficult for him to teach them under Communicative Language Teaching Approach. In response to question no. 21 (Are the students able to follow your class if you conduct it in English?), he ticked the option 'few students have ability'. For this reason, he needs to deliver his lecture in Bangla. Only 3 teachers ticked the option 'most of students have ability' and no one ticked the option 'yes'.

In personal interviews, the teachers said about ineffectiveness of Communicative Language Teaching Approach (CLTA) at HSC level. According to most of the teachers (14 teachers out of 20), Communicative Language Teaching is not effective to develop the language skills of the students. There is no problem with this approach or the syllabus but the main problem is the shortage of resources and facilities. Moreover, the students that are coming in the HSC level after passing the SSC have lack of knowledge in English and teachers can not develop their four skills (listening, speaking, reading and writing) within a short time. The teachers pointed out the following reasons behind the students' failure to cope with CLT in achieving communicative competence.

1. The students have lack of knowledge in four skills (listening, speaking, reading and writing) in English.

2. The students are afraid to speak in English.

3. Many teachers are not trained in English Language Teaching (ELT) especially they have wrong idea about CLT.

4. The HSC English exam system tends the students to acquire only reading and writing skills. It discourages them to acquire listening and speaking skills.

5. Classroom environment does not support the teachers to apply CLT, for example, it is not possible for the teachers to take a class under CLT when it contains 90-330 students.

4.3 Result of Classroom Observation

Classes were observed with careful consideration. In most cases, the lessons of the class were taught in Bangla. Only 3 teachers taught in English but only 1 teacher always delivered his lecture in English. It is true that he had to discuss some critical and sophisticated lessons in Bangla. In personal interviews, 4 students of other 2 teachers said 'Our English teachers deliver lecture in English only when they are observed by any outsider'. Students hardly talked in English. They only tried to utter their memorized lessons.

Teachers did not use any teaching aids or handout other then the textbook or the guidebook. Likhon Biswas (not the real name), a teacher of Islampur Govt. College (not the real name), asked his students to bring guidebook in his class and he taught with the guidebook. Most interesting thing was that, though the teaching method was supposed to be in CLT, in most cases, the teachers using GTM however, occasionally tried to apply CLT according to the direction of the textbook. All teachers took their classes traditionally. The classrooms were teacher dominated. There were no interaction between teachers and students in the colleges of rural and semi-urban areas. It is true that the situations of urban areas are different from rural and semi-urban areas. The students of Dhaka Model College (not the real name), had gone to the principal to inform him about their problem when they found that one of their English teacher had less ability to make them understand the lessons. Also the teachers gave them opportunity to ask questions.

Four skills (listening, speaking, reading and writing) in English were emphasized in the syllabus of each college. It is a matter of great sorrow that the classroom activities were based on reading and writing. No pair or group work was observed in any college. Also teachers' pronunciation in

Bangla and English were not good and these were full of local dialect in the colleges of rural and semi-urban areas. Teachers did not use any authentic materials. They did not link classroom language learning with language activation outside classroom except Mr. Bishwajit Das (not the real name). He talked interesting story related to his lesson to increase the learners' motivation. Also frequently he made fun and gave advice to motivate them to speak in English.

Some teachers of rural and semi-urban areas were teaching the students privately sitting in the classroom. For this reason, many students did not take part in English class. When they had taught the students privately, they gave hand note, suggestion and made them bound to exercise grammar. There were large classes in 10 colleges and 90-330 students sat in each class. When the teacher had delivered lecture, the students of last few branches could not hear that. Only Islampur Govt. College (not the real name), had loud speaker facility but it was depended on the presence of electricity.

Teachers could not check the scripts of all students in English classes. It was not possible for them to check 90-330 scripts within 45 minutes. They checked only 5-8 scripts and asked the other students to copy those scripts. Also it was not possible for them to give feedback each student. They gave feedback to good students and asked them to help the weak students. The teacher had no interest to give them home work because they did not have enough time to check huge number of scripts. Only one teacher gave home work but he did not check the scripts. He just gave the answers and did not receive other students' answers. Free-hand writing was discouraged in rural and semi-urban areas and the students were habituated with grammar exercise. They do the pre-communicative activities. Only the students of urban areas do pre-communicative and communicative activities. Teachers did not give them time for review class. The students of Dhaka Model College (not the real name), wanted a review class but the teacher did not agree because class time was limited and he would have to finish other lessons.

4.4 Conclusion

In this chapter, result of data collection have presented, analyzed and discussed comprehensively. The finding of the study was formed on the basis of the present practices of teaching and learning at HSC level in Dhaka. In the next chapter, some recommendations are given.

Chapter Five

Conclusion

5.0 Introduction

In this chapter several factors related to CLT practice at HSC level in Dhaka were observed and studied. The researcher tried to investigate the teaching methods, materials and equipments used in the classroom, classroom situation, students' expectation, teachers' expectation and few other things related to them. Based on the investigation and finding of this study, the following section contains recommendations for better implementation of CLT.

5.1 English Teachers Need Training in ELT

There has been a dying need for a well structured training program for the English teachers of HSC level. They need to be efficient to cope with the changes brought in ELT curriculum and ELT methodology at this level. Although a good number of teachers have received pre-service and in-service training to teach English as one of the compulsory subjects, a few of them are trained in CLT. Some of them do not have clear idea about CLT approach and how to apply it in classroom to develop learners' communicative competence. As a result, communicative textbook at HSC level necessitates for the teachers to be trained in communicative methodology to teach English. The students can pass in the exam with the help of a teacher who has no idea about CLT but they will not be competent in four skills in English. Teachers need assistance and encouragement in trying out new ideas, activities and materials. They should have the opportunity to retrain and refresh themselves in CLT. It is necessary to give them training in CLT by appointing highly qualified teaching consultants and conducting in-service teacher education programs. Proper training can teach them how to use CLT in their classrooms and they can be motivated to overcome the difficulties.

5.2 Textbook Instruction

The current textbook requires more and more varied classroom activities. If the activities are confined within gap-filling, matching, ticking and the like, the learners will not able to acquire communicative competence. It is true that question-answers writing and dialogue making are present in the textbook but these are confined within writing. The teachers do not arrange any activity which will be helpful for the learners to develop their listening and speaking skills. The textbook designer should give a clear instruction and it will help the teachers to arrange activities for the learners.

English textbook should be based on culturally appropriate local materials including authentic texts and items of target culture. Explanation and adaptation of local context and content might be practical ways of adjusting to alien cultural context in texts. Generally the teachers use only textbook to teach their learners English. It is not possible to develop the learners' four skills without authentic materials. So it is important to include some authentic materials in the textbook.

In Bangladesh where textbook are the only materials easily available, they (textbook) should be developed to help both teachers and students with sufficient examples and variety of materials for practice in communicative use of language. To fulfill this function in Bangladeshi situation, a communicative textbook should have the following characters:

a) Each lesson of English textbook should have materials for class. Also clear indication should be given on how the teachers will organize each lesson for a period. In the case of longer lessons, the teachers should have freedom to divide or organize materials of a lesson for the use of two classes.

b) Objectives of each lesson should be clearly mentioned either in the textbook or in the teachers' guide.

c) The learners need to learn four skills (listening, speaking, reading and writing) in English to communicate properly. The English textbook requires developed lessons to provide opportunities to practice all skills.

d) The topics of the lessons should be familiar to the students. They should be interesting and enjoyable too. In each lesson, students should have realistic context for language use.

e) There should be adequate scope to practice all skills (listening, speaking, reading and writing) in English in classroom. All four skills should be as integrated as it naturally happens in everyday life.

f) Language used in the textbook should be natural. That is the language of textbook, whether written or spoken, should be taken from real life.

g) The language activities should not be merely textbook activities; rather they should be relevant to the real life activities. The teachers will take attempt to link classroom language learning with language activation outside classroom on the basis of the instructions.

h) The activities should be student-centered with greater emphasis on fluency rather then accuracy.

5.3 Development of Teaching Materials

Like other EFL countries, lack of authentic materials and audiovisual materials is a common problem in Bangladesh. Local materials and equipments which are effective to teach the skills need to develop. Also teachers can make DIY (Do It Yourself) for their students because they know their students' ability to acquire the skills. HSC level learners have knowledge to read and write in English but they are weak in listening and speaking. For this reason, it is necessary to use hearing aids to develop both skills. Also audio-visual equipments are very effective to acquire communicative competence. Recently Bangladeshi Government has decided to provide multi-media classroom to the learners. It is also government's duty to train the teachers how to use these materials and equipments in the classroom. Extra funding is also needed to buy other supplementary materials and equipments related to communicative competence.

5.4 Adaptation of Bangladeshi Communicative Language Teaching Version

CLT can be successful in the EFL context of Bangladesh, for this CLT needs to be implemented and practiced considering the Bangladeshi context and its communicative needs, which will be a local version of CLT.

Based on the finding that CLT implementation was not successful in many EFL countries, researchers suggested integration between EFL and ESL contexts and also prioritized consideration of EFL countries' own educational condition to make the new methodology or approach and it should be practical for their own contexts (Ellis, 1996). Also the Government should train the teachers how to apply the new methodology in classroom. The materials and equipments of this approach should be taken from Bangladeshi contexts and culture. The application of this approach will be gradual because sudden change of the previous method will not be accepted by teachers and students.

5.5 Reform the Present Examination System

HSC level exam is not used to measure the learners' ability to use English language in real life situations. It motivates the learners to read only textbook and guidebook. These guidebooks are available in markets. Moreover, there is a wide gap between the object of curriculum and assessment system. The curriculum includes four skills (listening, speaking, reading and writing) in English to teach the learners but the assessment or test gives importance to only two skills (reading and writing). For this reason, not only the students but also the teachers are interested to teach items that directly resemble question items in HSC exam.

Communicative language teaching will not be successful if the exam does not reflect what is participated and taught in the classroom as part of the communicative syllabus. The design and content of the texts and examination need to consist with communicative goals for communicative language teaching (Ellis, 1994). There is no speaking or listening test in HSC level exam. For this

reason, they do not learn these two skills. As a result, when they enter in B.A. level, they have to face difficulties because listening and speaking test is present in this level. So it is important to include this test to assess the learners' ability in four skills (listening, speaking, reading and writing) and to help them to perform properly in higher studies.

5.6 Change the Classroom Environment

It is important to have well decorated classroom for language teaching. There are usually a blackboard, a chair and a table for the teacher and a few benches for the students. There are 30-47 benches in some classes but in this case, the amounts of students in each class are 90-330. Six or seven students are huddle together on one single branch. The students of last branches can not listen to the teacher's lecture. Some colleges have loud speakers but these are depended on the presence of electricity.

According to Brown (1994), students are members of a team and should be able to see one another, to talk to one another (in English), and should not made to feel like they just walked into a military formation. An ideal setup of a class which promotes interaction, involves arranging the desks in a semicircle. Desks arranged in small groups or chairs arranged around a large table (which accommodates all students) are equally practical. This type of arrangement is most feasible in getting students involved in group and pair work.

5.7 Emphasize on Accuracy and Fluency in Teaching English

Accuracy is emphasized by the students and teachers at HSC level in Bangladesh. They think that it helps to bring good marks in the exam. It is important to emphasize both accuracy and fluency because both are equally important to acquire communicative competence in English language. Teacher should motivate the learners to be fluent in English. Also syllabus designers should include a test to identify learners' fluency level in English language.

5.8 Teaching Four Skills on the Basis of Two Kinds of Activities

It is true that students give importance to develop reading and writing skills to get good marks in the exam in Bangladesh. To acquire communicative competence, the learners need to develop four skills.

The teacher can arrange two kinds of activities (pre-communicative activities and communicative activities) to develop learners' four skills (listening, speaking, reading and writing) in English. Through pre-communicative activities, the teachers teach specific elements of knowledge or skill which compose communicative ability and the learners practice these in the classroom. Here the learners exercise some parts of skills rather then practicing the total skills. For example, they can learn the correct form of the simple present or simple past in a class. In communicative activities, the learners have to activate and integrate their pre-communicative knowledge and skills to communicate with each other. Then they practice all skills. Here the learners use functional and communicative language. The learners are placed in a situation where they must perform tasks by communicating as best they can with whatever resources they have available. Also they learn the social meaning of different words. In pre-communicative activities, the learners gather grammatical accuracy. In communicative activities, they produce speech which is socially appropriate to specific situations and relationships. The two stages are important to acquire communicative competence in target language.

5.9 Arrange Student-Centered Classroom

For a long time, English classrooms at HSC level are dominated by the teachers in Bangladesh. They always stand in front of the blackboard, talk all the time and students listen to them. This kind of classroom setting is in favour of using Grammar-Translation Method. There is no interaction between teachers and students in these classes. In order to acquire communicative

competence in English language, the students need to participate in different activities. The students can play role or present a topic after discussion with other students given by teachers. Also the learners' personal experiences can be shared with each other as an activity. Teachers can arrange desks in such a way that the students can look directly at one another to help them to create interactions among them.

5.10 Selecting Teachers' Role According to CLT

An English teacher acts as a facilitator rather then the dominator of his class. In CLT, teachers facilitate the communication process among all participants and various activities and text. They should not compel the students to develop only reading and writing skills. He will emphasize to acquire all skills in target language. They will observe learners' performance and evaluate and correct them. Besides, an English teacher should identify the learners' strength and weakness to plan future learning activities. Also he will give importance not only to the form but also the contents of learners' discourse. He should consider the environment when he teaches his learners. He will let the learners perform spontaneously rather then criticizing his learners' mistakes/errors. Of course, to perform these roles well, English teacher need training on how to use CLT in their daily teaching process successfully.

5.11 Conclusion

In this research, several factors related to CLT practice at HSC level were studied and observed. The researcher also tried to analyze teaching materials, methods, equipments, teacher training, classroom situation, finding of the study imply a need to set an educational agenda which acknowledge the importance of adaptation of CLT and recognizes the significance of its applicability in Bangladesh. Since quality is the national concern, appropriate materials for teachers and students are essential to make the language teaching effective. Rural and semi-rural colleges and teachers should be given special priority and resources allocations, the disadvanced

students require positive discrimination because it is mainly their failure that tarnishes the so-called national standard of English.

In the present world English is the most important language to communicate and to compete in the global world market, for the nation to advance in education, science and technology, to build better infrastructure and to strive to bring the nation status. So Bangladesh needs to be competent in English. For this reason, it is important to identify problems present in the HSC level and take steps to improve and modernize the English language teaching methodology. The text-centered and grammar –centered practices need to be replaced by the student –centered, fluency focused and problem solving activities required by CLT.

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Appendix—1

Questionnaire for the students

(Following information is optional.)
Name:
Address:
Age: Sex:
Class: College:
Urban/ semi-urban/rural: Date:

(Following information is necessary for you read and answer.)
1. Why are you learning English? You can tick more then one option.
a) To pass exam b) To understand teachers' lecture c) To read English textbooks d) For higher studies

2. How do you find the content of your English textbook?
a) Interesting b) Boring c) Need to include some interesting topic d) Need to include some professional/practical topics

3. How many English classes do you have in a week?
a) 6 classes b) More then 6 classes c) Less then 6 classes d) 5 classes

4. When do you use English? You can tick more then one option.
a) When studying b) When socializing c) At home d) In entertainment e) Specify, if different

5. Which of the following area do you wish to develop more? You can tick more then one option.
a) Reading b) Writing c) Listening d) Speaking

6. Which language do you mostly use in English classes?
a) English b) Bangla c) English and Bangla

7. Which language does your teacher mostly use in English classes?
 a) English b) Bangla c) English and Bangla

8. How often classroom discussion is conducted in English in English classes?
a) Always b) Sometimes c) Rarely d) Never

9. How often do you participate in group or pair work/discussion in the English classes?
a) Always b) Sometimes c) Rarely d) Never

10. Do you think your textbook is perfect to acquire communicative competence?
a) Yes b) Not so effective c) Not effective d) Not sure

11. Which source is more useful to you in learning English? You can tick more then one option.
a) Text book b) Guide book c) Notes and suggestions d) Teachers' lecture

12. Which do you learn when reading? You can tick more then one option.
a) Pronunciation b) Spelling c) Meaning d) All

13. How do you get the meaning of reading passage? You can tick more then one option.

a) By the translation of your teacher b) By using dictionary c) From guidebook d) Specify, if others

14. Does your teacher give feedback when you read?
a) Always b) Sometimes c) Rarely d) Never

15. How do you generally practice writing?
a) Grammar exercise b) Free-hand writing c) Home task d) Specify, if different

16. After checking the scripts does your teacher discuss about the mistakes/errors?
a) Always b) Sometimes c) Rarely d) Never

17. Does the teacher criticize you when he gets your mistakes?
a) Always b) Sometimes c) Rarely d) Never

18. How do you practice speaking? You can tick more then one option.
a) Speaking with teacher b) Speaking with friends c) Speaking outside the classroom d) Do not practice

19. While speaking does your teacher stop you to correct your mistake/error you commit?
a) Always b) Sometimes c) Rarely d) Never

20. What kind of English class do you like?
a) Teacher just teaching, students listening and no activities by the students
b) Students are actually presenting and are involved in a lot of learning activities
c) Interactive classes
d) Specify, if different

21. Which one do you like in learning English?
a) Private tutor b) Class lecture c) Reading text at home d) All

Appendix—2
Questionnaire for the teachers

(Following information is optional.)
Name:
Address:
Age: Sex:
Educational qualification:
Experience: Year:
College:
Urban/ semi-urban/rural:
Date:

(Following information is necessary for you read and answer.)
1. Do you have any pre-service or in-service training in ELT?
Yes b) No c) Running d) Not necessary

2. What is your opinion about the communicative language teaching?
a) It is better then traditional Grammar Translation Method b) There is nothing new in this approach
c) It is better to follow Grammar Translation Method d) It is difficult to apply this approach in our country

3. What is your opinion about the present English syllabus of H.S.C. level?
a) Helpful to develop four skills b) Helpful to develop reading and writing skills
c) Helpful to develop listening and speaking skills d) Helpful to develop only writing skill

4. Do you design any communicative tasks/activities for your class?
a) Yes b) It is better to give importance only to reading and writing
c) Not necessary for H.S.C. exam d) It is time consuming and the teachers do not have enough time

5. How do your students practice reading?
a)   Reading aloud b) Reading silently c) Reading in groups d) All

6. When you teach vocabulary, you put your emphasis on--. You can tick more then one option.
a)   Pronunciation b) Spelling c) Meaning d) All

7. How do you make the students understand the meaning of unknown words?
a)   Translate it b) Ask them to see dictionary c) Show similar words in English d) Ask them to
     see guidebook

8. How do your students practice writing? You can tick more then one option.
a) Grammar exercise b) Free-hand writing in the class c) Home work d) All

9. How often you check your students' class/home work?
a) Always b) Sometimes c) Rarely d) Never

10. Do you criticize your students when you get their mistakes/errors?

a) Always b) Sometimes c) Rarely d) Never

11. After checking the scripts do you discuss the mistakes or errors the students commit in the class?
a) Always b) Sometimes c) Rarely d) Never

12. How do your students practice listening? You can tick more then one option.
a) Listen to the class lecture b) listen to radio/TV c) specific passage read by you d) all

13. How do your students practice speaking?
a) Speaking with you b) Speaking with friends c) Speaking outside classroom d) Take any spoken course from other institutions

14. What is the medium of instruction in English class?
a) Bangla b)English c)Bangle and English

15. Do you encourage your students to interact in English?
a) Always b) Sometimes c) Rarely d) Never

16. Do you stop your students while speaking to correct their mistake/error they commit?
a) Always b) sometimes c) rarely d) never

17. Learners should be conscious about --- when speaking. You can tick more then one option.
a) Social meaning b) Meaning c) Forms of language d) Pronunciation

18. Which one is more important for your students when learning English language?
a) Fluency b) Accuracy

19. Do you think authentic materials are important to teach communicative competence in English at H.S.C. level?
a) Yes b) No text book content is enough c) Not important for exam d) Students have no interest in authentic materials

20. Are you interested to take an attempt to link classroom language learning with language activation outside classroom? You can tick more then one option.
a) Yes b) Not important for exam c) Students have no interest in it d) It is time consuming and the class time is limited

21. Are the students able to follow your class if you conduct it in English?
a) Yes b) No c) Few students have ability d) Most of students have ability