Institute of Education and Research (IER)   MPhil Thesis

2010

Teaching and Learning English in S.S.C. Level: Problems and Prospects

Hossain, Md. Amjad

University of Rajshahi

Teaching and Learning English in S.S.C. Level:
Problems and Prospects

M. Phil Thesis

by

Md. Amjad Hossain
Session: 2005-2006

A Thesis
Submitted to Institute of Education and Research University of Rajshahi, in
Partial Fulfillment of the Requirements for the Degree of Master of Philosophy

Master
Of
Philosophy

**Institute of Education and Research
University of Rajshahi (IER)
Rajshahi, Bangladesh**

April, 2010

CERTIFICATE

Certified that Md. Amjad Hossain, M.Phil fellow of Institute of Education and Research under the University of Rajshahi, has completed his research and submitted this thesis on Teaching and Learning English in S.S.C. level: Problems and Prospects. This is an original research work. I, hereby, like to forward this thesis to the University of Rajshahi for necessary formalities.

24 April 2010

(Shahnaz Yasmeen)
Supervisor and Associate professor
Department of English
University of Rajshahi

DECLARATION

This research work entitled "Teaching and Learning English in SSC level: Problems and Prospects" is submitted to the Institute of Education and Research (IER) for the degree of Master of Philosophy and has not been submitted for any other degree elsewhere. Except where due acknowledgement is made, the work is original.

(Md. Amjad Hossain)
M.Phil Research Fellow
Session: 2005 – 2006
Institute Education and Research
University of Rajshahi

ACKNOWLEDGEMENT

It is a matter of superb gratification and privilege to convey my heartiest greetings and gratitude to my respected supervisor Shahnaz Yasmeen, Associate professor of English, University of Rajshahi for her altruistic and methodical supervision. She has given much sincere efforts in keeping a watchful eye for the improvement of this thesis.

I must gratefully acknowledge the encouragement from the principal, Vice Principal and all respected teachers of Ispahani Degree College.

I am also grateful to Abdullah Al Mamun, Associate Professor, Department of English and Dr. Md. Mizanur Rahman Khan, Associate Professor, Department of Bangla, University of Rajshahi who helped me giving their initial encouragement and philanthropic guidance.

I must express my heartiest thanks and gratitude to the Director of the Institute of Education and Research of the University of Rajshahi. He has provided all the opportunities related to my study.

I also pay my sincere respect to all the officers and associates of the Institute of Education and Research for their all out generous cooperation in all respect.

I would like to express my thanks to the Head Masters and also to the English teachers who have helped me giving all necessary opportunities to collect authentic information regarding Teaching and Learning English of the study schools.

Md. Amjad Hossain

ABBREVIATIONS USED :

BANBEIS	:	Bangladesh Bureau of Educational Information and Statistics
B.Ed	:	Bachelor of Education
CLL	:	Communicative Language Learning
CLT	:	Communicative Language Teaching
EFL	:	English as a Foreign Language
EFT	:	English For Today
ELT	:	English Language Teaching
ELTIP	:	English Language Teaching Improvement Project
ESL	:	English as Second Language
ETS	:	English Teachers
FL	:	Foreign Language
GT	:	Grammar Translation
HT	:	Head Teacher
L1	:	Native Language
L2	:	Second or Foreign Language
LAD	:	Language Acquisition Device
LSRW	:	Listening, Speaking, Reading & Writing
MFL	:	Modern Foreign Language
SB	:	Student Speaking Bangla
SMC	:	School Managing Committee
SL	:	Second Language
SSC	:	Secondary School Certificate
SS	:	Students
TB	:	Teacher Speaking Bangla
NCTB	:	National Curriculum & Text Book Board
TESOL	:	Teaching English to Speaker of other Languages
TG	:	Teacher's Guide
TTC	:	Teacher Training College
TQI	:	Teacher Quality Improvement

ABSTRACT

The M. Phil thesis entitled "Teaching and Learning English in S.S.C. level: Problems and Prospects" is started with the hypothesis that the present system of teaching and learning English is not bearing effective result because of not having favourable teaching and learning environment, lack of efficiency of the teaching conductors and the school management body. However to execute the research sincere efforts have been given in the communication of actual information about the present shape of teaching and learning English at SSC stage in our country .

In this research the present system of teaching and learning English has been taken into consideration as one of the major elements to measure the outcome of Communicative Language Teaching approach designed for the learners of Secondary level. To run the new curriculum and syllabus in the SSC a lot many impediments have been predicted in the first chapter. This chapter also deals with the statement of the research, its rationality, a brief story of English teaching, its importance and objectives.

The second chapter of the thesis is about the research methodology undertaken to conduct the present research. As the research is based on social picture of our education empirical method has been followed for the study. In this chapter data collection method, questionnaire method, interview method and class observation method have been executed to collect the raw information from the study area of the research. To collect the information both primary and secondary sources have been used and to select the respondents random sampling method has been used. However later on the collected data have been analysed and presented in statistical and descriptive form.

Bangladesh has long history of languages especially English language, as the British had ruled this nation for almost two hundreds years. They made all efforts to teach the people of Indo-Pack sub continent for their own convenience and they introduced grammar translation method in our education system and this method continued for a long time with some changes.The third chapter presents different teaching and learning methods, approaches and techniques followed in our country for a long period of time.

NCTB has presented English For Today for the learners of classes IX-X based on CLT approach consisting 22 units. In this thesis the text book for 1st paper and the book on Grammar and Composition for 2nd paper have been reviewed carefully keeping in mind to annalyse how far the CLT elements have been produced in these books in the context of socio-economic ground of this country and also its limitation to implement this new curriculum and syllabus.

The introduction of CLT is undoubtedly a positive attempt but there are certain limitations to implement it because of the lack of teaching materials, dearth of skilled English teachers, weak management system, environment problem and so on. In the fifth chapter of this thesis the most common and practical limitations have been presented on the basis of the information collected both from primary and secondary sources, and the collected data have been presented either in descriptive form or in the form of table, chart, pie chart and column after annalysis.

The last chapter sums up of all findings, suggestions and recommendations. Hopefully it can be affirmed that this thesis will assist the researcher and policy maker to apply the required strategies for further improvement in teaching and learning English at SSC level of our education system.

CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter-1 Introduction

- Prelude
- Objective of the research
- Discussion of the Topic
- Statement of the Problem
- Hypothesis
- Review of literature
- Justification of the Study
- Feasibility of the research
- Scope and Limitation of the research
- Conclusion

Chapter- One

Introduction

Prelude :

Those days are gone by when English was the property of a handful of privileged and solvent families. Now it is learnt widely as an international language for communication with the foreigners and for many other purposes such as to maintain co-operation, co-existence and to exchange business information. There are also certain jobs in the country which require a good functional knowledge of English. Besides that, students aspiring to go for higher studies must know English because the books on advanced education are mostly written in English. So the importance and demand of learning English in our country can not be ignored. Rather we should give great importance to learning English to make room for us in the competitive world where international relation, IT matters ,trade and business and above all higher education play a vital role. In this context David Crystal (1997) in his English as a Global language evinces that English is now a lingua franca not only for political and historical reason but also because of its world wide use in different domains such as international relations, international travel, international safety, education and media. Graddol (1992) points out in a similar direction in his analytical study. However, the teaching and learning of the English language has already occupied a remarkable place in the education of our country and in the changing pattern of the global circumstance. It is assumed that in near future it will claim even more attention in our national education management. In such a situation, to keep up with the increasing and versatile usage of English, it has become essential to frequently look

into the global scenario and take appropriate steps for teaching it in the easiest form and methods. No doubt English as a language enjoys today the universality as a medium of communication and vehicle of a research works in contemporary fields of science and technology, and this is why global demand for proficiency in language becomes ever greater, as the internet users are at an increase and without working knowledge of English it becomes nearly impossible to conduct business. In such a situation, the government of Bangladesh is giving much importance in teaching and learning English to cope up with the ever increasing need of it. By this time some necessary amendments have been made by introducing new syllabus, making English compulsory almost at every level of education and introducing Communicative Language Teaching (CLT) method in our education. In fact CLT is one of the most popular methods which can be broadly defined in terms of the following principles such as it enjoys learner-centered, meaning based, task-oriented; toleration of error, peer-interaction, teacher as facilitator, meaningful and authentic communicative activities in classrooms etc. However, the present method of teaching and learning English is communicative method which covers four skills of learning. It reflects an up to date language designed to meet the needs and wants of Bangladeshi learners of English. This communicative method has been introduced in class VI from 1996, and since then for more than a decade this method of teaching and learning is being practiced. In the S.S.C. level the new English text book **English for Today-Book Seven** has been introduced in 1998. It has been written in accordance with the revised curriculum and syllabus. It is based on the principle of learning a language practicing the four skills-speaking, listening, reading and writing (SLRW) used in an interactive mode that underlies the

communicative approach to language learning. However, it was thought that this new method of teaching and learning English will bring about an improvement in the teaching and learning English as a foreign language (FL) in our country. But to our surprise we notice that the outcome of this method during these years is frustrating rather than satisfactory. In this context we should also examine the fundamental inter-connection between language and culture. Holiday (1997) points out that CLT is not equally effective and successful in EFL countries as it is in the west. For EFL countries its success depends on local culture and local setting. Similarly Hall (1997) in his article on discourse communities points out "What may not be communicative, in one setting might well be so in another and this depends to a large extent on local culture." Actually the failure of the learners at SSC level reminds the fact that we are still not prepared to accept CLT. We know that CLT is learner-centered but in most cases our classroom becomes teacher-centered. Still our learners are seen to be only receptive in the class and our students are extremely obedient to listen to the teachers. Interaction between teachers and students hardly occurs. Moreover, along with many other problems in teaching and learning English at S.S.C. level environment and management problems are also acute. We see that in the west there are small classes with plenty of resources where as we have large classes with few or no resources, and this is incompatible with CLT. method. However, these are the few causes. The predicaments which have created such an unexpected scenario are to be looked for, and CLT should be under sincere consideration so that the teachers and learners can improve their capacity to attain the confidence in exploiting the language.

Objective of the research

The objective of this research is to analyse the present position of teaching and learning English at the SSC level – discussing the problems and future prospects. The following points will be focused as the objectives of my study :

- i) To analyse the methods of teaching and learning English at SSC. level in Bangladesh
- ii) To find the application of four skills at the same level
- iii) To find the problems in learning English at S.S.C level despite adopting communicative method of teaching English
- iv) A comparative study of the learners' capacity of rural and those of urban areas in learning English
- v) To focus on the environment of learning English at schools

Discussion of the Topic

English is the most widely used language all over the globe. It is learnt worldwide for various purposes. Pennycook (1994), Graddol (1997) and Crystal (1997) have opined that English emerged in Indian sub-continent with the advent of the colonial enterprise. In this context David Crystal (1997) has also given an instance pointing out that English, like the railway, was used as a means of unifying the various regions of the sub-continent into one unit, British India. Gradually, English became the sole medium of education, administration, trade and commerce, in short, all formal domains of a society's functioning. Thus proficiency in English became the gateway to all social and material benefits. Sk. Omor Ali (1973) in his Structural Approach to English Teaching has mentioned that though English was considered even at that time as a language of knowledge in the country of the English, it was introduced in this country because of political reasons than by the desires for-----" the introduction and promotion of a knowledge of science." During

Pakistan regime ,English earned the status of official and second language in this territory and it was extensively used in the field of administration, higher education and international relation. In the present day world English has made its unfailing position in our lives and day to day activities. Now, English as a language is used unanimously as a medium of communication and a vehicle of latest research works in contemporary fields of education, science and technology. English is a window to know the vast outer world through which we can discover our glorious past and invest many things to build up our present and future. However, the importance of the language has crossed the geographical boundaries of the native speakers. It is an international language used both as second and foreign language in more than 60 countries in the world. It has also become important because of the events that shape the balance of power among nations. It has a direct reflection in politics, economy, science, research, military strength, information technology and so on. And English being so suitable a language for the world that it has attained the position of importance among the 4,000 languages of the world. So, development in any field of knowledge requires the knowledge of English and Bangladesh having realized the fact, since its inception is making attempts to improve the quality of English education and develop the competence of the teachers and learners in English. It is remarkable that over 20 years the contents of text books, syllabus, patterns of questions, testing etc. have undergone changes at different times. At last the National Curriculum and Text Book Board (NCTB) has introduced Communicative English from class VI in 1996. The contents are based on the concepts and elements of our everyday familiar topics so that our learners may be interested to study the new syllabus with much pleasure and attention. In this syllabus teachers have also been given important instructions to conduct the classes through the Teacher's Guide (TG). However, the present syllabus is very much appropriate for the learners to know English

almost effortlessly in an interesting way. But unfortunately the output is not satisfactory. The learners are found inefficient in speaking, listening, reading and writing (SLRW) despite following this method even for years together (class vi-x). It is also alleged that the standard of English education in 80% of private and Govt. schools and colleges of the country has gone so low that 90% students fail to write correct English. The condition of students at Madrasa is even worse. It is also true that there are number of problems, and only the designing and changing of syllabus or curriculum is not enough to improve the efficiency rather suitable environment, efficient teachers, suitable materials, devotion of the teachers are also important factors to enhance learners' efficiency in English. Most of the unsuccessful students at SSC examination can not achieve even pass marks in English and for this reason a good number of institutes are alleged for zero percentage or low percentage. And it is seen with wonder that from 248 institutions (both schools and madrashas) no students have come out with even the pass marks in the SSC result in 2007. This is the real condition of our education. From an interview with a responsible officer of BANBISE the researcher came to know that the main cause of failure is due to English. He also points out that students are not alone responsible for this unexpected failure . He also hinted that in the case of appointing teacher our authority should advertise for English teachers having B. A (300 marks in English) or M. A in English and moreover, after selection it is very important to train the teachers with advanced knowledge of teaching English.. Besides that, majority of our teachers in private schools and madrasha do not get opportunity of being trained though they teach more than 70% students of our country in secondary level. Because of this impediments it is essential to look into the actual situation of teaching and learning in the secondary level (class IX-X) and to find out the easiest form and methods to solve it. However, to bring the situation under consideration data base information of SSC exam. in

different percentage of different secondary schools for the year 2003-2006 and the percentage of trained teachers in secondary schools from the year (2003-2005) have been shown in the tabular form table-1, table-2 respectively.

Table-1.1

Number of Secondary Schools having Results of SSC Examination In different percentage for the years 2003-2006

Year	No. of School & % of School	0%	>0% to <5%	>5% to <10%	>10% to <20%	>20% to <30%	>30% to <60%	>60% to <80%	>80% to <100%	100%	Total School
2003	No. of School	256	141	566	2335	3270	5947	869	339	35	13758
	% of School	1.86	1.02	4.11	16.97	23.77	43.22	6.32	2.46	0.25	100.00
2004	No. of School	249	7	167	797	1956	7937	2361	662	62	14198
	% of School	1.75	0.05	1.18	5.61	13.78	55.90	16.64	4.66	0.43	100.00
2005	No. of School	180	14	125	684	1708	7687	2785	1204	122	14509
	% of School	1.24	0.10	0.86	4.71	11.77	52.98	19.20	8.30	0.84	100.00
2006	No. of School	73	5	47	286	830	7223	4417	1673	200	14754
	% of School	.49	0.03	.32	1.94	5.63	48.96	29.94	11.34	1.35	100.00

Source : Education Boards Computer Center

Table-1.2

Percentage of Trained Teachers in Secondary Schools 2003-2005

Year	Management	Number of Teacher			No of Trained Teacher			% of Trained Teachers		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2003	Public	4825	2498	7323	2980	1958	4938	67.76	78.38	67.43
	Private	162152	37082	199234	80579	14860	95439	49.69	40.07	47.90
	Total	166977	39580	206557	80559	19818	100377	48.25	50.07	48.60
2004	Public	4694	2474	7168	3036	1989	5025	64.68	80.40	70.10
	Private	162724	44781	207505	80096	23241	103337	49.22	51.90	49.80
	Total	167418	47255	214673	83132	25230	108362	49.66	53.39	50.48
2005	Public	5112	2340	7452	3504	1942	5446	68.54	82.99	73.08
	Private	184756	45950	230706	96265	25778	122043	52.10	56.10	52.90
	Total	189868	48290	238158	99769	27720	127489	52.55	57.40	53.53

Source : BANBEIS

Statement of the problem

Some acute problems in teaching English have been marked. Really the problems are the obstacles to teaching and learning English for the students of SSC. level. The problems are:

i)   Lack of efficient teachers of English

ii) Large classes in schools

iii) Teachers' inability to follow the methods of teaching English prescribed in the Teacher's Guide

iv) Learners lack of interest in learning English

v)   Lack of proper environment for using English beyond the classroom

vi) Inappropriate teaching methodology

vii) Problem with the time frame for a huge task in the class

viii) Lack of training facilities for the teachers

ix) Lack of educational tools, books and other teaching resources

x)   Lack of devotion of the teachers

xi) Lack of proper lesson plans & time table

xii) Administrative and financial problems

Hypothesis

The present teaching and learning system of English apparently seems very effective but because of the lack of proper teaching staff, sound environment and for other teaching materials it is not getting effective result. In order to eradicate the problems efficient teachers of English, favourable environment and the management have to play a very vital role. Above all, it is a key factor in determining the quality of teaching and learning English.

Review of literature

In order to teach and learn English as a foreign language Bangladesh has started **Communicative Method** since 1996. So, not much work has been done in this field but during this short span of time there are number of magazines, articles, comments, criticism, suggestions about this new approach in our country and they have become quite helpful for the researcher to conduct the research. Anyway almost all important ELT literature of both home and abroad have been consulted to formulate hypothesis for the proposed research.

Teaching Modern Foreign languages by Carol Morgan and Peter Neil(2001) has dealt with the different methods for teaching modern languages. Its aim is to broaden the ability and awareness of language based issues by giving authoritative guide, practical tasks and theories. It is a rich and valuable book in which the challenges of teaching and learning are addressed. All chapters have a commitment to providing a high quality of learning experience and it reflects not only on teaching in this subject area but also on the learning outcomes from engaging with the concepts and issues related to language education. This book is helpful for the teachers, learners, trainers, trainees and also for the curriculum experts. In this book we come to know the use of different methods of teaching and learning, its application, techniques, its merits, demerits etc. This book really acts as a practical teacher. In this book we can have the idea of problems and prospects prevail in schools and classroom. There have been discussed in details about the convenient approaches for teaching and learning languages. Specially the methods and techniques of teaching English at school level and the teachers' responsibility have been discussed in this book very effectively.

In *Foreign And Second Language Learning* William Littlewood (1987) deals with some of the discoveries and ideas which have emerged from recent research into foreign and second language learning. In this book several methods for teaching and learning have been discussed. He (Ibid) thinks that there is a growing, tendency to become more learner-centered process in the field of teaching and learning English. He also points out that there are many more methods and techniques for teaching and learning English but most of them have often failed to produce effective learning. According to his view "Each person is ultimately responsible for his own learning and needs to engage his own personality in the educational process." In this book I have also come to know the very reliable definition of first language, second language Foreign language, teaching, learning , the suitable period for learning , critical period for learning etc.. Above all committing mistakes in the process of learning has been treated in the positive way. He (ibid)says "The errors themselves are the product of learning". He also utters" we do not understand the learning process sufficiently well which strategy is most likely to be applied at a particular stage or in a particular domain of language". In this connection he also adds that there is a critical period during which the brain is flexible and language learning can occur naturally and easily. By 'critical period' he means the period before puberty. On the other hand he points out that" Adolescents and adults can no longer call upon these natural learning capacities". However, in his presentation the period for learning different methods, importance of learners' own style for learning' committing mistakes while learning, behaviorist approach etc. have been discussed very fairly.

In *Communicative Language Teaching* Brumfit and K. Johnson(1985) has presented collection of important papers in the field of teaching and leaching English and in these papers major linguistic influences have been presented. The articles published in different publications show various attempts to interpret language for classroom use and language teaching from theory through practical application in syllabus design and teaching materials. This book also has dealt with communicative competence, traditional methods of teaching and learning English.

D.A. Wilkins(1985) in his article 'Grammatical, Situational and Notional Syllabuses' in the Communicative Approach to Language Teaching by C.J Brumfit and K.Johnson (1985) has talked about the importance of learning grammar and also about the criticism of it. He points out that history of language teaching reveals enormous diversity of methodology over the years. It speaks both in favour and disfavour of English language "......The grammatical syllabus, it is argued, fails to provide the necessary condition for the acquisition of communicative competence". stated in this article which is opposite the theory " Whatever the method, it has been assumed that units of learning should be defined in grammatical terms ...." This theory reveals the fact that the task of learning a language is made easier if one is exposed to one part of the grammar- translation system at a time. However, this article argues that the most valuable contribution to be expected from a notional approach to syllabus construction is in the provision of a minimum adequate grammar for learners following short term courses.

H.G. Widdowson(1972) in his article "**The Teaching of English as Communication**" has presented many problems to implement the

approaches for teaching and learning English. He (ibid) has stated that "Secondary school teachers do not do their job properly; they do not follow the approach to English teaching which is taught to them in training colleges and in service courses and which is embodied in the text book". This article also argues in favour of contextualization of language times. The writer of this article has also pointed. "We should think not only in terms of linguistic structure and situational settings, but also in terms of communicative acts."

Approaches and methods in Language Teaching by Jack C. Richards and Theodore S. Rodgers(2002) is very important to get an idea of the approaches in language teaching. In this book the terms approaches methods and techniques have been defined very clearly. In this book important opinions about different approaches and methods in language teaching but a clear history of English language teaching etc. have been presented in brief but clearly. In this book we get the idea of a learners' role teachers' role, the role of instructional materials etc. Any way this book has come to much help in my study.

Diane Larsen- Freemen (2000) in her valuable book **Techniques and principles in language Teaching** has dealt with about several different language Teaching methods, approaches and techniques. She (ibid) has provided this knowledge about teaching and learning a language from her practical knowledge, visiting many educational institutes and observing the classroom teaching. And her post observation of class room teaching is very remarkable as she has analyzed the techniques of teaching on the basis of teaching

principles of learning a language. She believes that language primarily spoken, not written.[1]

Other than Grammar translation methods she (ibid) has reviewed many other ways of learning and teaching - the direct method the audio-lingual method, the silent way of teaching, suggestopedia, community Language learning, communicative language teaching, content based, task based and participatory approaches of teaching.

In her presentation we see some conflicts among the methods and techniques. Direct method has put a negative remark that native language should not be used in the class room teaching whereas communicative language teaching shows that judicious use of the students native language is permitted. CLT emphasizes not only on accuracy but also on fluency. Anyway different language teaching methods, approaches and techniques have been presented in this book. Some methods discourage learning grammar inductively but emphasis on accuracy. Some methods put suggestion not to correct the errors done by the students but some emphasis on the correction of the errors done in class room by class teachers.

Language Testing Handbook of Andrew Harison (1983) has dealt with the ideas of testing very effectively. It states testing is an integral part of teaching and it follows that the person best prepared to set the test is the teacher. This book has three parts. The first part is important for those who do not have previous experience of testing. The second part offers a wide range of ideas for different type of test- diagnostic test, achievement test, proficiency test etc. Besides, this book deals with the process of marking and result too.

---

[1] Diane Larsen – Freeman, Technique and principles in Language Teaching, P-29

The book is more concerned with tests set by teachers for their own students. Actually the aim of this book is to provide guidelines for setting several kinds of test which are to be practical in use and they give helpful information to both teachers and students about their successes and failings. In this book we get an idea that the appropriateness of test is largely determined by purposes- why test is needed at a particular stage in the students learning and what use will be made of the results.

Geetha Nagaraj (2003) in *English Language Teaching* says that language is primarily a speech and set of habits. He points out that communicative method is situation based -"If the language item is given in meaningful situation, the learners can deduce the meaning and contact from the situation on which it is used". He also suggests that any language item whether it be a structure or a word, should not be presented in isolation'.it has to be introduced and practised in a context and situation. Nagaraj has given much endeavour in this book explaining the development of learning English on historical background. He has made it clear for the teachers, learners, trainers, trainees and curriculum and syllabus specialists that language teaching comes to a successful attempt when it is presented in consideration with socio-cultural setting of a country.

Md Rakibuddin Chowdhury (June-2000, volume- 46, Number-1,) in his article **"To West or not to West? The Question of culture in Adopting/ Adapting Communicative Language Teaching at University of Dhaka"** has dealt with overlooked aspects of CLT, interrelated language and culture and the problems associated with the implementation of CLT at Dhaka University and has also suggested ways to overcome it. In this article he has termed CLT as one of the most popular and practised language teaching methods. He has broadly defined CLT in terms of the following principles- it

enjoys learner-centered, meaning based, task oriented; use of realia; toleration of error; peer interaction; teacher as facilitators; and many more opinions of many language specialists have been stated in this article. From the discussion of the article it can be summarised that westernised form of CLT need to be adapted to the local needs.

Though the title of the article speaks about the use of CLT in Dhaka university, it has upheld the real picture of the use of CLT though out the country. He has remarked that learners must have the foundation course to help the people in attaining proficiency in English.

SK. Md. Omar Ali(1976) in his **Structural Approach To English Teaching** has upheld the importance of learning English, the role of grammar, general principles of language learning, language policy of the then Government of Pakistan, the aim of teaching English in secondary schools etc. The presentation of his ideas regarding English teaching and learning is very practical in the context of Bangladesh. He has pointed many problems in the arena of our English learning and some decisions of the government of Bangladesh have been treated as stern obstacles to the way of teaching and learning English. He (ibid) says '..... The argument for the abolition of English appeals to our emotions rather than to our reason. He has given much importance of learning English saying that" English provides us with ready access to an ever expanding store house of knowledge". So he puts an argument that the English, not English can be avoided. Actually he has upheld the neutrality of language in his presentation in the book. He (ibid) has a message for English teachers- "The teacher must make the best use of realities of normal occurrences in the daily lives, of events and happenings that the pupil hears about or takes part in".

Sk. Omar Ali (1975)also points out that" However excellent the text books may be, their success entirely depends on how the teachers utilize them in the classroom".

Zerien Alam (2003, Asiatic journal, vol-48,) in her article **The state of the English language in Bangladesh: A post-colonial legacy.** has stated the post colonial back ground of English. She (ibid) has presented lot of references in this regard. Penny Cook, Graddol and Crystal have demonstrated that English emerged in Indian subcontinent with the advent of the colonial enterprise. They think colonial process began through language. David Crystal emphasizes that English like the railway is used as a means to unify the various regions of the subcontinent into one unit, British India.. He and Graddol also state that English has practical needs and the exigencies of the global scenario rather than imperial policy. In this article we also come across the opinion of Baj Kachrn. He says that English has acquired a neutrality in a linguistic context . However, the writer also says that linguistic or linguicism is not an imminent threat rather this language should be pursued because of its enriching and inevitable presence globally.

Ronald V. White(1993) in his The ELT curriculum - Design, Innovation and Management says- ' throughout the world English is compulsory in the secondary school curriculum- even in some cases, continuing during tertiary level. However the importance of English needs an effective curriculum in teaching English, at least for the people who use this language as foreign language. With the passage of time there have been many changes in teaching English and in the 1970s there was much concern with the content of syllabus, and methodology. He (ibid) very clearly has distinctly and sharply compared and contrasted curriculum design, approach, methodology and syllabus and elucidated it with illustration. He has

compared curriculum with a house. It is a plan. In Britain syllabus refers to the totality of content to be taught and aims to be realised with one school or educational system. But in the USA curriculum tends to be synonymous with syllabus. Actually syllabus is in a subordinate position to curriculum designing, no doubt, an important matter for an education system. It has both objectives, and content. By following a curriculum a syllabus is designed. A syllabus is the specification of the work of a particular department in a school or college. It is linked to time, and ultimate goal." In this book White also has presented his clear view about approach, design and procedure. By approach he wants to mean a theory of language and language of learning, by design he means the definition of linguistic content and a specification for the selection and organisation of content and a description of the role of teacher and teaching materials, while by procedure he means the description of techniques and practices in the instructional system.

However, curriculum and syllabus play a very important role in any education curriculum. Theory encompasses philosophy and value systems. In fine, it can be said that curriculum, syllabus, techniques of teaching, method of teaching, innovation of new methods implementation of the new invention. are interrelated.

Justification of the Study

For many reasons the people of this country felt the necessity to learn a second language since long back. English had been considered as SL and even in the then Pakistan it was practiced as SL. To learn this language GT method was much popular. After the liberation there are several changes in our English curriculum in different levels of our education. In 1996 Communicative Approach has been introduced from class-VI and eventually it has been

promoted to HSC level by 2001.The specialists took this approach as an effective attempt but within a very short time the need to modify the curriculum and syllabus was felt. However GT method was again revived in the 2nd paper and the researcher is very much interested to know the outcome of this new syllabus. A lot of research is being done on different aspects of CLT but few researchers have been inclined towards syllabus and curriculum . Besides that course designs have not given much importance to the transitional phase of the learners whereas it is a very important stage as in class –IX-X the learners start to use English on their own and they face some acute problems which cease their inspiration and many of the learners are either demoralised, discouraged or derailed. However, this research may be a project in the field of language teaching and learning to remove the impediments faced by the learners as well as the teachers. It is also expected that the present syllabus and contents will be used more effectively despite the limitations and obstacles of the research work. The syllabus designers, course designers, policy makers, material designers above all the National Curriculum and Text Book Board will get very substantial help to improve the present system in English teaching. Above all, the learners, researchers and many other persons related to the improvement of the English language skills will be benefited from the research.

Feasibility of the research

The research has been conducted with the help of necessary materials like books, journals, reports from the following sources : The British Council in Bangladesh, ELTIP Research Centres, Teachers training colleges, NAEM in Dhaka, IBS Library and IER library of Rajshahi University, National Library in Dhaka, Central

Library of different universities and public libraries etc. Besides, the national dailies and Language Teaching journals has been consulted too. Moreover, interaction with the teachers, students, policy makers, language specialists etc. has made the researcher to bring about an effective research work.

Scope and Limitation of the Research

This research work has been done on S.S.C. level of general education including the rural and urban learners and also on the teachers conducting English teaching at S.S.C level. It is not possible to conduct survey work in all the secondary schools, so I have selected 10 representative schools from Dhaka district both from rural and urban areas. The teachers and students related to English education have been interacted and the trainers, trainees and the authority concerned in the Teachers Training Colleges have been interviewed. However, these institutes are thought to be representative of the total scenario of English teaching and learning at S.S.C level in Bangladesh.

Conclusion

This chapter reveals the fact that despite following CLT in SSC level of our education we have not been able to achieve our goal for some specific limitations. Though English was introduced in this country during British regime and it has much demand in the international arena since then, our people are still on the way to realize it. However, this chapter shows some important aspects to consult further about the real condition of teaching and learning English in the HSC level in our education.

CHAPTER-2 :

RESEARCH METHODOLOGY

- Introduction
- Purpose of the selection of empirical investigation
- Methods of data Collection
- Questionnaire method
- Interview method
- Sampling method
- Sample size and procedures Undertaken for the study purpose
- Data Sources
- Data collection period
- Study area
- Procedures taken to collect data/information
- Piloting survey
- Procedures of questionnaire survey
- Administering Questionnaire for students
- Administering Questionnaire for the English teachers
- Interview
- Administering Interview with English teachers
- Class observation and its procedures
- Classification and Tabulation of Data
- Validity and reliability of data
- Conclusion

CHAPTER-2

RESEARCH METHODOLOGY

Introduction

Different methods are adopted for a systematic and effective research work based on the basis of the nature of research and objective of the researcher. Research methodology involves a process or technique in which various stages of steps of collecting data/ information are explained and the analytical techniques are defined".[1] Actually research is a systematic process of inquiry consisting of three elements or components: (i) A question, problem or hypothesis. (ii) data (iii) analysis, and interpretation of data. However the researcher's object of study is to find out the problems in teaching and learning English at SSC level and the means of solving them. He used the methods and techniques generally used for data collection. The important elements of data collection are survey, interview, observation and analysis of the data for my study. Actually these elements are the part of empirical research which is important because it helps to accept or reject statement or hypolnesis in support of study.

Purpose of the selection of empirical investigation

The main object of the study is to find out the problems in teaching and learning English at SSC level in our country. To make the study successful, different elements or factors such as teaching- learning environment, teaching- learning situation, physical facilities of the

---

[1] Dr. M. Zainul Abedin,A Hand Book of Research For the fellows of M. Phil and Ph.D Programme – P-70

institutions, classroom interaction, use of English For Today (EFT), teachers' behaviour, use of language etc. have been taken into careful consideration. Above all how the CLT is being followed by our present teaching – learning situation and its out come is the major concern of this study. Through this empirical research, it is possible to find out the actual situation of teaching and learning English at SSC level.

Data collection

Data collection is a must for a social survey work. In research the term data is used to mean information or facts which are assembled, processed and interpreted for the solution to a problem. To collect data means to obtain information.[1] However data is collected using various methods. The data are raw materials in the hands of a researcher.

Methods of data Collection

Several methods have been undertaken to collect data for this study. The major methods are-

  i)   Questionnaire method
  ii)   Interview method
  iii) Observation method
  iv)   Sampling method

Questionnaire method

Questionnaire method is very helpful for social study. Questionnaire method is one of the popular methods for the study of social problems and at the same time it is cost effective. "Under this system a comprehensive questionnaire is prepared and effort is made to see that the answer is either in the negative or positive.1" This method contains a set of questions or statements for the respondents. Separate questions

---

[1] Dr. M. Zainul Abedin,A Hand Book of Research For the fellows of M. Phil and Ph.D Programme – P=17

are prepared for separate individuals or respondents. The researcher tries to ensure that all aspects of the problem are covered in the questionnaire and therefore both closed and open-ended questions are set in the questionnaire.

Interview method

It is a popular method. In social research it is becoming increasingly popular. In this method the researcher personally interviews the parties from whom research information is to be sought. The researcher puts questions to the respondents and note the replies of the respondents in particular sheet of paper or diary. [1]

Observation method:

In the observation method data is collected with the help of an observer by personally going there. In observation the investigator must be present in the field and collect relevant data of his study. Through observation method the researcher can observe actual situation. To conduct observation method some necessary elements should be ready before going to observe any situation related to study. For this purpose the following aids can be used :

    i)   Camera

    ii) Diary

    iii) Video

    v)   Tape recorder

    v)   Check list etc.

Since the researcher himself collects the data what ever the data is collected by him is very accurate. Actually observation method is very helpful to cross check the data information collected through questionnaire, interviews or by any other means. However, any success of observation depends on the ability of the observer.

---

[1] Hans Raj, Theory and practice of social Research, P-17.

Sampling method

Sampling is a method of obtaining data/information about the population/ universe by investigating only representative portion of them. Different techniques can be applied for sampling. Using random sampling is more scientific. In this technique the researcher can choose any digit or number. Any way, sampling method is relatively easier, less time consuming and less costly.

Sample size and procedures Undertaken for the study purpose

The researcher has selected 10 High schools of Dhaka district as sample to represent all Secondary High schools of Bangladesh. For the purpose of the study and to collect acceptable information he has selected these 10 high schools on the basis of four categories:

Category one : 2 Government high schools of Dhaka city.

Category Two : Two non- government but medium standard high schools from Dhaka City.

Category Three : Three non-government highs schools from upazila sadar of Dhaka district.

Category Four : Three non-government highs schools from union/ village level of three upazilas.

It is to be mentioned that to select these schools he has excluded Madrasha and English medium schools.

The purpose of selecting the schools from four categories is to know about the real senerio of teaching and learning English at SSC level as well as to compare the standard of education in government-non-government high schools and in the schools of urban and rural areas.

To collect data through questionnaire from the students he has adapted random sampling technique. In every class he has selected the students bearing odd roll number. He has collected data from 488 population following questionnaire and interview methods. Among this population 458 people are students of classes IX-X,20 are English teachers and 10 are Head teachers of the study schools.

Sampling plan for students Questionnaire survey

Table-2.1

Category of the High schools	SL No	Name of the schools	District	Location
Category-1	1	Govt. Mirpur High school, Dhaka	Dhaka	Mirpur
	2	Govt. Tejgaon High School	Dhaka	Farmgate
Category- 2	3	BADC High school.	Dhaka	Mirpur
	4	Saleha High School.	Dhaka	Lalbag
Category – 3	5	Saver Girls High School	Dhaka	Savar Upazila Sadar
	6	Ispahani High School	Dhaka	KeranigonjUpazila Sadar
	7	Hardinge High school	Dhaka	DhamraiUpazila Sadar
Category – 4	8	Mushurikhola Shamsul Haque	Dhaka	Savar Union level
	9	Hardinge High school	Dhaka	Dhamrai Union level
	10	Rohitpur High school	Dhaka	Keranigonj Union level

The table shows that the selected schools are both from the urban and rural areas.

Sampling plan for English teachers Questionnaire survey

Table -2.2

Category of the High schools	SL No	Name of the schools	Total No. of ETs	No. of ETs given Questionnaire
Category-1	1	Govt. Mirpur High school, Dhaka	4	4
	2	Govt. Tejgaon High School	4	2
Category- 2	3	BADC High school.	4	3
	4	Saleha High School.	5	4
Category – 3	5	Saver Girls High School	5	4
	6	Ispahani High School	4	4
	7	Hardinge High school	5	4
Category – 4	8	Mushurikhola Shamsul Haque	1	1
	9	Afazuddin High school	2	2
	10	Rohitpur High school	2	2
		Total	**35**	**30**

From all these categories the researcher has conducted 30 ETs whose classes he has observed.

Table-2.3

Total Number of Respondents

	TS Respondents	HT Respondents	SS Respondents		
			Class ix	Class x	Total
Govt. Mirpur High school, Dhaka	04	01	28	13	41
Govt. Tejgaon High School	02	01	24	14	38
BADC High school.	03	01	14	14	28
Saleha High School.	04	01	34	55	89
Saver Girls High School	04	01	27	24	51
Mushurikhola Shamsul Haque High School	01	01	39	35	74
Ispahani High School	04	01	27	20	47
Rohitpur High school	02	01	10	09	19
Hardinge High school	04	01	21	13	34
Afazuddin High school	02	01	23	14	37
Total SS Respondents					**558**
Total TS Respondents					**30**
Total Respondents					**588**

The table shows that both from classes IX-X 458 students and 30 English teachers were given questionnaires. Besides 10 Head teachers of 10 High schools have been interviewed on the related topic and the total population for my study is 488.

Data Sources

For the proposed study he has followed both primary and secondary data sources to full fill his objective.

Primary data sources

The primary data are collected from original sources by the researcher or investigators through field work. This sort of source of data collection includes survey method. Applying questionnaire method, interview method and observational method he has collected primary data. He has implemented these techniques in 10 high schools (both govt. and non govt.).

Secondary data sources

Secondary data sources consist of all published and reported materials books, journal articles, research reports, official printed documents, thesis, dissertation etc.[1] So the secondary data refers to those which were already collected by somebody else, and passed through a statistical process.

Since the objective of the research is to know the present condition of English teaching and learning at SSC level, the study of present method of teaching termed Communicative Language Teaching is essential. In Bangladesh this method has been introduced not far back. So, the materials on it are very scanty. Despite it, the researcher has studied a good number of important books written on CLT and ELT of the foreign writers. In addition to that some important research articles published in

---

[1]   A Hand Book of Research For the fellows of M. Phil and Phd Programme – P-70

our national dallies, magazines and journals of different universities and organizations of home and abroad have been consulted. This study has come to much help to find out the actual phenomenon in this arena.

Data collection period

The period of data collection is January-March of 2008. During this time the researcher visited 10 schools. Besides that, he attended 28 classes of these 10 high schools to observe the teaching and learning process in the class rooms.

Study area

The study area of this research is Dhaka district. The researcher has selected 10 high schools - both government and non- government high schools of Dhaka district. There are two government schools and two non –government high schools from Dhaka city and other eight non-government high schools from rural areas of Dhaka district. He has selected these institutes which are considered to play the representative role in providing the actual English teaching-learning condition in the SSC level of Bangladesh. The reason behind choosing schools from both rural and urban areas is to make a comparative study in assessing the development of using the present Communicative Language Teaching methodology (CLT) .

Procedures taken to collect data/information

Data collection depends on different procedures and techniques for empirical research. Questionnaire survey, class observation and interview are the major elements to collect data. So, to administer the study, the researcher has prepared separate questionnaire for data collection. A

questionnaire for students, a questionnaire for English teachers and questionnaires for Head teachers have been prepared. It is mentionable that questionnaire for Head teachers is only for interview. On the other hand, Questionnaires for students and teachers both have been used for giving written statement as well as interview. Questionnaires for students have been used for interview in the form of open discussion.

Piloting survey

For piloting survey in the month of November of 2007 the researcher prepared two questions sets- One questionnaire for students and another for English teachers. Besides that in order to interview the Head teachers he also prepared a questionnaire. On the other hand to cross check the information collected through questionnaire he also prepared class room observation check list.

As a part of pilot survey the researcher visited two class rooms (IX and X). In the class he distributed questionnaires to the students, and English teachers during the class period and he got opportunity to modify the questionnaire to adjust with the situation. The questionnaire was revised and it got this final shape and in the months of January – March-2008 the final edited questionnaires were given to the students and teachers.

Class observation check list also got some changes after pilot survey. Some unnecessary points was excluded from the check list and from the questionnaire and on the other hand some necessary points have been included in both cases.

However in the first half of November, 2007 I completed pilot survey for standard questionnaires. As the promotion test/ final exam started in the schools in the months of November-December, 2007 he had to close his visits to schools and only in the month of January- March-2008 he could start the survey with the modified/edited questionnaire again.

Procedures of questionnaire survey

The questionnaire prepared for the students and for the English teachers have two parts. Part- One consists of the name of the institution, name of the students, roll no, class and section and part- Two consists of questions/ statements. Questionnaire for students contains 25 five questions and the questionnaire for English teachers contains 35 questions. The questionnaires have both structured and non-structured questions. All the questions are related to teaching and learning English, use of CLT, teachers' efficiency, teaching and learning environment etc.

Administering Questionnaire for students

The questionnaire for students contains 25 questions/statements. To conduct the questionnaire survey the researcher took prior permission from the Head teacher of the respective school. The English teachers concerned were also contacted earlier. As per the class schedule, he reached the schools on the appointed day and time.

English teacher just introduced him with the students in the class as well as about the objective of his presence in the class. However, with a prepared check list, and other materials for taking notes the researcher seated himself in the back of the class silently so that the students might not sense his presence there. During the class hour (30-35 minutes) the researcher carefully observed the class and noted the necessary points in his check list. However, after the class being over and in absence of ET, he distributed questionnaires among the students asking them to

answer to the questions of the questionnaires. In case of failure of their understanding any question he made it clear even using Bangla.

Before giving the questionnaires to the students the researcher announced for them that their name and roll no. would be kept secret so that they might produce their spontaneity in replying the questions. The time for returning the questionnaire also was announced at time.

For questionnaire survey of the students the researcher followed random sampling techniques. Only the students bearing odd role numbers. were provided with the questionnaire. However, on time he collected questionnaires from the students. Then he involved himself with the whole class asking and replying like open discussion in the form of interview. However, following this techniques he had been able to collect more authentic and argumentative statements from the students.

Administering Questionnaire for the English teachers

Questionnaires for the English teachers was also prepared and supplied to the English teachers. The questionnaire has Two parts to it. Part-One includes the name of the institution, name of their educational qualification, date and Part- Two contains 35 questions- both open and structured. The questions in the questionnaire aim to collect the information about the efficiency, attitude and behaviour related to teaching EFT (English for Today) and English Grammar and composition for classes (IX-X). He served 30 questionnaires to 30 English teachers of his study schools. He got the questionnaires back from each of the teachers on different days (January- March-2008). He also met some of the English teachers at their residence, as they were unable to help him in this regard during their working hours at school. However after getting back the questionnaires from the teachers/respondents he has assessed it and put the results in the form of table and chart in this thesis paper.

Interview

Interview is a very essential technique for obtaining accurate data and information. To comprehend attitudes, beliefs and behavior regarding English teaching and learning at SSC level the researcher has applied qualitative interview method to collect the information about the application of Communicative Language Teaching (CLT) skills in the class room. The nature of interview was individual interview where he talked to the person concerned.

During interview with the Head Teachers (HTs) he noted down the comments of the HTs. In most cases HTs were very busy. It is true that the Head teacher of a school is a responsible person. Despite their engagements he convinced them for interview. But they appeared to be lively and interested while he was talking to them. Interview taking was quite a difficult task as he had to pay repeated visits to the concerned institutions. It is true that the Head teacher of a school is a responsible person.

To conduct the interview with the HTs the researcher prepared a separate question consisting 17 statements related to teaching and learning English at SSC level, application of CLT approach, teachers' performance, their qualification and training , result, syllabus curriculum, administrative factors etc.

The Questionnaire for interview of the HTs has two parts. The Part-One includes the name and address of the institution, name of the Head teachers, educational qualification and training, date and cell no. Part-Two consists of 17 statements asking for replies from the HTs. The questions are both open and structured question.

Administering Interview with the English teachers:

After the class hours of the schools or in the interval he interviewed the English teachers. During interview he used the same questionnaire prepared for them. He took down the important suggestions and replies from the respondents on extra sheet of paper. It is to be mentioned that the researcher had to visit the same school on different days to meet the different teachers. He interviewed of 30 ETs whose classes he had observed.

Class observation and its procedures:

Observation method is the oldest and direct method of study in which the investigator is personally required to be present in the field. It is extremely an effective means to know about the actual situation of the targeted subject. To find out the practical happenings and activities in the classroom the researcher adopted non-controlled non-participant observation method. The researcher selected this method so that he could observe the teachers- students interaction, teachers' method of teaching, students' participation in the class and their interaction with the class teacher, using the important skills in teaching and learning English, practicing grammar, using textbook and other teaching materials in the class.

Before going to observe class room activities the researcher prepared three check lists –(i) a check list on the general activities such as behaviour, motivational work, lesson plan etc.(ii) a check list on the class room interaction and (iii) a check list on physical facilities. The check list -I

and II check lists have two parts- part one is for common information such as name of the institutes, name of the teacher, number of total SS, number of present SS, topic and class time . Check list-I has different information about teaching and learning English in the class room such as ETs behaviour, use of different activities of CLT, use of text book, use of guide books,T-S and S-T interactive works etc in the part two. But class observation check list-II is only for class interaction in the part two. In this check list teacher- student talking time, their use of L-1 and L-2 have been noted down.

However to note down the class room interaction the researcher has followed the device used by EU founded project PROMOTE to monitor the ELTIP training course. This device has six categories of interaction and recordings:

> T-S: ETs talking SS
>
> S-T: SS talking to ETs
>
> S-S:SS talking to ETs
>
> R: SS reading
>
> W: SS writing
>
> X; Silence/Confusion/Interruption in teaching- learning

To apply this device the researcher has used typed out checklist. In this check list every 5 seconds is counted as a time unit and the researcher has put B in the boxes when the ETs and SS were speaking Bangla in the class room. Sometimes the bare space or extra paper has been used to note down necessary points and comments.

Check list-III is about physical facilities in the class room such as table, bench, electricity, audio- video facilities, classroom size, cleanliness etc.

During class room observation the researcher has observed and noted down physical facilities. For the class room activities check list the researcher has used some words such as yes, no, always, never, sometimes etc. and for check list of class room physical facilities he has used the word present and absent. Anyway, the check list was made suitable and appropriate to collect the appropriate information

However, to observe the classrooms of the study schools the researcher took prior permission from the headmasters of the schools. He was also confirmed about the English classes and about the presence of the English teachers earlier. Accordingly, on the appointed day and time the researcher went to the respective school and seated himself in the back bench silently so that the teachers and students might not sense his presence in the classroom, and they might not be influenced by him. However, in every class the researcher passed almost 30-35 to observe the class. This class observation task took me 3 months (January-March-**2008).** He observed 30 classes of IX-X. When teachers were conducting their scheduled classes, the researcher simply watched the behaviour of both the teachers and students. He observed the teaching techniques of the teachers, and students' way of receiving the class lectures, their mode of asking questions, their speaking style , their use of L-1 and L-2 etc.

Classification and Tabulation of Data

According to P.V Young (1975) when a mass of data has been assembled, it is necessary to arrange the material in some kind of concise and logical order. This procedure is referred to as tabulation

For identifying, diagnosing as well as preparing a hypothesis and for approving or disapproving that it is essential that data should be

Classification and Tabulation of Data

According to P.V Young (1975) when a mass of data has been assembled, it is necessary to arrange the material in some kind of concise and logical order. This procedure is referred to as tabulation

For identifying, diagnosing as well as preparing a hypothesis and for approving or disapproving that it is essential that data should be collected.[1] But without classification and tabulation data remains jumbled, complex and un-under-stand able. The nature of classification and tabulation depends on the nature of study.

The objective of study is to find out the problem of teaching and learning English at SSC level. He has followed imperial research method. Both qualitative and quantitative data have been brought under consideration. Collected quantitative data have been presented using some statically tools like chart; table, pie-chart etc. and qualitative data have been described. However collected data have been classified, tabulated and annalysed very clearly to make it easily incomprehensible.

---

[1]   Hans Raj, Theory and Practice in Social Research, P-307.

Validity and reliability of data:

Data have been collected in different ways to administer all these techniques the researcher consulted important books on research methodology. Opinions and suggestions of the experienced researchers, teachers and other related persons have been taken into account to ensure the validity of all the elements used in collecting data. After all check and cross-check techniques have come to much help to asses the validity of the collected data. Pilot survey also has advanced the standard of validity of this study.

Conclusion

This chapter has dealt with the methods, techniques, procedures, tools and other items by which the researcher has administered his study. In this chapter common ideas of some methods and techniques and its merits have been presented briefly. This chapter justifies his empirical; research method. In this chapter he has also presented in detail different types of survey and technique of sampling. In the last part of this chapter he has detailed about analysis of data collected from different sources.

CHAPTER -3

ENGLISH TEACHING METHODS USED IN BANGLADESH

- Introduction
- Grammar Translation Method
- Direct Method
- Audio-lingual/visual methods
- Communicative Language Teaching
- Grammar- Translation method
- CLT in Bangladesh
- Nature of CLT class
- Role of Teachers and Students in the CLT Classroom
- U Turn of Grammar in the SSC Second Paper
- Conclusion

CHAPTER-3

ENGLISH TEACHING METHODS USED IN BANGLADESH :
A BRIEF DISCUSSION

Introduction

Various methods, approaches and techniques have been used in teaching foreign languages (FL). In teaching and learning English only two methods have been used or still are being used in Bangladesh. However, to know about the methodologies in teaching and learning English it is essential to know the common features of methods, approaches and techniques.

An approach is a set of co-relative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.[1] However, languages are learned, how knowledge of language is represented and organised are discussed in approach referring to general principles and theories. Method means a set of procedures or a collection of techniques used in the systematic way. Besides that a method consists of a number of techniques. Within one approach there can be many methods. On the other hand a technique means procedure used in the classroom. However, a technique is implementation that actually takes place in the classroom premises.

Common methods in teaching and learning English

Grammar – Translation method: It is the oldest method of teaching and learning a language. It is about 2000 years old. This method is the production of German scholarship. It is rooted in the formal teaching of Greek and Latin

---

[1]. Jack C Richards and Theodore S Rodgers, approaches and methods in language A description and analysis P-15

which prevailed in Europe for many centuries. This method was very popular with the European in foreign language teaching from the 1840s to the 1940s and in a slightly modified form it is being used in some parts of the world even today. Reading and writing were the main skills, lessons are based on translation, accuracy is paramount and grammar is taught deductively. In this method oral and aural skills are totally avoided. Towards the end of the 19th century this method was reverted in parts of Europe as the need for students of languages to be proficient orally became more marked.

Direct method

Direct method is of 120 years old. François Gouin wrote a book called *The Art of Teaching and Learning of languages* which states that the teacher used full phrases, no translation was used then. In the early 19th century this method was modified by an English philosopher Henry Sweet. The aim of the direct method was to make the learner think in the target language. Some features are very important in this method. Lessons were entirely taught in the target language.

Vocabulary was taught by demonstration and visual elements. Oral skills were built up systematically through questions and answers, and grammar was taught inductively. Oral and aural skills were emphasized in this method.[1]

As a reaction against the grammar-translation method this method was introduced. Although there was extensive provision of foreign language by the teacher, the learner was not able to assimilate the language well. Further more this method was not based on any sound theory of language. Besides that modern technologies were then not available to conduct this method.

Although the direct method enjoyed popularity in Europe, it failed to address many issues like methodological principles. Henry Sweet, the British applied linguist commented that it lacked thorough methodological basis.

---

[1] Coral Morgan and Peter Neil, Teaching Modern Foreign language, P-2

Audio- lingual/visual methods

Audio- lingual /visual method emerged during the 1960s and 1970s mainly in America. This method is based on behaviorist learning theory. Its focus was on the learners' ability to gain the communicative skills in everyday discourse. Listening and speaking were given emphasis in the target language through this method.

According to William Moulton Language is speech, not writing. A language is a set of habits. So, in this method structural pattern was followed. Besides, language acquisition was thought to result from imitations so that the learners might imitate the structures moduled by the teachers. However, this method was also considered to be non-effective. It was thought that language was more than imitation and habit formation.[1]

Communicative Language Teaching

Over a relatively long period several factors emerged that changed ideas in language. With the rise of the European community awareness, improved travel, improved communications, developments in research into language a suitable approach emerged which is CLT. The origins of CLT are to be found in the changes in the British language teaching tradition dated from the late 1960s. Until then, situational language teaching (SLT) represented the major British approach to teaching English as FL. In SLT language was taught by practicing basic structures in meaningful situation based activities. But as Audio lingualism was rejected in the USA in the mid 1960s, British applied linguists began to call into question theoretical assumptions underlying SLT. But this approach also drew some criticism. American linguist Noam Chomsky had demonstrated that current standard theories of language were incapable

---

[1] Noam Chomsky, Communicative Language Teaching P-65

of making successful result in language teaching. In 1971 a group of experts began to investigate the possibility of developing language courses on a unit credit system, a system in which learning tastes are broken down into a proportion or units, each of which corresponds to components of a learner's needs and is systematically related to all other portions.

Communicative language Teaching (CLT) perhaps is the latest in a long succession of re-evaluation in language teaching. It deals with two fundamental matters- what is learnt and how it is learnt.

CLT was influenced by the development in linguistics, sociolinguists, Psycholinguistic and syllabus design. The following diagram illustrates how communicative language teaching incorporates all elements.

Figure-3.1

Linguistics

Syllabus | CLT | psycholinguistics

design

Sociolinguistics
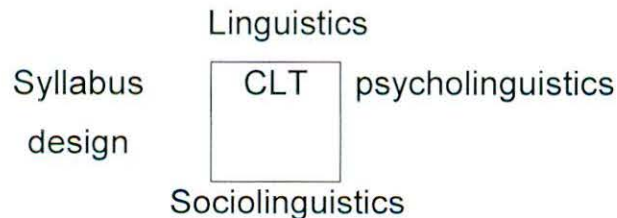
CLT opens up a wider perspective on language learning. The goal of CLT is to enable students to communicate in the target language. SS use the language through communicative activities such as games, role play and problem solving tasks etc. According to Morrow there are three features in common, information gap, choice and feedback. Teacher plays the role of an observer in the CLT class. The teacher facilitates communication in the classroom. One of his major roles is to establish situations likely to promote communication. During the activities he acts as an adviser while answering students' questions and monitoring their performance.

However, there are many methods and approaches applied for teaching and learning English. It is observed that SS could produce sentences accurately in a lesson but could not use them properly outside of classroom. Students may know the rules of linguistic usage, but be unable to use the language (Widdowson 1978).[1] In short, communication requires more than linguistic competence, i.e. knowing when and how to say what to whom. Such observations contributed to a shift in the field in the late 1970s and early 1980s from a linguistic structure centered approach to a communicative approach (Widdowson -1990).

However, CLT aims broadly to apply the theoretical perspective of communicative approach by making communicative competence. Among other approaches Structural Oral- Situation popularly known as the S-O-S approach came into being as an alternative to the direct method. This is an outcome of the experiments carried out in language teaching specially English as a second/foreign language teaching in America during the World War II. The main characteristics of the S-O-S- speech is the basis of language teaching-new language items and vocabulary items are presented orally.

In fact the period from 1950 to the 1980s is often termed as The Age of Methods. During this period so many important and modern methodology of teaching and learning emerged. Suggestopedia, Reading method, the Natural approach, and the Silent way are very important for language learning. However, these methods and approaches failed to bring an effective result. So CLT became popular.

---

[1] Dianel Larsen – Free Man, Techniques and principals in Language Teaching, P-121

Methods used in Bangladesh. (1960-2009)

Grammar- Translation method

With the very beginning of teaching and learning English the people of this country got familiar with grammar translation method. This old method was started in the formal teaching of Greek and Latin. This method not only prevailed in Europe for centuries but also in Indian subcontinent for hundreds of years in teaching and learning. In this method grammar was taught deductively. Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening. Accuracy is emphasized in the method and grammar is taught deductively presenting grammar translation texts and syllabus. In this method the following teaching items were considered very important in the syllabus.

The syllabus consists of

   a) Eight or ten prose lessons of specified limits
   b) Seven to eight poems.
   c) A non detailed text usually an abridged classic.

d) Grammar
   i) Parts of speech including their definitions and articles.
   ii) Conjugation of verbs in the affirmative, negative, interrogative and negative interrogative form.
   iii) Parsing of words in different types of sentences.
   iv) Reported speech comprising reporting statements and questions.

e)   Written work:
   i) Descriptive writing
   ii) Narrative writing
   iii) Letters of different kinds.

In this syllabus most of the text at the secondary level contained long extracts from great writers for their intellectual content rather than for their linguistic value- nor was the learners' interests taken into consideration. The text book also consisted of long vocabulary lists, written exercise, especially translation exercise.

In this method the teacher is totally dependent on the text. The teacher only follow the text and they do not have scope for presenting their innovative ideas. In the class room the teacher first read the given passage and then explained its content and meanings of new words in the mother tongue. Rules of grammar were taught elaborately followed by practice in writing paradigms etc.

The content of syllabus also gradually got changes. The learners were given instructions to write different types of compositions, and answer the questions from comprehension passages. In the 1960 there were also two papers in compulsory English at secondary level. The paper –I consists of literature including prose and poems, vocabulary questions etc. And the paper -II consists of grammar, translation, comprehension and composition.

It is to be mentioned that English was taught in this country as medium of instruction i.e. it was then taught as second language (SL) to the natives of this country. Even after 1947 English was used as medium of instruction. English was the only common language that served as a powerful instrument of inter-wing communication and it enjoyed the status of Second language then.

After the liberation (1971) the government of Bangladesh started to think about the status of English language and decided to use Bangla in every sphere of

life placing English as foreign language. Even the then education minister said in unequivocal terms that failure to use Bangla would be treated as an act of perfidy. However, in the 1983 English subject was omitted in the tertiary level. During this period English was actually passing through tough time. But it was taken into account that the extensive use of Bangla in every sphere of our life necessarily did not mean that English would have no place in the curriculum. So English remained in our syllabus in the secondary level with few changes.

However, grammar- translation method in teaching and learning English continued in the secondary level of our education till 1995. In 1996 the of government brought a major change in teaching and learning English in the secondary level introducing Communicative Language Teaching (CLT) from class-VI.

The then East Pakistan had been under the rule of British almost years. During this period the British government for the interest of trade, commerce and also to establish the authoritative power took different initiatives for the natives of this country to teach English. The British rule started 1857 in this country and ended in 1947. It is known that a handful of the British who came to this country could not look after its entire administrative system. They could not bring a large number of their compatriots either obviously for economic reason. However, in this stage they started teaching English to the people of this country with a view to ensuring the supply of clerks and officials of lower grade. In short the motive behind the English system of education was accentuated more by political reasons than by the desire for the introductions and promotions of knowledge of science. The whole system of English education was prompted by imperial mentality.

CLT in Bangladesh

There is a long practice of grammar translation method in the secondary level of our education. This method was supposed to enable the learners to use English correctly. But this method, being practiced by the learners even for long time, has failed to bring about any expected result as most of the learners could not use English on their own in the proper way and in this method oral and aural skills were almost totally absent. In this situation the experts of our country were interested to introduce communicative syllabus for teaching and learning English at secondary level from 1996 which aims at focusing on the four skills of teaching English- listening, speaking, reading and writing as a learner- centered activities within communicative contexts. So, to make it successful NCTB with the help of ELTIP has brought about a change in the English syllabus, particularly in teaching methodology. On the basis of the mode of CLT, NCTB also published a Text book named English for Book today book-V-II for the SS of classes IX-X. This text book is skill based, not content based. There are so many scopes for information transfer, choice of questions, drillings, answering from diagrams, writing from spider grams, writing from pictures, charts and maps, making sentences from substitution tables etc.

In this communicative English grammar is used inductively, not deductively. Teachers play a role of a monitor in the class. The learners are thought to be more active in the class. In this method the learners get much opportunity to practice English in an interactive way.

Nature of CLT class

CTL conducts creative type of activity in the class. So, a CLT class must be well decorated. It should be airy and noise free. The CLT class must not be unusually large but have the capacity to accommodate 30-40 students. The room should be facilitated with required number of benches and round, or

semicircular desk. The CLT class room should have pictures, maps, board, charts etc. so that the learners can practice from the elements mentioned above. A CLT room, in this modern age, must have electric facilities providing audio-visual aids also. However, a CLT class is supposed to be an ideal home of teaching and learning.

Role of teachers and students in the CLT class room

In the CLT class the teacher facilitates communication in the class room. In his role one of his major responsibilities is to create a situation which is likely to promote communication. During the activities he acts as an adviser, answering students' question and monitoring their performance. He might take note of their errors to be worked on at a later time through more accuracy based activities. At other times he might be a co-communicator engaging in the communicative activities along with students, (Little Wood 1981).[1]

Students are, above all, communicators. They are actively engaged in trying to make themselves understood and in understanding others even when the knowledge of the target language is incomplete. Also since the teacher's role is less dominant than in a learner centered method, students are seen more responsible managers of their own learning.[2]

In a CLT class room a teacher may present some parts of the lesson while working with linguistic accuracy. At other times he may be simply a facilitator of the activities, but he does not always himself interact with the SS. In this class SS interact a great deal with one another. They do this in various configurations such as pairs, trials, small groups, whole groups etc.

---

[1] Dianel Larsen – Freeman, Techniques and principles in language Teaching, P-129
[2] Ibid P-128.

However, in CLT four skills are given much attention so that teaching and learning can be effective. But in the context of Bangladesh this approach has been introduced not more than an era, By this time the logistic experts have got lot of opportunities to evaluate the prospect of CLT and also to revise the course. Many of our teachers and experts involved in teaching English have put their opinion in favour of introduction of deductive grammar. According to them it is a hard task to present English accurately without knowing deductive grammar. However, keeping this idea in mind our English syllabus has got another change in the second paper in the secondary level of our education.

U turn of Grammar in secondary level

Grammar translation, though an old method, it began to lose its appeal in the mid nineteenth for several factors. Towards the end of the 19th century this method was rejected from many parts of Europe as the learners of language wanted to be proficient orally. Even this method created frustration not only among the learners but also among the teachers during this period.

Grammar translation method was also much popular in Bangladesh. But in the 1990s some intellectuals of the country took a decision to introduce Communicative Language Teaching (CLT) in this country. From 1996 this method was applied from class –VI in our secondary schools and Madrashas. But after some years the English syllabus got a change. In a national workshop arranged by NCTB re-introduction of grammar was re-commended on 18 August, 2004, from class VI-12. They recommended three books on Grammar and composition One for classes 6-8, Two for classes 9-10 and Three for class 11-12. However, the committee drafted a curriculum and syllabus for those classes (6-12) also.

English grammar and composition Book two published by NCTB has been designed for the SS of classes 9-10 from the academic session 2005. The book is designed to present the fundamental grammatical rules in a new and interesting way. In this book the grammatical rules have been presented in different way. Most of the unit have different lessons. Every lesson also has a passage on some familiar issue or matter. Teachers are supposed to teach the grammatical rules following text book.

However, it is not wrong to say that our language experts felt that for using correct English, Grammar teaching is essential. In the preface of English grammar and composition for classes IX-X it has been stated that styles in language are ever changing. Therefore the components of syllabus can be changed as per the necessity of the time.

Conclusion

This chapter has presented a common distinction among approach, method and technique. This chapter also has presented some methodologies used in teaching and learning English in Bangladesh. Since the British rule through the Pakistan rule English was used as a vernacular and it enjoyed the status of second language. As English was treated as medium of instruction, it was learnt as also a second language. G-T method is replaced by CLT approach in our Secondary education since 1996 in our country. This method also has undergone some changes from 2005. Grammar has been reintroduced for the SS of classes IX-X in their second paper.

CHAPTER-4

EVALUATION OF TEACHING AND LEARNING MATERIALS

- An Evaluation of SSC Curricula and Syllabus
- The Focus of the Curriculum
- Some Important Instructions of the Curriculum
- The Syllabus For Classes IX-X
- Evaluation of English for Today
- The Context of the Text Book
- An Overview of the Text Book
- An Evaluation of English Grammar and Composition for Classes 9-10
- The Contents of Second Paper
- An Overview of Second Paper
- Test Analysis
- An Assessment of 1st Paper Question for SSC Public Exam
- An Assessment of SSC Second Paper Question for the Public Examination
- An Overview of the First Paper and Second Paper
- Conclusion

CHAPTER-4

EVALUATION OF TEACHING AND LEARNING MATERIALS

An Evaluation of Secondary School Certificate Curriculum and Syllabus

The management and implementation of any method depends on an effective curriculum and a suitable syllabus in the context of teaching and learning a language. Syllabus refers to the content or subject matter of an individual subject whereas 'curriculum' refers to the totality of content to be taught and aims to be realized with one school or educational system.[1] However syllabus is in a subordinate position to curriculum. Curriculum may be viewed as the 'programme of activities .... the course to be run by pupils in being educated (Hirst 1919 in Hooper 1971:234)" On the other hand curriculum may be defined as ' all the learning which is planned and guided by the school, where it is carried on in groups or individually inside or outside school (Kerr 1968:16)

On the other hand a syllabus is the specification of the work of a particular department in a school or college. It is often linked to time and will specify a starting point and ultimate goal.

However curriculum is a scheme to be implemented through syllabus. So, to reach a fruitful educational goal it is essential to produce an effective curriculum and syllabus.

The present curriculum is introduced in 1996 for Secondary school. In keeping with the demand of the time some changes have been made in the curriculum for classes IX-X but unlike most of the other subjects on the curriculum, English is presented as a skill based subject, not a

---

[1] . Ronald V. White, The ELT Curriculum: P-4

content based subject. The syllabus, themes, topics and different items for teaching and learning English have undergone a significant change. The present curriculum is totally based on Communicative Language Teaching and the purpose of this curriculum is to teach the learners English applying all four skills of listening, speaking, reading and writing, excluding particular topics of literature. To fulfill this object the present curriculum of English for classes 9-10 emphasis upon learner- centered activities instead of teachers- centered activities and on skill based subjects, not content based subject. However, the present curriculum aims at presenting a syllabus based on four skills carried out within a learner- centered environment.

The focus of the curriculum:

For successful teaching and learning the present curriculum of English has given much importance on some topics/ themes which are suggestive, not exhaustive. Exchange of personal information, family and friends, natural scenery : plants, flower, pastimes and hobbies, weather, school, finding their way about town, shopping, food and drink, daily routines, sickness and health, town and village life, holidays and festivals, traditional stories including humorous ones, and works of literature especially contemporary sub-continental literature, religion and way of life, traveling, letters to/ from and visiting, friends, people and their different job opportunities and their relevance to English. Working life- especially of young people in urban and rural areas: animals, population awareness, environmental issue etc. have been noted to prepare a book and a syllabus. The above elements suggests very clearly that the present English curriculum aims at teaching and learning English in a very familiar environment.

Students of class -9 should be able (i) to understand a series of instruction and commands (ii) to participate in conversation and discussions, (iii) to express opinions. And for reading and writing the curriculum sets some items that must be narrative, descriptive, argumentative, formal and informal letters etc. The curriculum also welcomes some structures for developing grammatical knowledge also. Vocabulary is an important element for learning English. So the curriculum intends to include some four hundred new vocabulary in the text book for Paper-I written for the students of classes -9-10.

Some important instructions of the curriculum

As the curriculum is expected to run English course in the secondary level following CLT, some important instructions have been also shown here.

- The whole teaching is learner- centered.
- There must be scopes of speaking for the learners and teachers in the class.
- There must be seen comprehension to be read by the learners so that they can understand and give answers in the form of objective question, information transfer, cloze test, open- ended short questions etc.
- There must be an unseen comprehension for class-10 which will develop the learners' skill following the techniques used in class-9.
- The class must be an interactive one.
- Structures should be taught through regular use within realistic contexts.
- The learners must be discouraged to follow explicit grammar rather they are encouraged to learn through explicit grammar.
- There must be a teacher's guide to operate the course.
- There must be teaching aids related to teaching methodology.
- Continuous assessment and internal examination should be held every year.
- Students should be taught in English without using Bangla etc.

(Curriculum and Syllabus for classes IX-X: National Curriculum and Text book Board,1995)

However, these are the major aspects of English curriculum for the students of classes 9-10. But what is needed to be taken into account is important how the curriculum is being enacted through the syllabus designed by the National Curriculum and Text book Board.

The syllabus for classes 9-10

The syllabus of English for classes 9-10 has been prepared in the light of curriculum by the experts of our country and to implement the syllabus and text book for class IX has been presented under the guidance of the overseas consultants.

The syllabus is divided into two- **paper-I** and **paper – II.** The syllabus for class **IX-X** is being implemented mostly following the text book **English for Today** for classes 9-10. And for the paper-II there is no text book but there are instructions only that paper-II must be unseen having almost the same items of question of 1st paper. But just after few years **paper-II** has got a change in 2005 being replaced by a book- English Grammar and Composition for clases-9-10.

Paper-I is written following communicative approach. It consists of 22 units having ample lessons. The contents of the lessons are very interesting and they have reflected our everyday lives. The learners are expected to use the book following the instructions given in the text book and by their teachers . Teachers of English are also instructed to make successful efforts in teaching following a TG written for them.

The major trait of CLT is to teach English through communicative activities like making diagram, spider diagram, cloze test, opinion gap, information transfer, true/false etc. So, in this respect the Ist Paper serves the purpose for the classes IX-X to a great extent If all the

elements can be implemented through some particular procedures, our learners must be benefited. But the curriculum and syllabus are not free from some major limitations. In the context of Bangladesh the CLT is not getting expected result because of some limitations.

The curriculum leads the syllabus to follow popular approach of teaching and learning English CLT but the environment of educational institutes, the ability of our learners as well as our teachers, the physical facilities of our schools and the financial aspect have been overlooked.

Besides that, the curriculum does not suggest how to overcome the limitations of teaching materials and aids like audio-video, maps, chart other physical facilities. To implement this curriculum and syllabus it is very essential to ensure trained and skilled teachers. But in the context of our country most of our teachers are not skilled enough to implement this new curriculum and syllabus.

The question of paper-II in the syllabus prescribed earlier has been replaced by grammar and composition. So, truly speaking the curriculum seems to be in contradiction. Instead of applying CLT for the paper-II it has introduced the traditional grammar for Part-A But there are some positive aspects too in paper-II as it provides lot of scopes for writing practices on different items and issues. If the learners practice the part- B on their own, they have all the probabilities of developing their writing abilities.

Evaluation of English for Today

Classes : IX-X

The authors:

Naina Shahzadi, Fazle Rabbani and Shamima Tasmin are the authors of the Text Book for the classes 9-10. Nina Shazadi is now in America. She had been working as a teacher of English in Aga Khan School & College before leaving Bangladesh.

Fazle Rabbani is now working as an Education Adviser in DFID, a UK based organisation.

Shamima Tasmin, another author of English For Ttoday is now working nowhere.

The context of the Text Book

The new English text book for classes 9-10 has been developed by English Language Teaching Improvement Project (ELTIP). The book follows the communicative approach to teaching and learning English in the context of Bangladesh. It provides learners with a variety of learning materials such as reading text, dialogues, pictures, diagrams, tasks and activities. The materials have been designed and developed for practicing the four basic languages skills of listening, speaking, reading and writing. There are a lot of opportunities for the students to be interactive among themselves and also with the teachers in the class room through pair work, group work ,role play and simulation.

In keeping with the Communicative Language Teaching (CLT) principles, the book includes topics of both national and global context, appropriate and interesting to the learners thematically, culturally and linguistically. Adequate Grammar contents have also been integrated with language skill so that the elements taught and learned in situations can easily be related to real life situation, not just to be memorised as discrete items.

The objectives of the new Syllabus

The aim of the new Syllabus and Text Book is to introduce CLT and its aim is to focus on the four skills of listening, speaking, reading and writing as learner centered activities within communicative contexts, which reflect not only actual situation outside classroom but also make the learning of English more relevant, interesting and enjoyable. There are comprehension skills in the Text Book which continue to focus on finding, processing and giving information with the emphasis on language, rather than literature. However, the aim of the syllabus is to introduce the four skills effectively in the classroom so that the learners can have thorough command in using English. It need to be mentioned that in 1996 when the new syllabus was introduced, it emphasised on the inductive method of teaching and learning. But recently i.e. since 2005 deductive method of teaching and learning also has been added to the second paper for classes IX-X. In the 1st paper it has focused on the direct approach to teaching and learning but in the 2nd paper some fundamental rules of Grammar for extensive learning has been introduced. Its aim is to enable the learners to use English correctly. Any way, the new syllabus, text and also the 2nd paper for classes 9-10 have been designed for effective teaching and learning process.

The contents of the Text Book and out comes

The text book comprises of 22 units with 110 lessons. In the very beginning of the lesson the objectives of the contents have been made clear. In keeping with Communicative approach a lot of pictures, diagrams, spider grams, dialogues, drama, speech bubbles, set of interactive questions, questions on information transfer, guess work, cloze test with clues and without clues, text for reading and understanding have been included in it. The learners are to be prepared

in the classroom to make interaction with teachers or partners in the class room in the very beginning of their learning session. There are different types of context in different lessons of different situations of both home and abroad so that the learners can achieve communicative skills through practicing English in different situations and day-to day matters, activities and ideas. There are lots of scopes for questioning, arguing, table work, matching the information etc. in the text book. The text book contains some literary items including poems, rhymes and literary extracts . It has some famous poems like *The Sands of Dee, The Solitary Reaper, Home They Brought Her Warrior Dead, Stopping by Woods on a Snowy Evening, All the World's Stage, As You Like it etc.* These items of writings, undoubtedly are very much helpful for the learners to know about the value of literature, the reality of life, the emotional stages of life but the objective of including these literary pieces still focuses on teaching English through literature. Besides, the text provides many lessons on agriculture, science, society, behaviour, health, scientific invention, imagination, international important events and days, reporting, poster writing, slogans, architecture, idea of daily newspaper and magazines, tools used by people everyday, crisis in life. However, the contents prepare the learners to learn English and to use English in different situations.

Text Book in the Communicative Context

The units 1-22 have the particular target to make the learners develop in English. Keeping this target in mind the writers of the text book have introduced various items which are very essential elements for communicative English.

Unit-1, lesson-1 has three pictures (A,C) which are very common to the urban people. Even the rural people also can guess the happening in the picture where we see that some passengers are coming down from an airplane. Becky has come to Bangladesh. Masum and Mr. Abedin to

receive her at the airport. There is a talk between Becky and Masum. The talks have been presented in the bubble speech (c) and in the columns (d). In the same lesson there is a pair work also (E). So, in short it is to be acknowledged that the lessons have some important elements of language learning. In this lesson there are opportunities for speaking, listening and also understanding. Above all, in the last item of the lesson there is an opportunity for writing also.

Lesson-2 of the same unit also has scopes for question and answers. There is a table (b) for giving correct information. There are also some questions to answer (c) from a listening text. The item number- E has some paragraphs for cloze test. However, this lesson is very important for increasing and improving vocabulary of learners.

Lesson-3 of the same unit has some extracts from Becky's diary. The extracts deal with very common matters of everyday life. There are opportunities for information transfer.

Lesson-4 of the same unit deals with the newspaper articles, traditional festival-Pahela Baishakh of Bangladesh and some activities to be done on the occasion. The remarkable item of this lesson is the presentation of three pictures of our cultural life with which almost all the people are acquainted. However, the techniques for improving English in the lesson is very useful as the learners can practise guess work, and describe the pictures on their own.

Unit-2, lesson-1 also deals with very common topics. There are also three pictures on cooking food, serving food and washing hands after eating. The learners can describe the pictures easily. However, the lesson has scope for discussion, pair work, describing pictures, making work routine etc. The learners can also form a habit of doing all these

things and describing the situations with proper understanding. No doubt, the situations are very real in our every day life and the learners must feel interested to do all the works mentioned in the lesson.

Lesson-2 of the same unit also deals with the picture discussion of our every day life. There are also bubbles in which the learners are to make speech. Above all, there are opportunities for practicing cloze test, writing letters etc. which are also helpful for the learners to develop their language skill.

In the same unit **lesson-4** also presents some scopes for discussion through pair work, group work, cloze test, completing circles in the spider gram etc. It is true that these items are very relevant to CLT and techniques to improve the language skills of the learners.

In lessons - **4 and 5** of the same unit there are lots of opportunities to form speech with the clues given in the diagrams. There are common facts describing the very familiar thing 'house', where the learners live in. So, the learners get much interest to do all the tasks given in the lesson. There is also a pattern for multiple choice of question(MCQ) which can activate the learners to use their memory to find out the correct answers.

Lessons 6 and 7 also deals with picture discussions, questionnaires etc. The learners can show their ability in English by describing all these pictures. However, as much as we go through the text book we find that almost all the lessons excepting few are full of pictures, diagrams, spider grams, bubbles etc. which enable the learners to know about the situations, and to use suitable words for an understandable language. The text book also presents some literary extracts particularly in **unit-16.** There are some famous poems and rhymes in different lessons.

These poems and rhymes are mainly meant for enjoyment, understanding and practice. This is an area where memorization can be both useful and valid. In this unit there are many open-ended questions for the learners to confirm whether they can understand the poems or not. Above all, some writing items have been introduced in the last question (item no.-c) for the learners to do the imaginary work where they can write something of their own and it is helpful for upgrading a learner's writing skill.

Unit-18 deals with different international important days which are good for the learners on the one hand to know the historical background and importance of the days, and these are helpful for the learners when they start doing cloze test after reading the passage, and they try to select the accurate or proper vocabulary to fill in the blanks. Not only that there are also open ended questions which test the learners' ability whether they can understand the text or not.

Unit-19 deals with some informative facts, giving plans how to pass holidays etc. There are opportunities for guess work and making dialogues and dramas to provide natural and informal speech. There are some items for pair practices, and a certain number of elements for memorization which are useful for the learners. This is also one of the most natural and effective ways of practicing spoken English within meaningful context.

Unit- 20 deals with some interesting rhythms and fables to make the learners come out from serious text contents or passages. The learners surely enjoy the myths and bubbles, and understand the contents to answer the questions. So, this unit is very much helpful for the learners to understand, asking questions , answering the questions, and writing them in sentences which are very essential to develop language skill and these items are the major elements of CLT.

Unit-21, lesson-1 and 3 deal with some practical issues like letter, application writing and preparing a curriculum vitae. In **lesson-2** there is a picture to make a story with clues. This lesson is very important to do imaginary work and to make relevant sentences.

Unit-22 deals with mother earth i.e. environment. There are some pictures in different lessons for guess work and making story. Some important crisis such as problems in cities, acid rain, demerits of using Polly bags, water pollution, ecological imbalance etc. This unit certainly provides important information about our every day life. The pictures of different lessons of this unit help the learners speak and make sentences.

However, it is difficult to analyse all the lessons of the text book but it is easier to come to an argument that the different lessons of the text have discussed different items from our real life situation. For further improvement of the learners, almost all the lessons provide ample opportunities for interaction with teachers and partners following different techniques such as describing pictures, diagrams, spider grams, making dialogues and dramas. These are helpful for accumulating vocabulary and developing speaking and writing skills.

There are ample opportunities for cloze test with clues and without clues which are very much relevant to grammar and vocabulary. I think these items are essential for the learners to improve their language skills. However, four skills of learning English have been introduced in text book for the learners to know English, and to practise English in different situations.

Text book and class room management

The elements of the text book and pattern of writing the text book is not quite unfamiliar with the teachers and learners as the same method of

teaching and learning English is being used from class-VI since the introduction of CLT in 1996 in our country. We know that for successful teaching and learning an ideal environment in the class room is a must. Teachers and learners have the equal responsibility to make a proper atmosphere in the class room to run a course. The actual condition is totally different as the class rooms of the schools are over crowded with students. In this regard both the teachers as well as the students remark that because of huge number of students the normal course of study is hampered.

Table-4.1

Because of large classes the normal course of study is hampered:

No of Respondents	Yes	Percentage
496	316	63.70%

However, class room management for the teacher is difficult as they have to conduct classes with huge number of students compared to the ideal classroom size and capacity. An ideal classroom consists of 35/40 students at best. From a survey report on class room management it is learnt that teachers very often fail to establish interaction with the learners and among the learners.

The present text book for paper-I consists 22 units with 110 lessons for the students of classes 9-10. But it is to be admitted that these huge task of the text book is taught in one year in class IX to finish which is really a problem both for the teachers and the learners. Besides, the duration of class period is not sufficient to conduct the class.

Table-4.2

Time is not enough to complete the text book English for Today

No. of Respondents	Yes	Percentage
496	397	80.40%

(The class teachers, head masters and the students are the respondents here.)

There are also some problems with text book such as there is an item of listening but the listening text, cassette or CD has not been provided for the learners. There are only few number of texts on listening text in the teacher's Guide. The Teachers have to read out context for listening which, in most cases, does not reach the students and consequently they fail to ask and answer to the questions asked by the teachers. Besides, because of huge number of students and lack of trained teachers classroom management becomes a problem.

To make interactions with the learners in English and to speak English in the class room are the most essential parts of CLT but in most cases most of the teachers fail to achieve it. Thus the classroom management in the light of new curriculum, syllabus and text seems to fail in attaining the effective outcome.

An over view of the text book

The new text book 'English for Today' for the classes IX-X has been presented with almost all the necessary elements of CLT. There are lot of opportunities for discussions, dialogues, dramatization, pair work, cloze test, speech, picture discussions, discussion from the words in the circles, bubbles, diagrams and spider grams, columns for matching

words phrases etc. All these are useful for the learners to improve their vocabulary as well as language skill in the broader sense. Though the text is not content based, there are contents from our every day life such as social, historical, scientific, agricultural facts etc. They are from home and abroad. I think that all these contents help the learners know the information and understand the pattern of writing and to accumulate vocabulary. The text book is not grammar based but there are ample scope for learning grammar from the context. There are **16** structures in the last part of text which are also useful for the learners to know English. Any way, despite all these necessary elements to have command on English there are lots of limitations-limitation with the text book, limitation with the environment, limitation with the teachers and learners. The text book encourages the learners to know English grammar from the context of the text book but it is some what difficult to make grammatical items clear for the learners. Had it been written or focused in the text, clearly it would have been more effective. There is a limitation with the listening section as the text book lacks of listening contents, cassette or CD for the learners though they are in the TG. But from an open discussion with the learners it is suggested that the learners would have been more benefited if there had been the contexts for listening in the text book, cassette or CD with the learners. From the survey of the learners it is reported that the teachers conducting English classes hardly give instructions in English in the class room. Besides, interaction among the learners in English hardly takes place in the class room as they are not habituated doing this. Though the scenario is different in few schools where teachers and students interaction take place in English and from the study of the class room management teachers are somehow found to avoid speaking English in the class room and giving instructions in English.

Table-4.3

SS remark: Teachers avoid speaking English in the class:

No. of Respondents	Yes	Percentage
458	277	60.48%

(Only SS are the respondents here.)

There are some important items such as bubbles, diagrams, spider grams and picture discussion etc. in the text. But these items are hardly known to the learners as our teachers are less interested in practicing these items as majority of these items are not tested in the exam, so they do not feel an urge to make the SS practice.

Table-4.4

SS are not taught about spider diagram in the class:

No. of Respondents	Yes	Percentage
458	316	69%

(SS and English teachers are the respondents here.)

From the table it is clear that neither teachers nor the students are interested to learn and to teach this item. Even in some cases SS are not familiar with this item. The same case happens with another item which is bubble speech. Though there are bubble speech but students' spoken English is not tested. So, the teachers are not interested to practice this item in the class and therefore they simply ignore it.

Table-4.5

SS are not familiar with bubble speech:

No. of Respondents	Yes	Percentage
458	285	62.22%

Above all, it would have been better if the question for the exam contained a series of questions on bubble speech, diagrams and spider grams, both the teachers and learners would practice these items of the text which will be helpful to teach and learn English effectively.

Pair work and group work are also the two vital techniques of CLT. There are some opportunities to practice these items. But because of small class room size, huge students in the class, having no arrangement of round or semi round table, and also for the lack of trained teachers these two major items are not practiced in the class.

Table-4.6

SS remark: Pair work is not done in the class:

No. of Respondents	Yes	Percentage
458	282	67%

(Only SS are the respondents here.)

Table-4.7

SS remark: Group work is not done in the class:

No. of Respondents	Yes	Percentage
458	295	64.41%

(Only SS are the respondents here.)

An Evaluation of English Grammar and Composition for classes 9-10

English Grammar & composition for classes 9-10

Writers : Md. Abul Kalam Shamsuddin

Md. Abul Kalam Shamsuddin is now working as an English teacher in Motijhil Govt. Highschool, Dhaka

Md. Akter Hossain Mondal, another author of English Grammar and Composition for classes 9-10 is an Associate Professor of English is now working as a Deputy Director in Directorate of Secondary and Higher Education .

Published by : National Curriculum and Textbook Board, Dhaka.

Basic Information about the authors: Md. Abul Kalam Shamsuddin, an Associate professor of English, has contributed in writing this Second paper for classes 9-10 During his writing he was working as a deputy Director, Directorate of Secondary and Higher Education, Dhaka.

Md. Akter Hossain Mondal another writer is working as a Senior Assistant Teacher of English in Motijheel Govt. Boys High school. These two writers have presented this book applying their experience of teaching career. They have written this book in the form of context based grammar.

The objectives of Second paper

Languages always change because of social, cultural, economic and political reasons. So the GT method has been changed or replaced by different approaches and methods. In some cases this method has been blamed not to direct the learners in an effective way to learn a language. This is why the experts in different times have kept changing this method in different form. In Bangladesh our experts also have

brought about a change in teaching and learning English introducing CLT in 1996 from Class IX and in the SSC level from 1998 in our education. Grammar teaching is essential along with CLT approach for making the learners efficient in English.

However the aim of this new syllabus is to bring about a change in the mode of teaching and learning English. Grammar and composition which is expected to enable our learners to use grammar in context and to learn necessary grammatical rules. It is also thought that following this grammar the learners will be able to use English grammar appropriately with considerable fluency in their oral and written communication.

However, accuracy is given great importance in CLT. In this regard A.P.R. Howatt (1984) says : High priority is attached to meticulous standard of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the nineteenth century"

The Contents of Second Paper

The contents of English 2nd paper for classes 9-10 are divided in two parts. Part-1 deals with grammar and Part-2 deals with composition.

Part-One

Part-1 has some fundamental items of grammatical rules. It has fourteen units and 23 lessons. Almost all the units and lessons have dealt with the grammatical rules in the form of context.

Unit one has been presented with sentence- both functional and structural. **Unit –Two** has dealt with clauses, **Unit- Three** has dealt with infinitives which is a very small chapter, **Unit- four** about participles and

gerund, **Unit- Five** about the uses of pronouns, **Unit-six** about tense and the formation of sentences in the light of tenses, **Unit- Seven** about narration, **Unit-Eight** about tag question, **Unit- Nine** about linking words, **Unit- Ten** about introductory `it' and there, **Unit- Eleven** about simple phrases and idioms, **Unit- Thirteen** about modals and **Unit-Fourteen** about conditionals. However, all the units and lessons have presented the rules of grammar in the form of context. But from an analysis it appears that the discussion of the rules of grammar is not analytical, and they are insufficient for the learners to understand. Every items of grammar has been presented with a very short and brief discussion. Variation of rules and variety of exercises are absent here. Besides, as it is written on the basis of grammatical rules, translation should be included in this part. There is a remark from the teachers about translation should be included in the Second paper.

Table-4.8

Translation should be introduced in the Second paper:

No. of Respondents	Yes	Percentage
30	19	63.33%

(Only ETS are the respondents here.)

The table shows that 63.33% respondents from the teachers give importance in introducing translation along with grammar. Actually translation can help a learner to form sentences in the appropriate sense. Not only that, to do translation a learner has to work on the basis of the rules of grammar. Besides other important sections of grammar such as verbs, conjunction adverbs, correction are absent in this book. These are the major elements of English grammar to be learnt to produce correct English sentences. A good number of teachers of my study schools have passed their remark that correction is a vital element to analyse a learner whether he/she has the ability to use English language in the correct form or not.

Part-Two

Part-2 deals with writing composition. It contains seven units with 25 lessons. **Unit- One** has presented the idea of paragraph writing. **Unit – Two** deals with report writing which is very helpful for the learners to prepare reports on different issues. **Unit –Three** has presented letter writing. In this unit the rules and model of different kind of letter writing along with some common errors in letter writing, use of E-mail etc. have been presented very carefully. No doubt, the learners will get much opportunity to learn how to present a standard letter, how to use E-mail etc. **Unit –Four** also has dealt with short composition on different models. This unit has shown some important and effective ways of writing compositions. Actually writing short composition is an art. It is like an essay and the learners can learn how to compose a piece of writing by practice. Undoubtedly this unit helps the learners to have good command in developing their writing skill.

Unit five also deals with another type of writing i.e completing a story. It is also a form of composition. It is an interesting form of composition. This is written on ordinary aspects of life. The learners can broaden their ideas from the given clues i.e with few given sentences from their own. However, students are expected to write stories so that their creative and imaginative power can be developed. In this unit some hints and some models of completing story have been presented very efficiently and the learners are targeted to improve their writing skill following this. This unit also shows how to complete a passage. This is also a helpful item. The learner must concentrate on writing this type of composition.

Unit-Six deals with summary writing. Summary writing is an art. How to present a large idea in a brief and précised form can be learnt following this unit. Summary writing prepares the learners to form a precise writing avoiding less important ideas in simple sentences.

Unit- Seven presents dialogue writing meaning conversation between people either verbal or written. It is also a type of composition in nature. It helps a learner to enhance his/her speaking skill. Some important rules for dialogue writing have been given in the very beginning of this chapter. How to communicate in English with others is shown in this unit. Dialogues of every person in different situation can be done following this unit. Some models of writing dialogue have also been presented in simple words and style in this unit also. I think by going through these models the learners can produce dialogues successfully. However, language is primarily a speech for communication. Dialogue writing can contribute much for the learners to develop their speaking as well as writing skills.

An overview of the Second Paper

However, from the analysis of **Part-1** and **Part-2** of English grammar and composition for classes 9-10 one important aspect has come to light that this book despite some limitations is written very effectively keeping the learners ability, socio-cultural, political and modern requirements of writing in mind.

Some limitations like the absence of discussion of verbs, a major element of English language, conjunction, the scanty presentation of non-finites, preposition, phrases, absence of correction, translation etc. are responsible for not providing the learners with total knowledge of English grammar, But part -2 is written with huge writing tasks which are very helpful, effective and language generating. Actually the learners of this level gain enough and necessary maturity to build up themselves in using correct knowledge of English. So considering all these aspects, I believe that the introduction of 2nd paper for classes 9-10 is both helpful and effective. The respondents from the teachers of my study area have appreciated much in this respect.

Table-4.9

Introduction of Grammar in the 2nd paper is very effective

No. of Respondents	Yes	Percentage
40	40	100%

(Only TS and HTS are the respondents here.)

Test Analysis

Testing is an integral part of teaching and learning. Syllabus is implemented through different techniques in the class room. But testing is conducted to know how far the methods and techniques have helped the learners to learn a language. In teaching and learning English our National curriculum and Text Book board has mixed up both CLT and grammar teaching method. The aim of the curriculum for classes 9-10 is to improve the learners' four skills of speaking, listening, reading and writing, and in keeping with these objectives in mind our syllabus has been designed. There are ample opportunities for practicing and learning English following these 'mixed method' of teaching and learning English. By 'mixed / eclectic syllabus' here I mean that communicative approach based on inductive method and grammar teaching based on deductive method of teaching and learning English.

An Assessment of 1st paper Question for SSC public exam

Public exam is an important part in our Secondary education. With this examination the course of Secondary education ends. So, from this point it is very important to measure the value of examination and the standard of questions set for the SSC public exam.

To assess the question of English first paper the researcher has attached question of English 1st paper in the appendix section of this research volume. He has critically examined the question paper as well as taken the comments of the teachers conducting English classes for class 9-10 into account. Through the questionnaire and interviewing them he has got some important remarks about 1st paper question.

Testing of English knowledge for the learners of classes IX-X is done by two question sets- paper-II and paper-II. Both the papers have 100 marks for each.

There are thirteen items of question in the 1st paper question set for the SSC examinees. The question set is divided into 3 parts- **Part-A** for Reading test, **Part-B** for vocabulary Test and **Part-C** for writing Test. The major components of CLT such as objective (MCQ) question, true & false question, cloze test with clues and without clues, open- ended question, re-arranging etc have been presented in the Paper-I. Besides these, there are three questions on composition. All these questions are formed in keeping with CLT. It is beyond saying that through these items of test learners can be assessed whether they have been able to improve their reading and writing skills or not. In the **part- A** there is a comprehension which is for testing the learners' reading skill, vocabulary test and test for using appropriate words/ phrases on the basis of understanding the comprehension. A- Part is very effective for the students to be tested on different skills.

Part-B is only for cloze test. Learners are expected to fill in the gaps with their knowledge of vocabulary and grammar. These tests are set from the known factors related to every day happenings which are the prime condition of CLT.

In the **part –C** there are different items for testing writing skills such as information transfer, writing composition and re-arrangement. These items are set for assessing learners' level of presenting sentences in English perfectly.

But there are some limitations also in the 1st paper question. Particularly the teachers of my study schools have pointed out that the item for re-arrangement should be excluded from the question. They argue that doing re-arrangement creates confusion for the students, the teachers and also even for question setters there is no clear hint for doing it. They also remark that re-arrangement some times brings drastic unwanted result for the students if its answer varies from person to person. So, it is their strong suggestion that despite being an important element this item of question should be excluded from the question set.

Another important limitation is found in the 1st paper question is that our curriculum and syllabus have been produced focusing CLT and accordingly our learners should be tested on these four skills. But the question for 1st paper is set to test only reading and writing skills whereas the prime aspect of CLT- speaking and listening skills are absent here. In this regard the respondents (TS) remark that there should be an oral test to test the students' speaking ability.

Table-4.10

Test on Viva-voce should be in the public Exam

No. of Respondents	Yes	Percentage
40	40	100%

(Only TS and HTS are the respondents here.)

The table shows that the question on viva vice can play a major role in testing students' speaking skill. Listening is also another important skill of CLT in our 1st paper text book and in 1st paper question there is hardly any opportunity to practice and test on listening. However, for conducting this skill and to test this skill the necessary facilities such as text on listening, audio-video facility, skilled teachers, proper environment etc. are available in our educational institutes. An observational report on audio-video facility in our educational institutes is given in the table.

Table-4.11

The condition of audio- video facility in the educational institutes:

No. of Institutes	Absence of audio-video facility	%
10	10	100%

The report shows that to conduct the practice on listening audio-video facility is a must but it is a matter of wonder that no institutes either in urban or rural areas there are audio- video facilities.

An analysis of SSC Second Paper Question for the Public Examination

Question for the Second paper for the SSC public exam is based on grammar and composition. There are two parts- **Part- A** and **part- B**. In the **part – A** the questions are set from grammatical items which includes use of verbs, use of preposition, use of articles, use of linking words, use of phrases and idioms, question on passage narration, transformation of sentences as directed, adding tag questions, completing sentences, passage for filling in the gaps etc. All these items, no doubt, cover the major items of grammar. The learners through these questions can be tested whether they have achieved efficiency in grammar or not. But some anomalies are found in the part -

A of Second paper. The questions contradict with the given prescribed book. The book has presented the rules of grammar in the form of context i.e in the inductive method. But the questions are not set on the basis of context rather in the deductive method. Another important thing is to be distinguished that in the Second paper the learners are expected to be tested on their errors through doing practice on correction or being tested from the questions of correction. But the question of Second paper for the SSC public exam has avoided this major item of grammar. From an interview of the teachers (respondents) the introduction of the item on correction in the 2nd paper has got much importance.

The other important items- translation and re-translation are left in the Second paper. As the second paper is mostly related to applied grammatical rules, translation and re-translation may come to much benefit for the learners to improve their grammatical knowledge, and knowledge about using situational and appropriate word/phrases/sentences applying their grammatical knowledge. The Head teachers and the teachers conducting English classes have given their opinion about the introduction of translation and re-translation in the 2nd paper in the interview.

Table-4.12

Translation and Re-translation should be in the syllabus and question of Second paper for the SS of classes of IX-X

No. of Respondents	Yes	%
40	27	67.5%

(Only TS and HTS are the respondents here.)

From the table it is clear that majority of the respondents of my study schools agree that both translation and re-translation can help a learner

to give lasting knowledge of using English in the learners' practical life and they have the necessity for the learners to be confident enough to produce correct and appropriate sentences.

Part- B has been set on composition. There are four items on composition - a short report writing, a paragraph based on information, a modal paragraph, a questionnaire paragraph, a short composition, a job application, summary writing and completing story. All these items are very important to improve the learners' writing skill. Most of the writing items are imagination based. So, the learners are to imagine or think which actively activate their creative faculty of mind. At the same time repeated writing practice also helps the learners get used to writing and improve it gradually But some exaggerations are found in this section as there are many items of writing, the learners lose interest in presenting them well. Writing becomes then boring to them.

An overview about the First Paper and Second Paper

However, from the analysis of English question (1st paper and second paper) for public exam in the SSC many important aspects have been found. We know that testing is a part and parcel in education. So, testing should be relevant and appropriate. Both the question paper have followed curriculum prescribed by National Curriculum and Test Book Board. Though there are some lacks or anomalies, the question sets deserve maximum orthodoxy in testing the learners' ability to prove their worth in the exam.

Conclusion

Chapter -3 is about an evaluation of the text books for classes IX-X. In this chapter the researcher has presented the design of the books-Ist and 2nd paper. He has detailed about the objective of introducing the Ist in the form of communicative approach and re-introduction of grammar in the 2nd paper. The Ist paper is context based which attempts to provide knowledge about grammatical idea in the form of composition whose elements have been drawn from real life both home and abroad. Almost every lesson has special focus on vocabulary and some grammatical information. On the other hand the second paper has been evaluated in the sense that the learners teachers have been eager to get a syllabus about grammar so that the learners can have accuracy in English language. However the researcher has tried with his all efforts to present this chapter upholding both strength and weakness of the text books reading some remarks from the respondents.

CHAPTER-5

PRESENT STATE OF TEACHING AND LEARNING ENGLISH IN BANGLADESH: A SENERIO

- Introduction
- The Main Feature of CLT
- CLT in Class IX-X
- Physical Facilities
- Class Room
- Electric and Audio-visual Facilities
- Number of Students in a CLT Class
- Role of Teacher and Students in a CLT Class
- Teaching Process
- Text based materials and practice
- Use of Bangla in the Class
- Use of Teacher's Guide
- Use of EFT (English for Today)
- Use of English Grammar and composition Book
- Teachers' Qualification and Training
- Training of the teachers
- Teachers trained on different programmes in 10 study schools
- Quality of the Head teachers
- Recruitment system
- Pattern of Question
- Administrative Constraints
- A Comparative Picture of English Education of Urban and Rural Schools
- SSC Final Result
- Number of Unsuccessful SS in 10 study schools
- Conclusion

CHAPTER-5

PRESENT STATE OF TEACHING AND LEARNING ENGLISH: A SCENARIO

Introduction

Bangladesh has a long history of being ruled by different authoritative power. The culture of this country is as ancient as it languages. Though Bangla is the native language, different languages like Sanskrit, Urdu and English had been used as either second or foreign language. In most cases the native of this Bangla during the pre-liberation period, in fact, had nothing to say against the wish of the then rulers. The same natives were compelled to adorn Sankskrit at one time and at other times Urdu and later on English. It appears that this country was dominated by the different racial ruling authority as well as the different languages. The natives, however, during the British period, were encouraged to practice English as a medium of instruction and had been a dominating influence in every field of life where as during the Pakistani regime English was in a contesting mood. The ruler of Pakistan had been cherishing a desire to introduce Urdu as a medium of instruction but they failed to replace English, and also to use Urdu. So, English had a neutral position. Above all, English had been second language before liberation. English teaching was compulsory during Pakistan period. And it was an open secret that knowledge of English was a credit to be employed in any recognised government and non-government organisation. Any way, after the liberation, in the 1970s English was replaced by Bangla as a medium of instruction. The natives of this country have realized that by neglecting English it is quite impossible to cope with the present world.

English, now days, has drawn much attention of the people, not only in Bangladesh nearly throughout the world. And different methods, techniques and policies have been applied to make a successful effort in teaching and learning English. In educational institutes the learners are targeted to teach them English effectively. In order to make English learning easier and more effective in 1990s the traditional method of teaching and learning a language got replacement by Communicative Language Teaching (CLT). In 1996 CLT was introduced from class-VI in our secondary level of our education. This has appeared as new approach to our teachers as well as to our learners. A section of teachers has also been trained to run the new approach of teaching English. But in 2004 our language specialists and experts took an important decision to re-introduce grammar in the second paper in the SSC level. In this connection NCTB has presented a separate book for the Paper-II. It contains grammar and composition. The grammatical items have been produced in the form of passage and article for the learners so that they can pick up grammatical ideas easily. In the Paper-I we have variety of task such as MCQ, Substitution table, True-false etc. important items highly related to CLT approach. On the other hand Paper-II deals with grammar and composition and it is firmly believed that blending of two ways of teaching must come to help in teaching and learning English. To speak frankly we are now following blending methods in teaching and learning English.

However, CLT brought about a major change in the British language teaching in 1960s. The experts during this time focused on language teaching on communicative proficiency rather than on mere mastery of structures.[1] But this approach even after being practiced for about an era has not brought much success in learning the target language. Rather the approach has become the question of discussion and revision.

---

[1] Jack C Richards and Theodores. Rodgers, Approach and methods in language Teaching , P-64

The main features of Communicative Language Teaching: Communicative syllabus aims at making the targeted students become autonomous.

- It emphasizes the functions of language rather than the rules.
- Its aim is to make learners fluent as well as accurate in their use of the target language.
- Learners should be given facilities to interact with one another in various configurations: pairs, small groups and whole groups, role play, drilling, answering from chart, pictures, diagrams, spider grams, bubble speech etc.
- Teachers – learners interaction is also a major activity of CLT.
- CLT advocates for authentic materials such as real news paper, a live radio or television, discussion day to day matter and so on.

However, the aspects of CLT mentioned above appear to us as very effective and appropriate in learning the target language. But in our country how much an effective result it has brought for the learners of classes IX-X is our concern.

CLT in classes IX-X

CLT, at present, is being followed in our secondary level of education. In classes IX-X this approach has been introduced by NCTB for the SSC students since 1999. The approach with its introduction created much hope and despair. The experts as well as the teachers of English were in doubt regarding its success. Though CLT has enjoyed much glory of successful teaching, its teaching techniques and availability of materials always raises the doubt about its successful destination with the introduction of CLT. Actually, our English teachers are at stake in the sense that there are new codes of

teaching English with which our teachers were not familiar at all. So, the teachers started losing interest in adapting with this new approach and they never seemed to leave the traditional method which means Grammar Translation method. Ultimately CLT began to take time to be universally accepted in secondary level. A study on CLT activities in classes IX-X has made the researcher to look for the problems in its implementation.

Physical facilities

To ensure good education, educational institutes require physical facilities which include location, the classroom environment, electric facilities, audio-visual facilities and necessary and authentic teaching materials. From a survey on 10 (ten) high schools the researcher has observed the short coming of one or other required physical facilities which a CLT class demands.

Class room

The researcher has visited 30 class rooms of 10 schools. In his observation most of the classrooms do not have required facilities to run a CLT class. Almost in every school the class room size is unusually large. Sometimes the lecture of the teachers hardly reaches all the students from dais. Besides, there is huge noise and confusion in the classes. A teacher is also helpless in teaching the learners perfectly. Besides, in the schools of rural areas the problem is severe. Most of the windows and doors of the classes are there for namesake which cannot prevent the sounds interference. There are large i.e more than 40 students in a single class. Besides, a CLT class room requires semicircular desk or semi circular seating arrangement for a standard number of students so that they can interact among themselves very easily and the class teacher can conduct the class very smoothly. But the researcher has found that no class room of his study schools has even a single semicircular desk for the learners in the class room.

Electric and Audio-visual facilities

The researcher, in his area of study, has found that every school has electric connection but the class rooms do not have sufficient light and fans. Because of load shedding almost the whole class time the class rooms remain dim and dark. This condition is acute in the rural areas.

Above all, an ideal CLT class should have audio visual facilities for listening and speaking and some other teaching materials such as pictures, diagrams and charts are necessary. But the researcher has found that in his study schools no class room has audio-visual facilities and due to lack of audio-visual facilities teachers of English can not perform according to the directions of T G.

Table-5.1

Audio facilities in the class room

No. of class rooms	Present	Absence	%
30	X	30	100

Number of students in a CLT class

A CLT classroom is an ideal classroom consisting of not more than 30/40 students. From the observation of the study schools and questionnaires both for the teachers and students and also from the interview of the Head Teachers (HTs) it is found that almost every class consists of huge number of students compared to the accommodation capacity. In one of the study schools the researcher has discovered to his surprise that almost 10% of the

students were attending the English class standing or somehow managing a space for themselves in the crowded class room. Benches are so closely arranged in the class that students as well as the teachers can not move freely. So, teaching and learning gets very tough in those classes let alone the interaction between teachers and students. From the interview of the teachers and questionnaire from the SS it is quite clear that our class rooms are really inappropriate for running CLT classes.

Table-5.2

Huge gathering of SS in the class hampers the class.

No. Rs (SS & ETs)	Yes	%
476	336	70.58

Role of teacher and students in the CLT class:

In the CLT class an English teacher facilitates communication in the classroom. It is his major responsibility to establish situations for communication and he plays the role as an adviser answering questions of the learners and monitoring their performance..... "The teacher should become a passive observer. His function becomes less dominant than before, but no less important".[1] "He makes note of their errors to be worked on at a later time during more accuracy based activities."[2]

But the researcher has found that it happens opposite in the classes in our secondary level of education. Our English teachers are still dominant where as the learners are merely receivers. From the dais the teachers control the

---

[1] William Little Wood, Communicative Language Teaching In a CLT class, P-19,
[2] Diane Larsen- Freeman, Techniques and Principles in Language Teaching, P-128

whole situation and the learners get almost no opportunity to perform communicative activities. Our teachers do not give opportunities to the students to make the errors corrected by the SS rather our ETs correct the errors without letting them correct the errors. Thus ETs play the dominant role in the class.

In a CLT class learners are communicators. Therefore they are expected to play an active role and it has to be essentially a learner-based class room. They are actively engaged in negotiating meaning – in trying to make themselves understand and in understanding others – even when their knowledge of the target language is incomplete"[1] However, in the CLT class the role of the learners is more important than the class teacher. Most of the communicative activities like role play, group work, pair work etc. are done by the learners themselves with the instruction of the teachers. Above all, students are seen as more responsible manager of their own learning in a CLT class. But in reality the researcher has found that SS are not involved in all these kind of activities rather they are seen dominating the class. SS are hardly given opportunities to speak or to involve in any kind of work in the class.

Student – teacher interaction is very important in the CLT class though the initiative of the interaction goes both ways-from teacher to student and from student to teacher. Student –teacher interaction can make the learner more efficient in learning English. Specially, they can be proficient in speaking through interaction. By this way they can learn how to pronounce well. But the researcher found that the class rooms are totally away from doing any kind of interaction. Only the teachers take initiative and students simply remain there

---

[1] Diane Larsen – free man, techniques and principles in language teaching P-129.

as silent listeners. From the very beginning the teacher takes the role of asking question to the students and it goes on to the end of the class and the learners hardly get opportunities to ask the teacher.

Student- student interaction is another important task to make the learners able to communicate in different situation. In this sense, CLT class is thought to facilitate for the students to interact among them selves in the class. The learner may be encouraged to interact themselves on any topic related to their text book as well as present day to day matter. In this case the teacher should merely play the role of a guide. To promote communicative skill the learners are expected to role play, make dialogue, problem solving task and so on. Even the learners should interact with others outside the class. But the researcher finds that in class IX-X no students interact with each other and with ETs in English class.

However, an average assessment result of the observation of class interaction on 30 classes has been presented here.

Figure-5.1

Class room interactive activities on average

	T-S	S-T	S-S	R	W	X
Series1	70.5	15.5	5.5	0	6.5	3.5
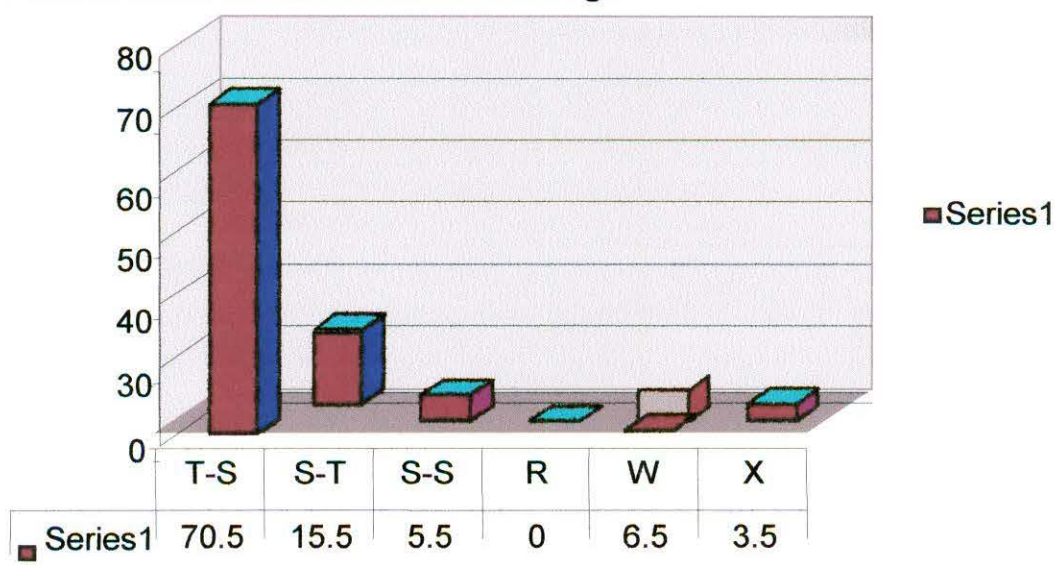
From this class observation the researcher finds that in the class English Teachers are seen speaking most of the time and playing the vital role. On the other hand students are seen simply receiving the lecture from the English Teachers. 70% of the total class hour is occupied by the class teachers, students-teachers interaction occurs only for 15.5%, 6.5% time is spent for writing and 3.5% time is passed without doing anything and they do not read as they are not given opportunities to read in the class.

Pair work /group work

In a CLT class group work and pair work practice play a vital role. In our present syllabus the text book has ample lessons on this item. But these items are hardly used in the classes. The researcher finds that among his 30 classes only a few class teachers are seen doing this practice .

Table-5.3

SS are involved in pair /group work.

No. of Classes	Yes	No	Not Relevant	N = %
30	x	20	10	66.66

From this table it is seen that 34.5% classes did not have the item on pair/group work. In these classes SS were involved in writing. On the other hand 66.66% lessons had activities to be carried out in GW/PW but none of them is done in the class. It is to be noted that 34.5% classes were done on Paragraph writing or writing on other items on composition. The majority of the SS were found to write from their memory. In reply to a question put forth to the teachers regarding this issue, the teachers expressed their concern too but at the same time stated their condition of being over loaded with classes. They have to take at least 5/6 classes in a day. So asking the students to write something is to get some relaxation.

Teaching process

Teaching process is very important to make a teaching and learning programme successful. There are a number of processes, approaches, techniques and methods in teaching and learning English but CLT class teaching process stands quite different from the other methods of teaching. As its main target is to make a learner able to communicate properly, CLT is based on direct method of teaching and learning through which a learner can have the opportunity to develop his/her skills in communicating. Drilling, pair work, group work, practice from diagram and spider gram, making sentences from substitution table, doing close test, answering questions, writing from the pictures, maps, charts etc, are the main elements to develop four skills of English teaching. Besides, audio-visual facilities should be available in a CLT class. But the researcher has found that most of these elements essential for CLT class are absent in his study schools.

Text based materials and practice

Practice of Text based materials is also very important to reach the goal of teaching and learning English. The text book English for Today-Book Seven written for classes IX-X is very organised to be dealt with. There are ample scopes for practicing in pair an in group from pictures making conversation dialogue, doing close test with clues and without clues, substation table, re-arranging, filling in the gaps, multiple choice of question, true /false, matching, information transfer, open ended questions etc.

In order to develop speaking and writing abilities of these students at school level all these items are very effective. But the researcher has observed that most of the class rooms of his study schools are not working as a CLT class should be.

Table-5.4

ETs read out the text from EFT.

No. of ETs	Yes	Others (Writing)	%
30	25		83.3

The above table specifies that 83.3% ETs read out from the EFT instead of allowing the SS to read out it and the teachers seem to be ignorant about developing reading skills.

There are ample pictures, bubble speech, diagram and spider diagram in the text book paper-1, but doing practice from these elements is hardly seen in classes IX-X by the learners. The researcher also finds while observing English class that both the ETs and SS do not care for the certain elements of the lessons of EFT. Actually if the learners are given opportunity to practice this task on bubble speech , they learn how to make sentences and how to develop in speaking L-2.

Dialogue and role playing are very important process for being fluent in English speaking with correct pronunciation. In the study schools the researcher finds that there is no dialogue among the students. There are many lessons in the text containing dialogues but teachers are not found encouraging the learners to make dialogues or speak in English.

The teachers teaching English in those classes categorically have passed their opinion that they can not make the SS perform dialogue practice as the time for a class is not more than 25-30 minutes. Above all because of large classes and unusual gathering it is quite tough to monitor the dialogue session. From the interview with the ETs the researcher finds that 80% ETs think that the existing allocated time for English class is insufficient for dialogue practice.

Table-5.5

Insufficient class time

No. of ETs	Yes	Y = %
30	28	93

They also have raised the problem of listening text and the text on dialogue from the text book. There are some texts on these following items and in T.G. But to implement these special items audio-video facilities are required and without these facilities it is improper to read out that text. While conducting the class observation work the researcher found that a task on dialogue was not done though the lesson has it to be practiced. The reason was that no question is on dialogue in the Exam.

However with the interview of ETs and HTs the researcher has come to know that the task on dialogue making sentence from the bubble speech is not done as no question is set on dialogue writing.

Use of Bangla in the class :

To achieve efficiency in English ideally an English speaking environment for the target language should be ensured. But most of our English teachers deliver their lectures in Bangla. The students are also seen using Bangla in the class room. From a class observation check list the following data asserts the real situation of using L-1 and L-2 in the class room.

Figure-5.2

Use of L1 and L2 in the class room

Pie Chart

SE, 10%
SB, 20%
TE, 10%
TB, 60%

- TB
- TE
- SB
- SE
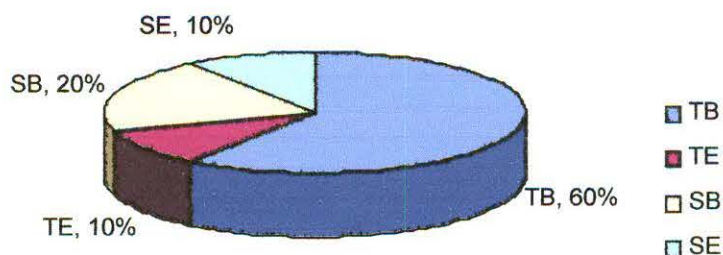
The data indicates that the purpose of CLT is almost failure. The researcher finds that most of the teachers and learners are not willing to speak in English. They feel shy. Besides, SS have passed their comment that they do not feel like speaking English. In the figure we can see ETs use L1 70% of their total class time. Besides, the SS use L1 30% of their total speaking time. Actually L2 is used only 10% by ETs and 10% by the SS of their total class time. From the questionnaire given to the SS the researcher finds that 70% of the respondents do not speak English in the class.

Table-5.6

Do you speak in English in the class room?

No. of SS	Yes	No	N= %
177	53	124	70

This data has been prepared on the response of the respondents (who have given the comments on speaking English in the class.)

As the mission of CLT is to improve knowledge of English on the basis of four skills, speaking in English is as important as the other skills. Some ETs also have pointed out that they themselves do not take initiative in speaking English as they are not interested to it or they can not speak English. From the class observation it is found by the researcher that the teachers in the English class hardly speak in English.

Drilling is very important in teaching and learning a language. It is a technique of constant practice of vocabulary and pattern of sentences. "The main aim in conducting drills is to get students to practice with minimum amount of teacher talk .... the teacher models the two or three items. He reads (or speaks) the

cue pointing at himself. He then reads the response pointing at the students. His gestures will indicate who is to say what".[1] However, through drilling the learners' mistakes can be corrected. In this correction we can point out that the teacher calls attention to the mistake, but the students themselves correct it.

However, drilling helps a learner to promote the skill of communication and therefore meaningful drilling is very essential for teaching and learning English. In the text book for classes IX-X there are lot of scopes for doing substitution table, matching sentences, answering open-ended questions, practicing to answer yes-no questions etc. But the researcher finds that students are hardly seen being involved in drilling. Even the SS do no know what drilling is.

Table-5.7

Are you involved in drilling?

No of respondents(SS)	Yes	No	N=%
288	6	282	97

Information transfer plays a vital role in CLT. It helps a learner to act with intelligence. There are lots of activities of information transfer in the form of diagram, spider diagram bubble speech, flow chart. But the researcher finds that all these elements are not practiced in the class room. In some cases the learners are totally ignorant of these ideas like diagram, spider diagram or bubble speech etc. From the questionnaire of the SS a data has been given here.

---

[1] Christina Bratt Paulston & Mary Newton Brunder, Teaching English as a second language Techniques and procedures, P- 43.

Table-5.8

Are you involved in making sentences from diagram and spider gram?

No. of respondents (SS)	Yes	No	N=%
158	10	148	94

From the table it is seen that 94% of the learners are not involved in making sentences from spider gram and diagram. The SS are not even acquainted with this type of task at all as well as the ETs do not make them practice these items.

Rearrangement is another important element in teaching and learning English. It is very important to do brainstorm work. As the question on re-arrangement is set in the exam, the learners can not help practicing re-arrangement. But the researcher finds that doing re-arrangement, in some cases, is very troublesome as there is the possibility to arrange the jumbled sentences in different way. Some respondents have made their remark that the item re-arrangement should be replaced by other important items of test. In this regard they have pointed out that to find a correct and unanimous answer from the jumbled sentences is quite tough and very often it differs from person to person.

Listening Text

The Text book **English for Today for classes IX-X** consists of major items of CLT. Among all other items listening is very important as we know that to be a good speaker, listening English or listening to a target language is a must.

Besides, comprehending any kind of listening materials or any comprehension, obviously, is a difficult task. In the text book paper-I, there are some listening texts but students are not benefited by these elements as they do not have audio facilities in the class room. Above all our English teachers are also seen being reluctant to read out the listening text.

Use of Teacher's Guide (TG):

Teacher's Guide is full of instructions for English teachers teaching in classes IX-X. It is written in simple language. TG helps a teacher how to conduct EFT. So, TG is also a suggestion book for the teachers by which an English teacher can know how to teach a particular lesson. There are many techniques and points in the TG to be followed and a teacher can adapt himself with the new approach. TG has divided an English class time into the unit of minutes. For practicing the four skills of teaching and learning English, TG has instructed the teachers to use every minute effectively and constructively. Besides, TG gives a life long suggestion to an English teacher what to do and what not to do. TG informs a teacher of English how much time he will spend for every unit, lesson and grammatical items. TG has shown the way how to improve the quality of teaching and how to deal with the productive activity. It suggests also how to prepare a teacher for the class and how to perform during the class hour and what to do after the class. So, T.G is suggestive, not prescriptive.

The researcher in his study schools finds that the English teachers are not fully equipped with the knowledge of TG. Even most of the teachers merely heard the name of the TG but they do not have a copy of it as their own. From the interview with the ETs the researcher also has come to know that very few

ETs follow TG in conducting EFT. Rather they follow their own method and some times the traditional method of teaching. They have pointed out that they can not cope with the new approach of teaching as it is quite unknown to them. So, by getting some instructions either from TG or from the trainers they some how try to keep the course running. So, problem arises both for the teachers as well as for the students.

Table-5.9

TG used by the ETs

No. of ETs	Yes	No	N=%
30	6	24	80

From the table we can see that 80% ETs do not use TG in their English classs.

Use of EFT (English for Today)

For classes IX-X EFT Book- seven has been prescribed by NCTB. But the researcher has found that almost every student in English class of his study schools was without EFT. Even the English teachers of those schools were seen coming in the English classes without EFT. Rather they were seen using guide books which are not prescribed by NCTB. So, the learners can not know the importance of EFT. The teachers also fail to uphold the techniques of teaching in the class either. Thus the goal of new way of teaching is about to be shattered for some unethical reasons. From the interview with the English teachers the researcher has come to know that EFT does not provide sufficient exercise or model question for practicing. On the other hand the guide books are full of exercises related to board questions.

Table-5.10

Guide books are used in the class room because of having ample model questions:

No. of Rs (ETs)	Yes	Y=%
28	26	92.85

However, the strong argument of the teachers and the students is that they follow guide book because a guide book consists of huge model questions inconsistent with the board standard questions. So, it is easier to practice the model questions presented in the guide book.

Use of English Grammar and composition Book

The text book for the Second paper English Grammar and Composition, is supposed to be mandatory. The introduction of grammar of English in the classes IX-X has been highly appreciated by the ETs and HTs. They have shown their interest for grammar by their comments in the questionnaire.

Table-5.11

Re introduction of Grammar is highly appreciated by ETs and HTs

No. of RS (ETs + HTs)	Yes	Y= %
40	30	100

But the researcher finds that very few English classes follow this grammar book. It is a matter of regret that many of the learners of classes IX-X even do not know the name of this book. In every school of the study area students are

seen carrying guide books and using them. Hardly the students the teachers were seen carrying this book. When the students were asked about it, they simply pointed that the book is not comprehensive. They are comfortable in reading the grammatical items written in simple way, not in the form of passages. The teachers also put forward their argument that the book is not enough to provide all the items elaborately; rather it is in concise form. Moreover, it is a difficult task to read out the passages and find out the grammatical elements from the passage in a short period of time. So, they get hold of guide book as they get all the readymade elements necessary for examination in it.

Teachers' qualification and training

One of the major pre-conditions to implement a teaching curriculum as well as to improve the teaching and learning situation in a class is the need of a qualified teacher. To know the teaching technique, class organization and management, planning, class monitoring, way of assessment is a must for a true class teacher. In this respect along with required educational qualifications a teacher must be creative and an inventor. Only a learned and efficient teacher can discover the hidden talents of the learners. He/she can also motivate the learners.

A good English teacher for classes IX-X is he/she who can successfully run the classes for all the benefits of the learners. He must have good command of language. He/she should have special interest for teaching English. But the researcher finds that most of the English teachers do not have specialty in English. Very few teachers have studied English in the tertiary level. Some teachers have only brief training.

Table-5.12

Educational Qualification of ETs

No of ETs	Degree Pass Course	BA (Hons- (Eng)	M.A (Eng)
30	26	01	03

The data shows that only 13% teachers have studied English either at Honours. or Masters level and the rest of the ETs are from pass course. In this context the researcher thinks that in order to conduct the CLT course the ETs should have English educational background, other wise it is a problem to cope with the CLT curriculum.

Training of the teachers

Training develops competences and efficiencies of a teacher. To cope with the education curriculum and syllabus training comes to a great help for a teacher. Proper teaching activities can not be effective without training. For an English teacher training is a must. Actually training enables a teacher to conduct English classes and create environment for an improvement of the learners. In Northern Ireland's integrated three "T" (initial teacher education, induction and in service) are required for the beginner teachers (Bt) in developing competences during the first three years of taking up post. In order to obtain qualified teacher status in England trainees must meet the National standards set out in four broad areas

    a) Knowledge and understanding,

    b) Planning, teaching and class management,

    c) Monitoring, assessment, recording, reporting and accountability.

    d) Other professional requirements[1].

---

[1] Carol Morgan & Peter Neil, Teaching Modern Foreign Language, P-12

However for the professional development newly appointed teachers must have training as their career entry.

Initiative should be taken to train the teachers on an institutional and government level. The initiatives include conference, seminars workshop etc. But the researcher finds that in our country training facilities for our teachers are very scanty. Teachers training colleges, (TTC), English language Teaching Improvement project (ELTIP) and Teaching Quality Improvement (TQI) in secondary Education project mainly run training programmes to strengthen human resource development.

ELTIP is working to continue communicative English teaching methodology through

    i) A programme of in-service teacher training.

    ii) Developing appropriate teaching learning material.

    iii) Developing communicative competence in English language among the secondary learners. It is also working to introduce contextualized grammar teaching and learning and to monitor trained teachers in class rooms. ELTIP has trained 3,456 teachers under 64 satellites Resource centre (SRCS) up to this time. However, ELTIP exclusively trains the teachers teaching only English. It claims that since the beginning of the , it has achieved much success in the improvement of the skills of English teacher, up gradation of English status of secondary students and reducing the failure percentage in English.

Teaching Quality improvement in secondary education project is working under the Directorate of Secondary and Higher Education. This project aims at improving teaching quality of the teachers. It conducts training programmes of the head teachers and subject based teaching. However, under the training

activities for the year 2005-2009 (as on 18.01.09) 3,847 teachers of secondary schools have got training on teaching English. On the other hand teachers training colleges conduct mainly B.Ed and M.Ed programmes. For the improvement of teaching quality teachers training colleges of Bangladesh along with these two major woks arrange several other short programmes (skilled based) for the teachers of secondary schools. There are 14 TTC which is run by government and 106 Non-government TTC in our country. But all these Teachers training colleges do not have their own activities for providing training for English teachers.

Only government run 14 TTC conduct training programme for the teachers with non-English back ground for 21 days. TTC runs this programme in continuing Professional Development (CPD) by the support of TQ project.

Table-5.13

A data of trained English teachers by ELTIP(as on December-2008) and TQI (-as on18 January-2009)

Name of the course	No, of teacher	Total
ELTIP	34556	
TQI	3847	38403

(According to the report of Nationat Education Survey-2008 and **ELTIP and TQI (-18 January-2009)**

However as per the above statistics from ELTIP and TQI 38403 teachers have been provided training on English teaching. The number of trained teachers of English is really very scanty to meet the demand of secondary schools. The

statistics is more alarming when we think that among 211649 secondary teachers 128628 i.e 55.7% is trained on different courses and only18.14% teachers are trained English teachers.

Teachers trained on different programmes in 10 study schools

The researcher finds that the teachers who are teaching English actually most of them do not have English background. Simply having bachelor degree from any disciplinary a teacher can teach English in this present system of education. The qualification of an English teacher is considered that he has much or at least curiosity much for English. The researcher finds in his 10 study schools that very small number of ETs has training on CLT and other English training programmes.

Table-5.14

Trained teachers in 10 study schools

NO. of ETs)	ELTIP	CLT	TQI	B.Ed	M.Ed
30	13	3	12	22	6

The data shows that 10% teachers have training in CLT, 43% has training on ELT,40% has training on English from TQI , 73% has diploma on B.Ed and 20 teachers having diploma or M.Ed Actually B.Ed and M.Ed both are diploma on education and this kind of training deals with different subject matter, method of teaching, not exclusively about English subject. Besides very small hours is given to English subject in the B.Ed course and there is no training for M.Ed course. So, having B.Ed and M.Ed doesn't necessarily mean that B.Ed and M.Ed trained teachers are proficient in teaching English. But the real picture is disappointing in the sense that they do not try to implement knowledge

received from the training centres while teaching in the class room. Some teachers also have pointed out that these types of training are given for a short period of time such as CLT for 21 days and ELTIP for 15 days and TQI for 20 days. So, during this time trainees can not cope up with training process and ultimately they get no effective training. Some ETs also have passed different argument that as there is no monitoring activity for the CLT and ELT trained teachers, they gradually begin to forget what they achieved from training. However, in a question why the teachers trained on either ELT, CLT or TQI can not apply their training. They, mostly, put the following arguments:

1. Insufficient teaching aids/materials such as audio-video, pictures, maps, charts etc.
2. Huge gathering in the class hampering CLT activities.
3. Problem of seating arrangement.
4. Shyness of the SS to respond the teaching method.
5. Weakness of the SS in English vocabulary.
6. SS not getting suitable environment in class room.
7. Not getting enough time for a class.
8. Teacher facing huge pressure of taking classes not less than 5/6 classes at a stretch.
9. Showing tendency to follow guide books instead of prescribed Text book.
10. Not having good education in the primary level.
11. Having problems with the question setting in the public exam as basic language skills such as spoken and listening skills are not judged.
12. Teachers' tendency to cling to traditional method in teaching as they do not follow the TG which can help a teacher to conduct CLT activities in the class room.
13. Teaching EFT in the traditional way.

14. Inadequate periods of English subject.

15. Use of Bangla instead of English in the class room.

16. SS tendency to take private education from the respective teachers.

In a question to the SS 69.27 % replied they feel comfort in learning privately as the private teachers give more time at their tutorial home and also behave very friendly at private centers.

Table-5.15

SS are interested to take private tuition as they get much more benefited there.

No. of Respondent(SS)	Yes	Y = %
348	266	69.27

From the table we can see that SS are interested to go to the private tutor as they get there enough time and also cordial treatment.

Quality of the Head teachers

Head teachers of a school play a vital role in running educational activities. So, they must have training. Above all if HTs have efficiency in English, it is easier for executing teaching and learning activities.

Table-5.16

Educational Qualification of HTs

Degree Pass Course	BA+MA (Hons)	M.A
2	3	5

Table- 5.17

Training of the 10 HTs

ELTIP	CLT	TQI	B.Ed	M.Ed
7	3	7	10	2

The table shows that among the 10 HTs of those study schools only 30% have CLT training and 70% have ELT training, 100% HTs have diploma on B.Ed and 20% have diploma on M.Ed. These diploma courses help a HT for his administration but to monitor a CLT class the HTs need training on CLT.

Recruitment system

Now a days recruitment of the teacher is faulty in the sense that education ministry has no bar that, to recruit a teacher to teach English the applicants must have English back ground. The candidate must have 300 marks English course in the degree level or at least M.A in English. But in the present recruitment system teachers are recruited as teachers of social science and science teacher. So, secondary schools do not get efficient teachers who are able to teach English. From the class observation the researcher has found that the teachers who have English back ground perform better in the class room. From an interview with a responsible officer of BANBISE the researcher has come to know that there is no post for English teacher to teach English in the secondary school. Rather the candidates from any disciplinary with graduation can join as a teacher. After all they are treated as the teachers of social science. So, in teaching and learning process most of the teachers teaching English at classes IX-X are not properly equipped with institutional English. They have no special training on teaching English.

Besides, huge corruption is rampant in recruiting teachers. In most cases the teachers get appointment giving huge amount of money in the name of donation and there is a constant practice of nepotism and politicisation. In the interview with HTs most of them have complained that this practice bars to recruit skilled teachers.

Table-5.18

Corruption in recruitment bars to appoint skilled teachers.

No. of Rs(HTs)	Yes	No comment	Y= %
10	8	2	80

Examination and questions setting

Test is very important part at any level of education. At class IX basically two exams are held- one semester and other is promotion test. And at class X one is pre-test and another is test. Some schools also hold three exams in a year. Exceptionally ½ schools conduct monthly test. All these exams are held on the basis of the progress of the course. Most of the High schools follow this pattern of exam. At class IX the SS can attend the classes nearly 8 to 9 months excluding different holidays. By this time their courses are finished in the class room. From an interview with the English teachers the researcher has come to know that pattern of exam should be reshaped. Only two exams are not enough for the students to be benefited. The school authority should arrange tutorial exam for some marks which is to be counted in the promotion test (from class IX to X.) They also have remarked that there should be an exam/tutorial on viva voce allocating some marks for it. From the interview with the ETs the researcher also has come to know that many of them think that

Re-arrangement is quite an element of troublesome as its answer often differs from learner to learner. However they think it as a useless element and also suggest that re-arrangement should be replaced by any other important element of test.

Pattern of Question

Pattern of questions also determines the end. In the first paper the questions are set on thirteen items. There are three parts in the question- Part-A (seen comprehension) which includes 8 questions such as MCQ, true false, filling in the gaps with clues, paragraph writing, open-ended question, filling in the gaps without clues, writing summary or main ideas. All these items are set in the Question paper-every year. Undoubtedly, all these items are very important for CLT curriculum. But some other important items such as question on pair discussion or group work, test on listening and speaking are totally absent. So, the researcher has found that there should have an arrangement for pair or group works in the form of viva voce to know about learners' state of the learning.

Table-5.19

Test on listening and speaking should be arranged in the form of viva- voce.

No. of Rs(ETs and HTs)	Yes	Y = %
40	40	100

From the table it is seen that 100 % Respondents are in the opinion that the present pattern of question setting is needed to be modified. There are so many items in the EFT such as picture, diagram, spider gram etc. So, along with the test on listening and speaking there should have questions on bubble

speech, pair work/ group work in the form dialogue, and there should have questions to describe pictures maps or charts. The respondents think that these items can help the SS to increase the ability to promote understanding and writing capacity.

Part –B setting is in filling in the gaps with clues and without clues. These items are treated both as grammatical and vocabulary item. In this part SS are expected to use the correct words or suitable verbs following some structures. To do this part the SS must have understanding capacity of the sentences. So filling in the gaps (with clues and without clues) is helpful for the learners to form their structural habit and habit of using correct words. But the researcher has got some suggestion ETS to reduce some marks for filling in the gaps and allotting some marks for other items like dialogue, translation and retranslation. **But Part-C** is for writing. There are items on paragraph writing, letter writing, composition and re-arrangement. The ETs think that these are very important for an effective teaching and learning though many of them think that rearrangement helps a learner to think, it does not bnring any practical benefit in teaching and learning English. Many ETs think that this item is quite boring and unnecessary. They suggest that translation from Bangla to English or English to Bangla should be introduced instead of re-arrangement. However, the ETs and HTs think that re-translation and translation should be included in the syllabus as well as in the question paper as re-translation and translation will come to much help in making correct sentences.

Questions in the second paper are almost very effective for testing the SS about their efficiency or knowledge of English grammar and composition. In the Question of second paper there are two parts -part one consists of grammar carrying 40 marks for eight questions and in the part two there are

five questions carrying 60 marks. Part-A is full of grammatical test and part-B about writing or composition. SS are asked to write a paragraph from questions, a composition i.e a short essay, a formal letter, a dialogue/ summary and a story following some clues.

Any way, all the ETs have argued strongly in favour of the question pattern in the second paper. But the teachers, whom the researcher got opportunity to talk, mostly have passed their opinion that the marks for the composition section should be reduced. Besides that some items such as paragraph writing and summary writing should be omitted from the question of Second paper. They think that the SS achieve knowledge about summary writing and paragraph writing from the first paper. So, in the second paper there may have questions on different items such as correction, translation and Re-translation instead of summary and paragraph writing. Above all the ETs repeatedly have pointed out that there should have marks for listening and speaking in the syllabus as well as in the exam in the 2nd paper. They also argue that in the form of viva voce SS can be tested about their speaking.

Administrative Constraints

In the secondary High schools administration problem is acute. The researcher has found while talking with the HTs of the study schools that almost every HT complains against recruitment system. Above all, they have stated repeatedly that the recruitment of the teachers sometimes becomes a matter of money for the influential people in the society. So they can not select efficient and experienced teachers. Efficient and experienced teachers hardly adopt foul means of getting teacher ship. On the other hand English Teachers also have indicated some administrative problems caused by Head Teachers. They have

pointed out that Head Teachers adopt the policy of nepotism and favoritism. The teachers who are very obliged to HTs and to their whim, they are given opportunity to take English classes in that case it does not matter whether those privileged teachers are expert in teaching English or not. English classes are considered profitable in the sense that ETs can earn money from private tution. ETs also have raised another problem about evaluation of the performance of the teachers. Teachers' performance is never evaluated; rather they are suppressed by HTs time and again unnecessarily. Even they are scared of losing their jobs. In this state, they say, it is very natural for the teachers to lose their interest and spontaneity in teaching the SS in the class. Above all the financial crisis of the teachers hampers to perform their course of duty. They are not satisfied with their salaries. They can hardly meet up their everyday demand with the salary they get at present. So they have to look for other job to earn money to meet up necessary demand somehow.

Another problem which is identified is that the appointment of HTs is done completely considering either the political colour or social influence. So, the persons blessed with the influence of power or colour get appointment as HTs very easily. This kind of politicisation and favoritism seriously prevent the Managing Committee to appoint skilled experienced and honest persons as HTs. So there is constant job dissatisfaction among the teachers about the performance of the HTs.

School Management and working environment: Govt. Vs Non-Govt. Schools

For a better education school management is an important factor. If the managing system becomes weak or slow, it creates problems in running the

institution smoothly. In our education system the Government post primary schools are run by direct management of government but the Non –govt. post primary schools are managed by local body. Unfortunately among the non-govt. post primary schools the condition of the junior secondary schools is very neglected because these schools are not managed by govt. According to the national education survey report-2008 there are 18770 schools and among them 3461(18.4%) are non-govt. junior secondary schools,317(1.7%) are govt. schools, 14352(76.5%) are non-govt. high schools and non-govt. schools and colleges are 640(3.4%). So from this statistics it is clear that the number of non-govt. schools is much higher than the govt. schools.

Figure- 5.3

PIE CHART-

Govt. Run Schools & Non Govt. Run Schools

Govt. Run Schools, 1.7

Non. Govt. Run Schools, 98.3

- Govt. Run Schools
- Non. Govt. Run Schools
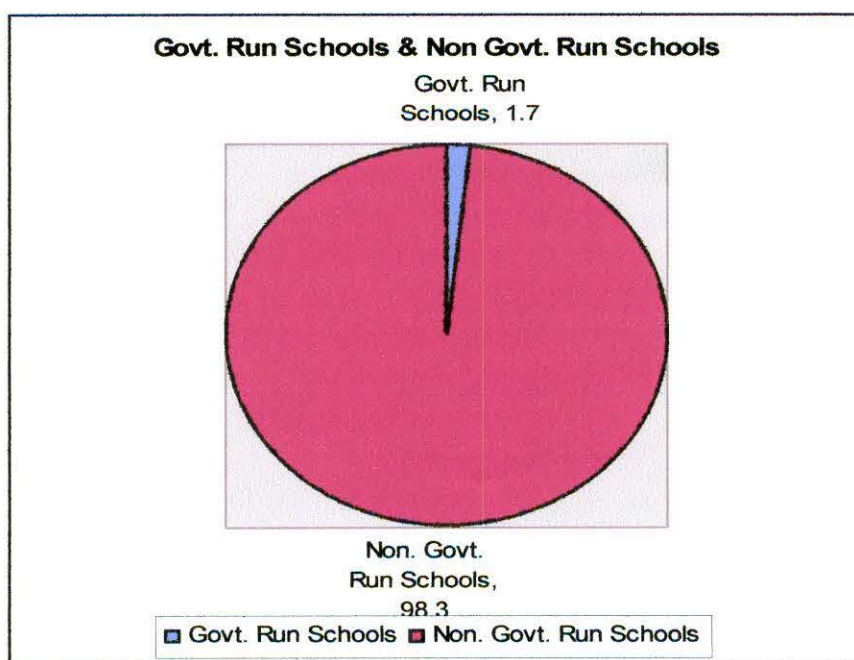
Source : BANBEIS

From the report it is surprising that only 1.7% schools are run by govt. and 98.3% schools are run by non-govt. management i.e School Managing Committee(SMC).The members of the SMC are either elected or selected. On

the other hand the govt. schools do not have to practice this policy to run educational activities. In the non- government schools the managing body in most cases are locally influential. Some times the uneducated or dishonest people are nominated as members of SMC whereas the learned and educationists are not even nominated as members of the body. The researcher has also found that in the reputed institutes or bigger institutes the chairman of the SMC either UNO or MP and in the rural level the local people and socially influential persons are appointed as chairman and members of the SMC. However the members including chairman in most cases impose their whims on the HTs and teachers unexpected pressure which hurt the teachers. This uncompromising attitude also hampers the educational activities. Actually almost in all non-govt. schools teachers are dissatisfied with the SMC are victims of unhealthy politics. With the change of the govt. the managing body also changes. So the teachers and the institutes are politically coloured for some evil interest. Thus they are deprived of any kind of development work.

The govt.schools' teachers are paid well at regular basis but in most of the non- govt. schools teachers are ill paid and are not regular even. So the teachers of non-govt. schools have dissatisfaction and thus they lose their interest in their profession. Another important difference is that the govt. schools appoint ETs who are from English back ground but in the non –govt. schools the ETs are not appointed considering English back ground. So the govt. schools get comparatively better teachers and as a result the SS also get better education.

A Comparative Picture of English Education of Urban and Rural Schools

The researcher has observed a sharp difference between the management system as well as teaching and learning style in the rural and urban schools. The urban schools are managed comparatively well and the ETs are comparatively efficient in teaching and managing the classes. The teachers of union level are more deprived. They do not get enough chance for professional development and therefore they can not cope up with the new ideas of teaching and learning. Some ETs hve admitted that with the introduction of CLT they face lots of problems in the courses. Above all, in the rural schools the ETs are not enough efficient in running the CLT activities in their class room as they are not provided necessary facilities. The observer has found that the ETs are totally indifferent to CLT and in some cases ignorant also. Their dealing with the SS in the class room is quite frustrating compared to the ETS of the urban schools, even they prefer to cling to the traditional method of teaching. On the other hand in the urban area the schools are managed well and the guardians are also conscious. They can provide comparatively good teachers and better education.

The researcher also has found that the percentage of attendance of the learners in the urban schools is satisfactory. But the learners of the rural schools are not very serious in attending classes. The researcher has observed that the percentage of attendance is very low in the rural schools and in some schools the percentage is extremely frustrating. In a question of the researcher to the HTs they replied that most of the SS are somehow engaged in domestic activities to help their parents or therefore do not care for classes. In this regard they also have pointed out that the guardians of the learners also are not conscious about their education. If the school authority

takes action against the absentees, the impact is completely negative as they stop coming to schools. So they can not impose stern rules on the SS in any matter of education. Even the failed or irregular SS are promoted to next classes. Their performance in English subject is also very poor. So the final result of these schools differs from the urban schools and also from govt. to non-govt. schools.

The average percentage of SS attendance of 10 schools on the basis of 4 category schools

Figure-5.4   **Figure-5.5**

Bardiagram   **Bardiagram**

Attendence Chart of Four Categories Schools

Attendence Chart of Govt. & Non Govt. Schools
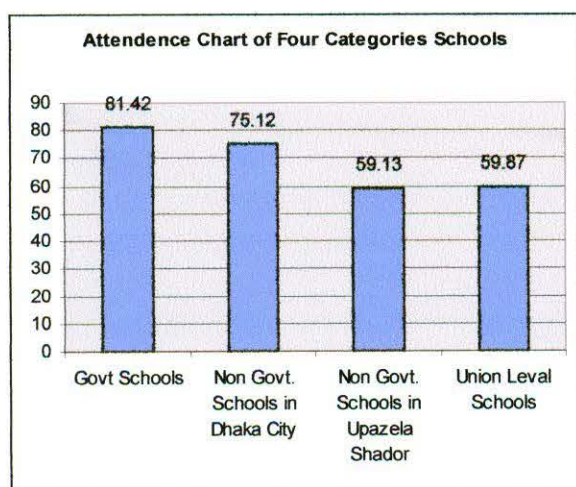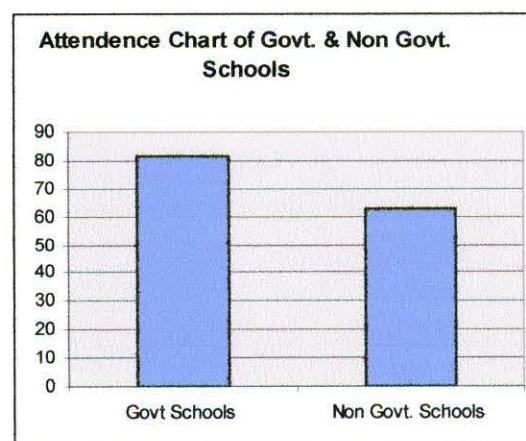
the upazila sadar 59.13% and in the union level 59.87% SS were present in the class.

The average percentage of SS attendance of 10 schools

Figure-6

Pie chart

Average Attendence of SS of Schools
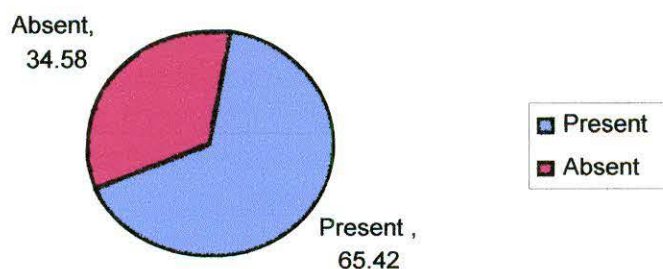
The pie chart shows that 34.58% are absent in the class.

SSC Final Result

Since the introduction of CLT the result of the SSC examinees has differed from year to year. But the percentage of pass is not very much satisfactory. For many reasons a remarkable number of examinees fail in the SSC final exam. Both TS and SS are not properly ready to cope with the new approach of teaching and specially, SS are also not much careful about their learning. Above all a good number of SS fail in English that contributes to increase the percentage of failure in the SSC final exam. From the figure of the SSC final result of the year 2003-2007 we get an idea of the state of success of the learners.

Result of Secondary school Certificate (SSC) Examination (2003-2007) -03

Table-5.20

SSC Final Result 2003-2007

Year	Appeared (Total)	Passed (Total)	% of Pass
2003	921024	330766	35.91
2004	756387	363270	48.03
2005	751421	394993	52.57
2006	784815	466732	59.47
2007	792165	454455	57.37

Source : BANBEIS

From the column it is clear that the percentage of failed SS is still higher. The number of failure is below 50% in the year of 2003-2005 and a beat higher but less than 60% in the year-2006-2007 This failure is for many causes mentioned above. But failure in English contributes a lot to the average result of SSC final examination.

Number of Unsuccessful SS in 10 study schools

As there is no document of subject wise failed SS, it is not possible to produce how many SS fail in the English subject every year. But the researcher has presented a comperatative result of his 10 study schools on the basis of some categories focusing how many SS have failed in English in this thesis. From the pie chart/tables the result of English will help understand the actual state of success in English subject and how it contributes to total failure in national result.

The average percentage of Unsuccessful SS in English 10 high schools

Table-5.21

Year	Type of schools	Total Examinees	Unsuccessful SS in English	%
2003-07	Both govt. and non govt. schools schools	9125	2303	25.23

The table shows that of all subjects the number of unsuccessful SS is 25.23% in English alone.

The average percentage of unsuccessful SS in English 10 high schools of both urban and rural schools

Table-5.22

Year	Type of schools	Total Examinees	Unsuccessful SS in English	%
2003-07	govt. schools	2693	284	9.58
2003-07	Non. govt. schools	6162	2019	32.76

From the table it is clear that there is a remarkable difference of unsuccessful SS in English between govt. schools and non. govt. schools. In the govt. schools 9.58% SS have failed in English and 32.76% SS have failed in English in the year of 2003-2007.

Table-5.23

The average percentage of Unsuccessful SS in English of 3 union level schools

Year	Category of schools	Total Examinees	Unsuccessful SS in English	%
2003-07	union level	806	319	39.57%

This table shows that the number of failed SS in English is much higher than those of urban areas and govt. schools. In the union level 39.57% SS, in the upazila level 28.05%, in the city non govt 27.05% and in the govt. schools 9.58% have failed in English.

Conclusion

This chapter deals with the total findings of teaching and learning English at SSC level of the study area of the researcher. The researcher has presented his observation about the implementation of CLT, its impediments to apply in the class room, some suggestions about syllabus, question pattern, distribution of marks, inclusion of some new items such as listening test in the Ist paper, introduction of translation and correction in the 2nd paper. Besides that the researcher has found that the ETs are not properly trained. Their training period for CLT and ELT should be lengthened. Above all, the trained teachers are also needed to be monitored. This chapter also has presented a study of SS attendance and final result in the SSC exam of four categories of 10 study schools.

CHAPTER-6

SUMMARY AND RECOMMENDATIONS

- Introduction
- Summary
- Recommendations
- Scope for further recommendations
- Conclusion

CHAPTER-6
Summary and Recommendations

Introduction

The thesis for M.Phil on "Teaching and Learning English at SSC Level in Bangladesh: Problems and Prospects" ends with this concluding chapter. In this chapter the researcher has presented the concrete synopsis of research findings and has rendered some vital recommendations. In this chapter he emphasises on the need of proper monitoring of teaching and learning as well as providing all necessary requirements to ensure a successful result from the present syllabus. He also strongly feels that his findings and recommendations will be appreciated and taken into account by the respective authority.

Summary

The present thesis has been compiled with six different chapters representing different ideas and principles about language and language teaching. The most important aspect of this thesis is to find out the present state of teaching and learning English at SSC level of our education. The researcher got much interest with the new approach of teaching and learning English at SSC level where the CLT approach was introduced in 1996 from class VI. This was really a task for the Bangladesh government to introduce this way of teaching English as the people of this country are used to Grammar-Translation method for more than two hundred years. Above all this new process of teaching and learning English caused apprehension among the English teachers at the initial stage of its journey. However the researcher became curious to know more as to this newly introduced teaching arrangement as he came across many English teachers of secondary schools while he was working as a

resource person in a teachers' training center in Dhaka. Thus the first chapter of this thesis has dealt with the historical background of English teaching, the necessity of introducing CLT and the objective of the research and limitations of the researcher.

To conduct an effectual research an appropriate research methodology is a prime condition. The researcher in the second chapter has detailed his research methodology undertaken for this research. He has adopted an empirical method which includes survey method, questionnaire, observation and interview method mainly. In order to collect data both the primary and secondary sources have been used. In this thesis only general education in the secondary level has been taken into consideration and English medium schools and madrasa have been excluded. Moreover the researcher has selected only 10 Secondary schools from different categories of Dhaka district. To collect the exact information questionnaires for the ETs, HTs and SS have been served to them. Above all 30 classes have been observed and an open discussion was held in the classes between the SS and the researcher. It is positively a matter of enthusiasm that the researcher has been able to observe all his selected 30 classes and take interview 30 ETs along with 10 HTs. In the classes to serve the questions the random sampling method has been applied and only the SS bearing odd roll number have been provided with questionnaires. The questionnaires for ETs , HTs and SS were prepared separately and a pilot survey was done before providing the questionnaires. It is mentionable that the researcher has selected almost all the sections of schools excepting one or schools as there are many sections which were not manageable at a time. So from these type schools the researcher has selected two/three sections and this type of selection will not hamper to get a representative outcome from the study schools.In the second chapter it has been also mentioned that the number of total respondents is 588 (558 SS, 30 ETs and 10HTs).

This is quite true that Bangladesh has experienced the ruling period of the foreigners for a long period of time. The British ruled this nation almost two hundred years and the Pakistani rulers for twenty five years. During this vast period in the field of teaching and learning English GT method had been followed with some exception. After the liberation our experts brought about slight changes and in 1990s a major change has been brought in the syllabus for the learners of classes IX-X introducing of CLT. However all the methods, techniques and approaches applied in teaching and learning have been discussed in the third chapter of this thesis.

Study materials are very important for the learners. The NCTB has provided two text books for both 1st paper and 2nd paper. In this chapter both these papers have been consulted to find out how far these books are to meet up the requirement of CLT as well as the learners of the SSC level. The researcher finds that the 1st paper has lot of CLT elements to fulfill the requirement of the learners. There are ample scopes for practice on several elements such as diagram, spider gram, matching columns, information transfer, dialogue which can be carried out in pair and group work.. There is also an opportunity for the development of writing skills through open-ended questions and composition. Undoubtedly the text book for 1st paper is very effective for the learners but unfortunately because of some inefficienes this new approach is not done perfectly. Even the learners as well as the ETs do not follow text books rather they are much more interested in consulting Guide books. Both the teachers and the learners have remarked that the guide books are helpful for taking preparation for the exams. The same case happens to the 2nd paper as the learners are not all interested to carry these books in the class rather they are seen carrying guide books in the class. The researcher during his class observation has observed that hardly few SS are seen carrying the text books.

In many cases the ETs even do not follow the text books. However the fourth chapter has dealt the limitations of the text books, learners and teachers. In this chapter both the text books have also been appreciated for introducing some important effective elements for teaching and learning English at classes IX-X.

CLT has been introduced since 1996 in our secondary level so that our learners can learn English through constant practice in the class as well as outside of the class. It is not content based rather context based so there are huge scopes for practicing different elements of CLT in text books. There is also a Teacher's Guide so that the ETs can take help to follow this new approach of teaching and learning. But the researcher has found that CLT is not being conducted as indicated in the TG as well as following the techniques of CLT. There are so many causes of not following the techniques properly such as our ETs are not trained on this new approach. The researcher has found that in his study area only 18% ETs are trained on CLT. Besides that lack of environment, lack of appropriate teaching materials, not having scope for listening test, lack of physical proper facilities, ETs tendency to follow GT method still, problem of settings in the question paper, the tendency of the SS not to be attend in the classes regularly etc are responsible for not making this new approach success.

The researcher has also observed that in govt. schools the rate of SS attendance is higher than those of non-govt. schools. It is more frustrating in the schools of rural areas. In the govt. schools on average 81.42 SS were present where as in the non-govt schools it was 62.43% and in the union level it was only 59.87%. Besides that the SSC final result in English of the non-govt. schools also differs from those of govt. schools. In the govt. schools 9.76% SS have failed in English in the year of 2003-2007 where as 32.76% in

non- govt. schools and in rural area it is 39.57%. However from the above comparative results it is clear that the pass percentage of govt. schools is higher than that of non-govt. schools. The researcher thinks that because of sound management, skilled ETs and also for other facilities govt. schools are doing better in respect of attendance and result.

There is also an acute problem in our secondary schools. There is no monitoring system to find out whether our learners are getting proper teaching in English or not our ETs are conducting the present system of teaching and learning English. To run the CLT classes it is very important to follow CLT activities but the researcher finds that hardly any ETs conduct English classes in accordance to CLT principles. However all the problems found with the text books, ETs , the SS, school management, unawareness of the guardians as well as the learners, and also the problem with the question papers have been discussed in the fifth chapter of this thesis.

Findings

i)   CIT principles are not followed in the class.

ii)   Very few number of ETs are trained on CLT.

iii)   Training course period is brief.

iv)   There is a problem with the recruitment system of ETs

v)   The environment of the educational institutes is not favourable for practicing CLT.

vi)   Teaching materials are very scanty in the institutes.

vii)   SMC is itself a problem for the institutes.

viii) SS tendency of absence is acute in schools.

ix)   Both ETs and SS are not willing to speak in English in the class.

x)   Rate of speaking Bangla is much more higher than that of English.

xi)   There is a problem with the question pattern both in Ist and 2nd paper.

xii) Lack of devotion of the ETs for the SS.

xiii) Lack of necessary teaching materials in the class.

xiv) Both ETs and SS are interested to use guide books instead of prescribed text books.

Recommendations

The findings in the thesis are required to be brought in the light of discussion and it is possible to meet up the problems taking some important and effective measures. The researcher recommends the following points to be taken immediately:

1. **To implement the CLT activities-**

   a) Involving students in practising pair work, group work, making sentences from diagram and spider gram and doing information transfer activities of the text are needed.

   b) Use of listening task in the class should be ensured.

   c) English teachers should keep in mind that they are to play the role of a monitor and students to be more active.

   d) Both English teachers and students should speak in English in the class.

   e) English teachers should consult TG provided for them.

   f) Students should follow the text books prescribed for them.

   g) Students should not depend on guide books.

   h) Guide books should not be allowed in the class.

i) Students should be encouraged to describe the pictures given in the text book.

j) English teachers should prepare lesson plans before going to class.

K) Instead of huge students a class should be divided into sections comprising of not more than 35/40 students.

2. To develop professional skill

i) English teachers are needed to be trained on ELT/CLT.

ii) Pre-set training can be more effective but in set training is very much required.

iii) Any kind of training course duration should be longer than the present shorter period of time.

iv) ELT/CLT training should be ensured/mandatory for every English teachers.

3. Recruitment and Educational qualification

i) English teachers should have an education on English at the tertiary level.

ii) Like govt. schools the authority of non govt. schools should also advertise for English teacher having specialization in English.

iii) During recruitment politicization, nepotism or the donation system should be illuminated.

v) Only the meritorious persons should be selected to teach English.

4. Motivation of teachers

Teachers are the vital forces, which work behind and in the midst of the whole teaching and learning process. To accelerate their professional potentiality and the rate of spontaneity in teaching they should be offered honourable and dignified status. On the basis of their efficiency and period of service they should have a regular promotion. Besides that their financial position needs to be upgraded so that they can cope with the present society and meet up their necessary financial requirements. Anyway to motivate the teachers to their committed and sacred duties, both professional and financial status needs to be maintained. Without incentives the mare can not go.

5. Environmental Development and physical facilities

i) For better teaching and learning suitable environment should be ensured.

ii) There should be ideal class room consisting of not more than 35-40 students.

iii) For good teaching and learning English the class room should have necessary materials such as desk, chair, table, picture, audio-video facilities.

iv) Outside class room the students should be encouraged to interact at least in Communicative English.

v) English teachers and the Students should have a friendly relation so that the learners can feel easy in learning..

6. Teaching Materials needed to be modified

i) The Text book for the learners of classes IX-X should have some modification such as there should be more listening text, ample exercise for practicing, some new grammatical items such as correction, retranslation and re-translation so that the learners can use English correctly .

ii) English for Today should have more story based articles collected from real life, natural sight, cultural matters and historical facts.

iii) The second paper should be enriched with certain grammatical rules, ample exercises and also detailed explanation of the rules.

7. Developing School Management system:

To create an effective environment for teaching and learning English the managing body of a school can do a lot providing good and efficient teachers of English and also creating opportunity for efficient teachers to take English classes. In this regard the Head teacher of a school should be impartial in assigning classes for the efficient teachers.

8. Developing Motivation Work:

Motivation work for the students is an important factor to make them interested in learning English. There should be friendly relation between the teachers and the learners. It is an important responsibility for an English teacher to shun the shyness and fear of the learners so that they can be easy to their teachers to ask any question or to speak in English in the class or outside the class.

Our students are very much scared of English as it is a foreign language. They should be encouraged for learning English as it is an international language ,and also should be informed that knowing English is a must to get a better job. After all the SS should be motivated to get rid of fear of English and their motto should be to learn, not only to pass in the exam.

So it is important for the English teachers to be sincere in motivating the learners to be interested in English.

9. Developing creativity of the English teachers and the learners

Whatever and however the methods, approaches or techniques are, a teacher can play the most important role of creating best opportunities as on the level of the learners. He should find out the way which is more suitable for the learners. Even he is expected to produce his own techniques, not relying on the guided materials only.

10. Increasing class time and reducing excessive pressure for the English teachers

At present 30/35 minutes and even in some cases only 25 minutes are allocated for a class. This is quite insufficient for the English teachers as well as for the learners to perform the CLT activities. Besides that in the secondary schools an ET has to conduct 5/6 classes almost everyday and this is quite difficult for an ET make a proper lesson plan for an effective English class. So English teachers are to be lessened from the excessive burden of classes.

11. Modification in the Question paper

i) Modification in the question paper is essential. There are some items such as making sentences from the bubble speech; making dialogue from the picture, diagram and spider diagram should be set in the 1st paper. If these items are set in the question paper, the English teachers as well as the students will be interested to do these elements given in the text book.

ii) The question on rearrangement being very ambiguous may be excluded from 1st paper or at least its number can be reduced from the present allocated 10 marks.

iii) There should be an arrangement for viva voce for the test of both speaking and listening. 10 marks can be allocated for viva voce either in the tutorial exam or in the final exam. The researcher thinks that if these items are counted as the elements of a question, the learners will not get chance to ignore the mentioned items of the text book.

12. Some important measures to be applied

iv) Both English teachers and students must not carry any kind of guide books in the class.

v) Any kind of political interference should be prevented in Schools.

vi) Encouraging SS to English classes more.

vii) Appointing required number of English teachers in schools, specially in the rural schools.

viii) It is essential to increase the rate of speaking in English instead of speaking in Bangla in the class.

Scope for Further Studies:

i) The researcher has done his thesis on **Teaching and Learning English at SSC Level: Problems and Prospects.** The study work has not covered all the areas and all kinds of educational institutes of Bangladesh. The study has been done only on English teaching and learning in general education. So the researcher thinks that further research on teaching and learning English on general education and madrasha education, specially in the rural areas of our country can be done

Conclusion

This is the concluding chapter of the research on "Teaching and Learning English at SSC level: Problems and Prospects". The researcher has collected necessary information and data from the both primary and secondary sources. The method of class observation, questionnaire and interview has been followed for this study. The researcher has found many anomalies with the teaching and learning process in the classes –IX-X in secondary level of our education. There are many problems with the reading materials and also with the management system. However all the important findings have been discussed in this chapter and also some necessary recommendations have been presented in this chapter.

The researcher concludes with the remark that despite some limitations the present method of teaching and learning may be effective if recommendations mentioned in the concluding chapter are to be taken into consideration. It is expected that the authority concerned and the experts will look into the present condition of teaching and learning English at SSC level of our education on the basis of these findings and recommendations.

BIBLIOGRAPHY :

Abedin, M Zainul. 1996. A Hand Book of Research for the Fellows of M.Phil and Ph.D. Programmes. Dhaka: Book Syndicate.

Baugh Albert C. & Thomas Cable, 1993, A History of the English Language: Routhedge.

Bradley, Henry. 1920. The Making of English. London: Macmillan and Co. Ltd.

Braine, George. 1999. Non-Native Educators in English Language Teaching. N.Y: Lawreence Erlbaum Associates.

Brumfit, C J and K. Johson. ed. 1995. The Communicative Approach to Language Teaching. Oxford: OUP.

Cook,Vivian. 1996. Second Language Learning and Language Teaching. 2nd ed. London: Arnold.

Dickins, Pauline, Rea. & Kevin Germaine. 1992. Language Teaching Evaluation Oxford: OUP.

Emerson,Oliver Farrar.1894. The History of the English Language.London: Macmillan & Co.

Gautam, K K. 1988. Methods of Language Teaching. Calcutta: Orient Longman Private Ltd.

Howatt, A P R. 1994. A History of English Language Teaching. Oxford: OUP

Johnson, Keith. 1997. Language Teaching and Skill Learning. Oxford: Blackwell Publishers Ltd.

Kamal, Kishwar and Meher Aftab. n.d. English Teaching. Dhaka: Directorate of Secondary and Higher Education.

Karshen, S D. 1981. Second Language Acquisition and Second Language Learning: Oxford: Pergamon Press.

.... 1982. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.

Kaul, Omka N. 1983. Language in Education. New Delhi: Abhinay Publications.

Krapp, George Philip. 1925. The English Language in America. vol. 1. NY: Century.

Larsen-Freeman, Diane and Michael H Long. 1991. An Introduction to Second Language Acquisition Research. Essex (UK): Pearson Educational Ltd.

Larsen-Freeman, Diane and Michael H Long, 1986. Techniques and Principles in Language Teaching. Oxford: OUP.

Lewis, Marilyn. 1999. How to Study Foreign Language. NY: Palgrave.

Lindsay, Paul. 2000. Teaching English Worldwide A New Practical Guide to Teaching English. Burlingame (California) : Ata Book Center Publishers

Littlewood, William. 1988. Communicative Language Teaching: An Introduction. Cambridge: CUP.

Littlewood, William.1987, Foreign and Second Language Learning, Cambridge: CUP.

McDnough, Jo and Christopher Shaw. 1998. Materials and Methods in ELT: A Teacher's Guide. Oxford: Black well Publishers Ltd.

McLaughlin, Barry. 1989. Theories of Second-Language Learning. London: Edward Arnold.

Morgan Carol & Peter Neil, n.d, Teaching Modern Foreign Languages, London: The Kogan Page Teaching Series.

Nagaraj, Geetha. 2003. English Language Teaching : Approaches, Methods, Techniques, Kolkata: Orient Longman Private Ltd.

Nunan, David. 1991. Language Teaching Methodology: A Textbook for Teachers, Hertfordshire (UK): Prentice Hall.

Nunan, David, 2000. Designing Tasks for the Communicative Classroom. Cambridge: CUP.

Nunan, David, 2003. Practical English Language Teaching. N. Y.: McGraw-Hill.

Ohab, M. A. et al. 1999. Education of Bangladesh. Gazipur: BOU.

Omar,Ali Sk. 1973. Structural Approach to English Teaching, Dhaka : Nawrose Kitabstan.

Rakib, Uddin Chowdhury Md. 2001, The Question of culture in adopting/adapting Communicative Language Teaching, Journal of Asiatic Society of Bangladesh: Humanities vol. 46 No.1.

Prabhu, N S . 1987. The Second Language Pedagogy. Oxford: OUP.

Paulston, Christina Bratt & Mary Newton Braden. 1976, Teaching English as a Second Language Techniques and Procedures, Cambridge: Winthrop Publishers.

Richards, Jack C. 1985. The Context of Language Teaching, Cambridge: CUP.

Richards, Jack C,1990. The Language Teaching Matrix, Cambridge: CUP.

Richards, Jack C. and Theodore S Rodgers. 1986. Approaches and Methods in Language Teaching, Cambridge: CUP.

Rivers, Wilga M. 1968. Teaching Foreign-Language Skills, Chicago: The Univ. of Chicago Press.

Sharma, R. K. 1989. Problems and Solutions of Teaching English, New Delhi: Janaki Prokashan

Skehan, Peter. 1998. A Cognitive Approach to Language Teaching, Oxford: OUP.

Tomlinson, Brian. 2003. Materials Development in Language Teaching. Cambridge: CUP.

Ur, Penny. 1999. A Course in Language Teaching: Practice and Theory, Cambridge: CUP.

Weir Cyril & Roberts Jon. 1994. Evaluation in ELT, Oxford : Blackwell Publishing Group.

DISSERTATIONS

Poddar, Ranjit. (2007) Challenges of Communicative English Teaching at Secondary Level in Bangladesh. A Study on Narshingdi District, M.Phil Dissertation, Institute of Bangladesh Studies, Rajshahi, University.

Tasmin, Shamina. (2001) English Language Needs Analysis of the First-Year Students of the English Department of Rajshahi University. M.Phil. Dissertation. Institute of Bangladesh Studies. Rajshahi, University.

Reza Mohoshin Md.(2009) The Writing Component of the National University Compulsory English Course: goals and Achievement, unpublished M.Phil. Dissertation. Institute of Bangladesh Studies. Rajshahi, University.

REPORT

National Education Commission Report-2003
National Education Survey Report-2008

JOURNAL

Journal of the Asiatic Society of Bangladesh Humanities-v- 46 June-2001
Journal of the Asiatic Society of Bangladesh Humanities-v- 48 June-2003

APPENDECES

APPENDIX-A-1

Questionnaire for Teachers

N.B. This questionnaire is being served to the teachers only for my research work. Teachers are requested to give their opinion with sincerity, honesty and neutrality. It is assured; treachers' name and any kind of their opinion will not be exposed for the interest of my research purpose.

(Please put tick in your relevant answer and comment in English or Bangla.)
Name of the Teachers :

Name of the school & Address :

Mobile/Phone No- :
Educational qualification :

Trained/Untrained :
Name of the Training Programme (if trained) :

1. Do you prepare your lesson plan before going to class?
   | Yes | No |
   If not, then why-

2. Do you divide your class time for different skills in your class as per TG
   | Yes | No |
   If not, then why-

3. Do you encourage your students to question and cross-question?
   | Yes | No |
   If not, then why-

4. Do your students always speak in English with you in English class?
   | Yes | No |
   If not, then why-

5. Do you use English as a medium of instruction in English class?
   | Yes | No |
   If not, then why-

6. Do you give your students home work?
   | Yes | No |
   If not, then why-

7. Do you involve the students in pair works?

   | Yes | | No |

   If not, then why-

8. Do you involve your students in group work?

   | Yes | | No |

   If not, then why-

9. Do you give students task to make sentences from bubble speech?

   | Yes | | No |

   If not, then why-

10. Do you give students task to make sentences from spider diagram?

    | Yes | | No |

    If not, then why-

11. Do you check home work?

    | Yes | | No |

    If not, then why-

12. Do you teach the students from the pictures of the text book?

    | Yes | | No |

    If not, then why-

13. Do you give regular feed back?

    | Yes | | No |

    If not, then why-

14. Do your students learn a few new words in every class?

    | Yes | | No |

    If not, then why-

15. Do your students take interest in English class?

    | Yes | | No |

    If not, then why-

16. Do you read out the passages from the text in the class?

    | Yes | | No |

    If yes, then why-

17. Do you allow the students to read out the text aloud in the class?

Yes   No

If yes, then why-

18. Do you correct the errors done in the answer scripts?

Yes   No

If not, then why –

19. Do you explain the students the errors corrected in the answers scripts ?

English?

Yes   No

20. Do you think the present curriculum is suitable for the learners to learn English?

Yes   No

If yes/ no, then why –

21. Do you think the present syllabus is suitable for the learners to learn English?

Yes   No

If yes/ no, then why –

22. Do you think question pattern is suitable for the learners to learn English?

Yes   No

If yes/ no, then why –

23. Do you think the present text book is suitable for the learners to learn English?

Yes   No

If yes/ no, then why –

24. Do you have any suggestion about present method of teaching and learning English?

Yes   No

If yes, then state here –

25. Do you find any anomaly in the present text book for classes IX-X ?

    | Yes | | No |

    If yes, then state here mentioning the type of anomaly –

26. Do you think training can help improve teaching quality of an English teacher?

    If yes/not please why-

27. What problems do you face to conduct CLT ?

    Please mention here.

28. Do you use audio-visual aids in the class room ?

    | Yes | | No |

    If yes, what audio-visual aids do you use in the class room?

29. Do you use board in the class room?

    | Yes | | No |

    If not, then why-

30. What do you think about the arrangement of your classroom?

    Please state here-

31. Do you think the number of students is larger than the capacity of the class room?

    | Yes | | No |

32. What do you think about an ideal class room?

33. What is your opinion about reintroducing English grammar?

    Please state here-

34. How often do you take exam?

    Please state mentioning type of exam-

35. What are the main causes for failure in English?

    Please state here-

Signature

APPENDIX-A-2

Questionnaire for Students

N.B. This questionnaire is being served to the students only for my research work. Students are requested to give their opinion with sincerity, honesty and neutrality. It is assured; students' name and any kind of their opinion will not be exposed for the interest of my research purpose. It is to be noted that by the word **class** I mean English class and by **teacher** I mean English teachers only.

(Put tick in your relevant answer and comment in English or Bangla.)
Name of the student:
....

Name of the school :
....

Class : .... **Roll No. :** .... **Group :**
....

1. Are you regular in your English class?

    | Yes | | No |

    If not, why-

2. Do you get interest in learning English?

    | Yes | | No |

    If not, why-

3. Does your English teacher speak in English through out the class ?

    | Yes | | No |

4. Can you understand your teacher when he/ she speaks in English?

    | Yes | | No |

    If not, why-

5. Does your teacher ask you in English in English class ?

    | Yes | | No |

6.	Do you speak in English with your teacher in the class?

| Yes | No |

If not, why-

7.	Do you work in pair in your class?

| Yes | No |

If not, why-

8.	Are you involved in group activities in your class?

| Yes | No |

If not, why-

9.	Do you speak in English with others other than the English teacher?

| Yes | No |

If not, why-

10.	Do you have any scope of speaking English at home?

| Yes | No |

If not, why-

11.	Can you make sentences from bubble speech?

| Yes | No |

If not, why-

12.	Can you make sentences from spider diagram?

| Yes | No |

If not, why-

13.	Do you work the pictures of your text book in the class room?

| Yes | No |

If not, please why-

14.	Do you read passages from the text in the class?

| Yes | No |

If not, why-

15.	Does your teacher read out passages from the text book?

| Yes | No |

16.	Do you learn new English words regularly?

| Yes | No |

If not, why-

17. Does your teacher divide time for reading, listening, speaking and writing separately?

| Yes | No |

18. Does your teacher correct your errors if you do in the class?

| Yes | No |

19. Do you raise any problem to your teacher when you fail to understand yourhim/her?

| Yes | No |

If not, why?

20. Do you raise any problem to your teacher when you fail to understand your text book?

| Yes | No |

If not, why?

21. Are you taught English Grammar in the class?

| Yes | No |

22. Do you hesitate or feel shy to ask your teacher any question?

23. Do you feel any problem in understanding when you try to read English?

| Yes | No |

If yes, state the problems-

24. Does your teacher correct the mistakes done in the exam?

| Yes | No |

25. Are you afraid of asking your teacher questions in the class?

| Yes | No |

If not, why-

26. Do you think that by using this book you are learning English easily?

| Yes | No |

If yes or not, why-

27. Do you think that by following CLT (Communicative Language Teaching) you are learning English easily?

| Yes | No |

If yes or not, why-

28. Do you have any other scope for learning English other than the English classes?

| Yes | No |

If yes, why-

29. Do you understand English more in coaching classes than those of your school?

| Yes | No |

If yes, why-

30. What problems do you face in learning English ?
State here-

31. Do you like to learn English grammar in the class?

| Yes | No |

If yes, why-

32. Do you use any dictionary?

| Yes | No |

If not, why-

33. Is the environment of your class very helpful in learning English?

| Yes | No |

If not, why-

34. What should be other easy way to learn English according to your opinion?
State here-

35. State five points which can help you to learn and understand English?

Signature

APPENDIX-A-3

Questions for interview for Head Teachers

(Please put tick in your relevant answer)
Name of the Head/Assistant Head Teacher

Qualification:

Name of the School and Address:

Phone:

Date:

1   How many teachers are working in your School?

2.   How many teachers conduct English classes in class IX-X?

3.   Do your English Teachers have any training on English teaching?

4.   Do you think your English teachers are sufficient in teaching English?

5.   Do you allow any teacher in the school to conduct the English classes?

6.   Do you arrange exams for the students?
      Type of exams –

7.   Do you give briefing to your English teachers about teaching English?

8.   Do you arrange any extra programme where students can have opportunity to increase their speaking skill?

9.   Do you think that four skills of learning English are done properly in the classes IX-X?

10.   What is your opinion about classroom environment?

11.   What do you think about re-introducing English grammar?

12.   What is your opinion about present exam system?

13.   What are your recommendations about English learning effectively?

14.   Are you satisfied with the SSC final results of your school?

15.   What is your opinion about the present syllabus, curriculum, text and book for the students of classes IX-X?

16.   What are the main causes of failure in the SSC exam according to your opinion?

17.   What should be done for an effective teaching of English in your opinion?

APPENDIX-A-4

Teachers' Qualifications

	Degree Pass Course	BA (Hons)	M.A	Sub.	ELTIP	CLT	TQI	B.Ed	M.Ed	Comment
Govt. Mirpur High school.										
Govt. Tejgoan Girls High School										
BADC High School										
Salesha Begum High School										
Saver Girls High School										
Mushuri Khola Samsum Haque High School										
Ispahani High School										
Hardinge High School										
Afazuddin High School										

APPENDIX-A-5

Classroom Interaction Observation Sheet

(Tick every 5 seconds and put B in the boxes if the speakers speak Bangla)

T S	S T	S S	R	W	X	Notes	T S	S T	S S	R	W	X	Notes	T S	S T	S S	R	W	X	Notes	T S	S T	S S	R	W	X	Notes

TB=   **SB=**

APPENDIX-A-6

Class Room Materials & Accommodation
Check List

Class room having enough space compared to students	Yes	No	Good	Not good	Absent	Comment
• Class room having enough benches						
• Class room having enough sufficient light						
• Class having audio-video facilities						
• Class room having usable board						
• Class room having electricity						
• Class room having electric fans						
• Class room free from noise pollution						
• Class neatness						
• Chalk/duster/marker available						
• SS having Text book						
• SS having guide book						

APPENDIX-B-1

Result of unsuccessful SS in 4 Categories of schools

Category-1

Govt. High School, Dhaka

Year	Total Examinees	Unsuccessful in English	%
2003-2007	2693	284	10.55

Category-2

Non –Govt, High school, Dhaka

Year	Total Examinees	Unsuccessful in English	%
2003-2007	6187	1819	29.40

Category-3

Upazila Sadder High school, Dhaka

Year	Total Examinees	Unsuccessful in English	%
2003-2007	3469	969	27.93

Category-4

Union level High school, Dhaka

Year	Total Examinees	Unsuccessful in English	%
2003-2007	866	326	37.64

APPENDIX-B-2

Result of unsuccessful SS in English of 10 study schools in the SSC Examination (2003-2007)

School-1

Tejgaon Govt, Girls Highschool, Dhaka

Year	Total Examinees	Total pass	School %	Unsuccessful in English	%
2003	178	143	80.33	2	1.12
2004	224	168	75	13	5.80
2005	265	227	85.66	16	6.04
2006	254	213	83.86	22	8.66
2007	249	220	88.36	13	5.22

School -2

Govt, Mirpur High School, Dhaka

Year	Total Examinees	Total pass	School %	Unsuccessful in English	%
2003	330	173		10	3.03
2004	392	188		109	27.81
2005	389	266		48	12.34
2006	374	273		27	7.22
2007	308	269		24	7.79

School -3

Saleha High School, Dhaka

Year	Total Examinees	Total pass	School %	Unsuccessful in English	%
2003	275	256		19	6.91
2004	321	201		120	37.38
2005	310	213		97	31.29
2006	292	224		62	27.68
2007	311	174		137	44.05

School -4

BADC High School ,Mirpur, Dhaka

Year	Total Examinees	Total pass	School %	Unsuccessful in English	%
2003	80	31	38.75	44	55
2004	86	70	81.40	23	26.74
2005	70	66	94.28	12	17.14
2006	76	62	81.57	10	13.16
2007	75	51	68	14	18.67

School -5

Hardinge High School , Dhamrai, Dhaka

Year	Total Examinees	Total pass	School %	Unsuccessful in English	%
2003	309	151		58	18.77
2004	291	162		116	39.86
2005	293	92		63	21.50
2006	267	54		51	19.10
2007	195	22		17	8.72

School -6

Savar Girls High School , Savar, Dhaka

Year	Total Examinees	Total pass	School %	Unsuccessful in English	%
2003	275	152		62	22.05
2004	185	94		63	34.05
2005	199	114		74	37.19
2006	190	143		43	22.63
2007	211	171		24	11.37

School -7

Ispahani High School ,Keranigonj, Dhaka

Year	Total Examinees	Total pass	School %	Unsuccessful in English	%
2003	213	104		71	33.33
2004	192	73		85	44.27
2005	198	101		68	34.34
2006	253	130		97	38.34
2007	198	93		77	38.89

School -8

Mushurikhola Shamsul Haque High School ,Savar, Dhaka

Year	Total Examinees	Total pass	School %	Unsuccessful in English	%
2003	105	48		27	25.71
2004	149	32		100	67.11
2005	103	55		39	37.86
2006	104	57		48	46.15
2007	60	52		06	10

School -9

Afazuddin High School , Sharifnagar,Dhamrai, Dhaka

Year	Total Examinees	Total pass	School %	Unsuccessful in English	%
2003	62	18		34	54.84
2004	25	10		12	48
2005	46	20		17	36.96
2006	31	23		07	22.58
2007	38	24		11	28.95

School -10

Rohitpur High School, Keranigonj,Dhaka

Year	Total Examinees	Total pass	School %	Unsuccessful in English	%
2003	20	14		09	45
2004	24	17		05	20.83
2005	25	20		03	12
2006	41	36		04	9.76
2007	33	27		04	12.12

APPENDIX-C-1

Class wise Respondents (Students)

Study No	Study School's	Class- ix	Class- x	Total Respondents
1.	Govt. Mirpur High school, Dhaka	28	13	41
2.	Govt. Tejgaon Girls High School, Dhaka	24	14	38
3.	BADC High School, Dhaka	14	14	28
4.	Saleha High School, Dhaka	34	55	89
5.	Saver Girls High School, Dhaka	27	24	51
6.	Mushurikhola Shamsul Haque High School, Saver, Dhaka	39	35	74
7.	Ispahani High School, Keranigonj, Dhaka	27	20	47
8.	Rohithpur High School, Keranigonj, Dhaka	10	09	19
9.	Hardinge High School, Damrai	21	13	34
10.	Afazuddin High School, Damrai	23	14	37
				458

APPENDIX-C-2

Total Number of Respondents

	TS Respondents	HT Respondents	SS Respondents		
			Class ix	Class x	Total
Govt. Mirpur High school, Dhaka	04	01	28	13	41
Govt. Tejgaon High School	02	01	24	14	38
BADC High school.	03	01	14	14	28
Saleha High School.	04	01	34	55	89
Saver Girls High School	04	01	27	24	51
Mushurikhola Shamsul Haque High School	01	01	39	35	74
Ispahani High School	04	01	27	20	47
Rohitpur High school	02	01	10	09	19
Hardinge High school	04	01	21	13	34
Afazuddin High school	02	01	23	14	37
Total SS Respondents					558
Total TS Respondents					30
Total Respondents					588

APPENDIX-C-3

Class wise SS Attendance

Category	Name of Schools	Class	Total SS	Present	%
1.	Govt. Mirpur High school, Dhaka	IX	59	41	69.49
		X	56	52	92.85
	Tejga Govt. Girls Schools	IX	46	43	93.47
		X	50	35	70.00
2.	BADC High School, Dhaka	IX	43	33	76.64
		X	37	25	66.56
	Saleha High School, Dhaka	IX	65	53	81.53
		X	60	43	71.66
3.	Saver Girls High School, Dhaka	IX	80	56	70.00
		X	82	72	87.80
	Ispahani High School, Keranigonj, Dhaka	IX	62	48	74.41
		X	64	36	56.25
	Hardinge High School, Damrai	IX	70	58	82.85
		X	58	46	79.31
4.	Mushurikhola Shamsul Haque High School, Saver, Dhaka	IX	75	39	52.00
		X	74	36	48.00
	Rohithpur High School, Keranigonj, Dhaka	IX	97	75	77.31
		X	51	42	82.35
	Afazuddin High School, Damrai	IX	112	78	69.64
		X	75	18	24.00

APPENDIX-D-1

Syllabus

First paper and Distribution of marks

1. Introduction

This syllabus aims to provide clear comprehensive guideline for teachers, students and all those who are concerned with the teaching and learning of English from classes 9-10. In itself, however, a syllabus cannot ensure that communicative language teaching and learning takes place in the classroom. It can only provide a set of criteria which, if properly implemented, would give the best possible change for that to happen.

Paper I

a.	Use of have to Function: for obligation / necessity	Example: To maintain your health. you have to do certain things.
b.	Use of in order to Function: expressing purpose	Example: To be well. Tareq worked very hard.
c.	1st conditional: if+ present tense + will. With the function of specifying / future conditions and consequences.	Example : If you learn to type. you have a useful skill.
d.	2nd Conditional: If + past tense + would / could / might. With the function of speculating about imaginary improbable future conditions.	Example: 1. If I had a lot of money, I would / could / might buy a lot of books. 2. What would you do if you had a lot of money?
e.	The passive mode Function: to describe actions done to something (particularly when not wishing to specify the agent)	Example: 1. Tareq's air ticket was bought for him. 2. The Sears Towers were built by a famous Bangladeshi architecture.
f.	Use of it. With the function of 'empty' subject.	Example: It is true that Tareq went to New York.
g.	Use of must / mustn't Function: expressing obligation.	Example:Students must always work hard. They mustn't be lazy.
h.	Present Continuous With the function of talking about future events.	Example: Tareq is returning to Bangladesh from New York next week.

The following items should be introduced:

1.	Use of present perfect with after / when. with the function of predicting a cause & effect sequence of events in the future.	Example : 1. After Tareq has landed in New York, he will meet his friends. 2. When you have passed the SSC you will be happy.
2.	Use of the past perfect tense + with + before / after. With the function of describing a sequence of events.	Example : 1. Tareq's father had worked in Jamalpur for ten years before he was transferred to Sonapur. 2. When I met him, he had worked in Sonapur for three years.
3.	Use of-ing clause+ by / without. With the function of defining cause & effect relatins.	Example : 1. You cannot learn a foreign language without practicing it regularly. 2. By smoking cigarettes, you spoil your health.
4.	Use of ing/ed within a clause. With the function of qualifying the subject.	Example : 1. Sunlight falling on the pond can heat the brine. 2. Heat absorbed from the sunlight is trapped in the bottom layer.
5.	Use of can /could + see/ hear/ understand. With the function of describing ability.	Example : 1. Tareq couldn't see any rickshaw in New York. 2. Tareq's friends could understand American English very easily.
6.	Further uses of may / might / should & ought to. With the function of expressing possibility obligation.	Example : 1. You might like to learn French. 2. You ought to buy a good dictionary.

7.	Use of though / although + clause. With the function of talking about contrasting, but related circumstances.	Example : 1. Although the sea is calm, it might become rough. 2. Even though the sea was calm, nobody wanted to swim in it.
8.	Use of question tags: can/can't they? With the function of checking or confirming.	Example : 1. Tareq can't fly a plane, can he? 2. You want to eat spaghetti, don't you?
9.	Use of be + adj + phrase, with the function of describing capabilities and characteristics.	Example : 1. Shanti is good at swimming. 2. Abdul is afraid of spiders.
10.	Use of be + adj + to+ verb. With the function of describing feelings in relation to circumstances.	Example : 1. Tareq was happy to see his friend in New York. 2. He was surprised to see such high buildings there.
11.	use if NP + verb + NP + infinitive. With the function of expressing desires ? making polite requests.	Example : 1. The headmaster wanted the students to visit different offices. 2. He was surprised to see high building there.
12.	Use of NP + verb + NP + adj + adv. With the function of describing manner.	Example : 1. Tareq ate his breakfast quickly. 2. Teacher should make their lesson interesting.
13.	Use of verb + object + ing. With the function of describing present events.	Example : 1. Tareq saw Samira talking to the other students. 2. The students saw the train coming.
14.	Use of when / after / while + future clause. With the function of describing future event in the future.	Example : 1. When Tareq arrives in New York, he will see his friends. 2. While Tareq is in New York, he will eat many different kinds of good.

15.	Use of verb with how to, With the function of expressing manner.	Example : Tareq's friends showed him how to eat spaghetti because he didn't know how to eat it.
16.	Use of the phrases : the place where ? the time when. With the function of indicating either place or time.	Example : 1. The place where the students lived was called Malahati. 2. The time when the students returned to their hostel, was past midnight.

3. **Topics/ theme**

   (a) To communicate with the outside world and for being acquainted with the up-to-date knowledge, development of communication skill in English among the learners is important. For this reason, this syllabus aims at developing language skills more than learning about any particular topic. That is why emphasis is given on language than literature.

   (b) Unlike most of the other subjects in the curriculum. English is a skill-based subject, not a content-based subject. The topics and themes, therefore, are not introduced for their own sake, but rather, as vehicles for practising the four skills of listening, speaking, reading and writing.

   (c) Communicative language learning requires that language should be practised for a recognised purpose within realistic situations and contexts as genuinely as possible within the classroom.

4. **Vocabulary**

   (a) Word meaning should be defined in relation to use within specific contexts. Students' attention should, therefore, be focused more on actual meaning within particular contexts, rather than on potential meaning (s) as provided in dictionaries.

(b) Word meaning should be given in English. Translation should be the exception, rather than the rule, and only resorted to as a checking device, ensuring that meaning has been correctly understood.

5. Poetry

Poems should be dealt with mainly for enjoyment, understanding and practice of rhythm and stress. This is also an area where memorising can be both useful and valid. It should be borne in mind, however, that since poems don't involve communication in the sense of responsive interchange, their employment in the language classroom should be limited.

6. Dialogues & Drama

Dialogues and Drama provided in natural informal speech are mainly for pair practice. Again a certain amount of memorising might be useful and valid here, especially as acting out these dialogues should be encouraged. This is also one of the most natural and effective ways of practising spoken language within meaningful contexts.

7. Translation

Communicative language teaching and learning requires students to use and understand English without recourse to Bangali. the chief disadvantage of translation as a means of language learning is that it militates against this and encourages both teachers and students to think in terms of word-for-word equivalence unrelated to context. This in turn inhibits rapid comprehension and fluent expression. In order to discourage this approach in the classroom, it is recommended that students are not asked to translate a passage in the SSC examination.

8. **Examination**

    Section 1: Seen Comprehension (having 40% of the total marks : 40 out of 100

    There will be a seen comprehension passage followed by choice of questions. Where there is a choice of comprehension passages, there should be a mixture of literary/fictional and non-literary/fictional types. The comprehension questions should be equally divided between objective and more free/open. Comprehension question types should include the following.

    (a) Objective: (i) multiple choice, (ii) true/ false (iii) filling in the gaps with clues, (iv) information transfer (v) making sentences from substitution tables (vi) matching phrases words / pictures, etc.

    (b) More free: (vii) open-ended (viii) filling in gaps without clues (ix) re-writing in a different form and (x) writing summary.

All the questions should test the students ability to understand the passage as a whole, rather than their ability to copy sections from it. Although the seen comprehension passage will be taken from a set textbook, it will not encourage memorisation because (i) the passage will be reproduced on the question paper, and (ii) the questions will not come from the textbook, but rather, will be new.

Section 2: Vocabulary (having 20% of the total marks: 20 out of 100

There will be questions on vocabulary contextualized in the form of cloze passages with clues (50%), and cloze passages without clues (50%). There will not be any questions on explicit grammatical knowledge. Neither will explicit grammatical terms be used in the paper. Rather, questions will test the use of grammatical items within specific meaningful contexts.

Section 3 : Writing (having 40% of the total marks: 40 out of 100)
There will be a number of writing tasks on guided writing

For guided writing

(i) Producing sentences from substitution tables (ii) reordering sentences and (iii) answering questions in a paragraph.

Distribution of marks

Paper-I Total Marks=100

(a)	Seen comprehension:		40 marks
	Objective questions,	20	
	More free/open question	20	
(b)	Vocabulary		20 marks
	Cloze test with clues	10	
	Cloze test without clues	10	
(c)	Guided writing		40 marks

APPENDIX-D-2

SECOND PAPER

Syllabus and Distribution of marks

PAPER II:

Objective

The aim of the syllabus for paper-II is to bring about change in teaching and learning English grammar and composition that will enable the learners to use grammar in context and also to learn necessary grammar rules.

Practice in composition tasks will help to develop the learners writing skills. In other word the tasks will encourage and enable them to express in writing their own thoughts, ideas and feelings. This will tree them from memorizing composition.

Content:

A. Grammar

(**Note:** Grammar items introduced preciously may be used, if needed.)

1. Sentences- Classifications (e.g. Simple, Compound Complex)
2. Clauses
3. Infinitives
4. Participles and Gerund
5. `Further use of Pronoun (e.g. Relative Pronoun Emphatic Pronoun etc.)
6. Tenses": Past Perfect, Past Perfect Continuous, Future perfect.
7. Direct and Reported Speech
8. Tag Questions
9. Linking words
10. Introductory It / There
11. Simple Idioms and Phrases
12. Prepositions
13. Modals
14. 2nd conditionals

B. Composition

(**Note:** Focus should be on the practice of the grammar points introduced in Section A above, as far as possible. Composition will be of about 200 words.)

1. Writing instructions
2. Writing summaries
3. Writing compositions about ceremonies, festivals, visits, travels, shopping, experiences, etc.
4. Completing a story / passage

5. Writing a composition from a model

6. Writing a dialogue on a given situation

7. Writing a composition expressing opinions for and against given situations / topics.

8. Writing a composition on an imaginary situation.

9. Writing informal / formal letters including job applications, filling in forms, CV and e-mail

10. Introducing and writing simple reports about students' personal experience.

Topics / Themes

(a) The purpose of learning English is to acquire language skills, not to learn about any particular topic.

(b) Unlike most of the other subjects on the curriculum, English is a skill based subject, not a content based one. The topics and themes, therefore, are not introduced for their own sake but rather, as vehicles for practicing the four skills of listening speaking, reading and writing with particular emphasis on writing.

(c) Communicative language learning requires that language should be practiced for a recognized purpose within realistic situations and contexts. Topics and themes should be introduced, therefore, with the purpose of recreating situations and contexts as genuinely as possible within the classroom.

(d) The topics and themes should be appropriate for students in both rural and urban settings.

(e) The topics and themes should be selected for two main reasons: because they (1) appeal to students of that age and (2) are of educative value.

(f) Successful language learning can only take place within a learner centre environment. More important than the topics themselves, therefore is the principle underlying their selection, Namely, that students should start from what is familiar to them their own environment and experience before going to other things.

Types of Test Items

A. Grammar

Marks : 40

1. Fill in gaps (with/without clues) with right form of verbs.
2. Fill in gaps (with/without clues) with appropriate Prepositions.
3. Fill in gaps with articles where necessary.
4. Fill in gaps (with/without clues) with linking words, phrases and idioms.
5. Changing the form of speech
6. Transformation of underlined sentences in a given passage.
7. Making tag question from the given sentences.
8. Completing sentence parts (complex sentences).
9. Cloze Test with / without clues.

B. Composition

Marks : 60

9. Writing a paragraph from a model/answering questions information table.
10. Writing a short composition about. Ceremonies / festivals / visits / travels / shopping / expenses / arguments / opines.
11. Writing a dialogue from a given situation.
12. Completing story/ an imaginary situation.
13. Writing a summary.
14. Writing a report on a situation/ event/ incident.

Distribution of marks.

A. Grammar :40	B. Composition	
Each type test item carries 5 marks Any 8 items out of 9 will be tested in an examination.	Paragraph/Report	10
	Short composition	15
	Completing a story	15
	Writing a summary	10
	Formal letter	10
		60

(Note: No question from the text will be used in annual / final examinations.

Textbook

1.   English for Today book 7 (for classes IX and X) Published by : National curriculum & Textbook Board

2.   English Grammar & Composition (For paper II) Students may choose books for paper II as the are several books in the market approved by NCT.

Applementary materials

English Grammar in Use –R. Murhy

Oxford Practice Grammar in Use – J Eastwood.

A cloze passage is a passage of continuous prose in which selected words have been taken out for the purpose of testing vocabulary / grammar in actual use within a meaningful context. Where clues are given, the words that have been taken out are written above the passage for insertion in the correct gap. Where clues are not given, then any word may be selected (there may or may not be a choice) as long as it fits the context meaningfully and appropriately. The advantage of cloze passage over other forms of testing (i.e. multiple choice, Selecting the correct tense) is that emphasis is as much on meaning as on tarn.

APPENDIX-D-3

Board Question

Dhaka Board- 2008
English Compulsory
First paper

Marks-100   Time-3 hours

Read the passage carefully and answer the questions following:

Strategy is an appropriate word to use for your approach to the examination on the day. It has been said that about 50 per cent of your chances of success relate to your examination skill rather than to your subject knowledge.

So check and double-check your exam dates and times. Check what you are allowed and what you are not allowed to take in with your and have these ready the day before. Budget your time. Do not waste time elaborating adequate answers if you ought to be moving to the next question. Always attempt to answer all the questions.

Follow the instructing. It is a good idea to double-check this before the exam. Read through the whole question paper before starting to write. Take each question as you come to it and think how you might cope with it. Then move on to the next question and do the same again. By the time you get to the last question, you will have found the question easier than they seemed at first glance. Spend at least five minutes per question thinking about and planning your answer. This is never a waste of time.

Underline the key words in the question, that indicate what you are required to do. Again, it is useful half way through writing the answer, to check back that you are doing what you should. Make your answer legible. You can't change your handwriting but if it is very tiny or very large use double spacing to make it easy on the eye for the reader.

1. Choose the best answer from the alternatives :   1x5=5

   (a) Strategy is a-

      i) memory test for exam   ii) test of activeness

      iii) skill for exam   iv) syllabus for exam

   (b) Budget your time means-

      i) to determine one's income   ii) annual calculation

      iii) to fix up time   iv) maintaining time

   (c) The key words should be-

      i) underlined   ii) read

      iii) market   iv) indicated

   (d) What are the things that an examinee requires to check again and again?

      i) ideas about the subject   ii) lengthy answers

      iii) planning the answers   iv) exam dates and times

   (e) The word 'legible' means

      i) difficult   ii) distinct

      iii) hazy   iv) complex

2. Write whether the following statements are true of false. If false, give the correct answer:

   (a) One should always attempt to answer essential question .

   (b) Following instructions are thought to be defective idea.

   (c) One's examination skill has no less importance than one's subject knowledge.

   (d) It is strongly recommended to change candidate's handwriting.

   (e) Necessary things should be made ready before the examination.

3. Fill in each gap in the following passage with a suitable word from the box. There are more words than necessary.

   $1/_2$×10=5

face	follow	with	making	only	connected
answering	best	success	achieve	related	acquire

   Students should remember that they need to (a)__ some examination skills (b)__ a view to making good result. Mere knowledge of the subject matter cannot help a

student (c) ___ a better result. The (d) ___ in the examination depends not (e)___ on the subject knowledge but also on the proper planning (f)___ to the examination work. Every student should make the (g)___ use of his time in the examination hall. He must avoid (h)___ wastage of time so that he has to (i) ___ no difficulties in (j) ___ all the questions in the examination.

4. Read the passage in A. Now write a paragraph based on the information about the 'strategy of an examinee'. use the clues in the box below. Write the information in a sequence as it appears in the text. The paragraph should not exceed 70 words.

spend→schedule→ strategy→ handwriting→ planning→instruction→ success

5. Read the passage in A again. Now answer the following questions in your own words.   1×5=5

(a) Why is strategy important in the examination?

(b) What should a student keep in mind in the examination hall?

(c) What does the phrase 'double check' mean in the text?

(d) Why should students budget their time?

(e) What is the use of double spacing in writing to question?

6. Fill in each gap with a suitable word from the text: $1/2$×10=5

It is very important for an examination to be (a) ___ about the examination. To follow the (b) ___ of the examination is mandatory. One should (c) ___ the whole question paper before (d)___ to write answers. Students should avoid writing (e)___ lengthy answers. The examinee must make a (f)___ of time so that he/she can get (g)___ time to answer all the question. As a student starts writing, (h) ___ he/she will have found the question difficult. (i) ___ of the vital things that students should keep in mind is that they should write in (j) ___ a way that the examiner does not find any difficulty in reading it.

7. Read the text in 'A' again. Imagine, you are going to sit for the exam next day. Now, write in about 70-80 words stating what you should do before the exam and in the examination hall.   5

8. Read the passage in 'A' again. Now, write the main ideas of the passage in your own words in not more than five sentence.   1×10=10

Part-B Vocabulary Test

9. **Fill in each gap with a suitable word from the box. There are more words than necessary.**   1×10=10

| safely | narrow | menace | invention | life | controlled |
| daily | lie | violate | happen | increasing | lives |

Road accidents are (a) ___ occurrences in modern city life. Every year thousands of people lose their (b)___ and many more are injured. Before the (c)___ of automobiles, people moved from one place to another slowly but (d) ___. The real causes of road accidents (e)___ with the people not with the transports. In some cities the roads are (f) ___. These can hardly cope with the (g)___number of traffic. Besides the trafic is not f(h)___ properly. The drivers often (i)___ traffic rules. As road accidents become a great (j)___, immediate steps should be taken to stop the danger.

10. **Fill in each gap with suitable words. Use only one word for each gap.**

It is a fact that complete (a)___ does not exist in worldly life. A man (b)___ have all things that he (e)___ in life. It is happiness. One should not always (g)___ about what he has, what he does not (h)___ because by doing so a man (i)___ frustrated and depressed. There are some people who think that it is money that (j)___ happiness.

Part-C: Writing Test

11. **Read the following table and make ten meaningful sentences:**   1×10=10

Socrates	was	often go out in the streets of Athens.
He	lived	born in 459 BC in Athens.
Athens	did not	the wisest philosopher and teacher of his time.
His mission	wanted	killed by the rulers of Athens.
	would	stop passers-by in the streets and asked them simple question
		the home of sculpture.
		die a natural death.
		to spread knowledge among the people.
		to educate people.
		in Athens in Greece.

12. Re-arrange the following sentences according to sequence and re-write them in a paragraph.

(a) At times they were very rude.

(b) Tareq was a very bright student and he was also helpful to others.

(c) Tareq took it to heart but he did not get very upset.

(d) Seeing this, some other brighter students of the class also began to help the weaker students

(e) But he was not received very warmly.

(f) Traeq's class teacher, Mr. Rahman, introduced him to his class.

(g) They did not want to mix with him, to play with him or even o talk to him.

(h) Some of the students began to laugh at him from the very beginning.

(i) When any weak student failed to understand an arithmetical or a grammatical problem, he would make it simple and easy.

(j) On the other, he simply behaved politely towards his classmates.

13. Write a paragraph in about 100 words on 'A Village Doctor' by answering the following questions.

(a) Who is a village doctor? (b) Where is his dispensary? (c) How long does he work? (d) How is he to the village people? (e) What service does he render?

14. Suppose, you are Monir/Monira living at Sonapur, Chandpur and a student of Nurpur High School. Your friend Nazim/Nazma is a rural student living at Kaptai, Rangamati, He/she wants to know about the co-curricular activities of your school.

Now, write a letter to your friend describing the co-curricular activities of your school.

Or, Write a composition in about 200 words about a journey you have recently made. Use the following clues:

___ Occasion and arrangement of the journey. ___Sights you have enjoyed on the way. ___ The most memorable event of the journey. ___ Your remark on the journey.

APPENDIX-D-4   **Board Question**

Dhaka Board-2008
English (compulsory)
Second Paper

Marks-100   Time-3 hours

1. **Complete the passage with suitable verbs from the list. Put them in the correct tenses. Use negatives where necessary:**   **1x5=5**

| Keep | Form | Develop | Revive | Become | Refresh | Walk | be |

Walking is a good exercise. It (a)__ our body and (b) __ our mind. It (c) __ beneficial to health. One can take fresh air and enjoy the beauty of nature if one (d)__ in the early morning. So walking should be (e)__ as a habit by people of all ages.

2. **Use articles where necessary. Put a cross (x) where an article is not need:**   **$\frac{1}{2}$x10=5**

A library is (a)__ part and parcel of (b)__ educational institution. It is (c)__ unique place where books of different subjects are kept for (d)__ reading. It enables (e)__ readers to read books of their choice that create (f)__ enthusiasm for learning. Students should pay (g)__ visit to (h)__ library regularly. They can borrow books for (i)__ certain period and return them after (j)__ given time.

3. **Read the following passage and fill in the blanks with appropriate prepositions:1×5=5**

Although a city life has many advantages, a city-dweller sometimes gets tired (a)__ it. He cannot attend the office and other places (b)__ time because (c)__ traffic jam. The air in the city is polluted (d)__ smoke and dust. Besides, he is always busy (e)__ a lot of commitments.

4. **Fill in the blanks with suitable linking words from the list :**   **1×5=5**

Teaching is such a profession (a)__ helps to build a nation. A teacher is (b)__ a guide (c)__ a pioneer. He has to dedicate to this noble profession in order to guide the nation. (d)__ he is called an architect of a new society. (e)__ he neglects his duties, social discipline will break down.

5. Rewrite the following in the reported speech: 5

"We would like to go on an excursion. Can we have your permission, sir?" said the students. "Yes, you can arrange it after the examination is over. And you should choose a historical place for that," replied the headmaster. "Thank you, sir".

6. Read the following passage and transform the underlined sentences as directed in the brackets: 1×5=5

(a) Mango is one of he sweetest fruits in the world (comparative). Most of the mangoes of Bangladesh are grown in Chapai Nawabganj district. (b) Selling these mangoes, people earn a lot of money (Compound). (c) People over the country visit this place (Passive) (d) Mangoes ripe in the summer (Complex). At this time the mango orchards look very nice. (e) I wish I could visit this place (Exclamatory).

7. Add tag-question to the following sentences: 1×5=5

(a) Sinners suffer in the long run, ___?

(b) Let's have a walk, ___?

(c) He had to go abroad for treatment, ___.?

(d) You dare not drive at night, ___?

(e) I am your well-wisher, ___?

8. Complete the following sentence: 1×5=5

(a) Ten years have passed since ___.

(b) The load is so heavy that ___.

(c) Scarcely had I reached the station ___.

(d) ___ you cannot prosper in life.

(e) If I knew his phone number ___.

PART B: Composition -60

9. Write a paragraph about 'Tree Plantation' by answering the following questions:

(a) What is tree plantation? (b) How do trees help us? (c) How do they maintain ecological balance? (d) What do we get from trees? (e) What may happen in absence of trees? (f) What steps need to be taken to motivate people for tree plantation?

10. Write a composition in about 200 words on any one of the following topics:

(a) Computer as a wonderful gift of science.

(b) Recent floods in Bangladesh.

11. Suppose, you are Sultan/ Sultana of Ratanpur High School in Jamalpur. You feel the necessity of improvement in your spoken English and hence you believe that a suitable atmosphere is needed to enable all students to practice conversation in English.

Now, write an application to the Headmaster of your school requesting him to open and English Language Club in the school.

12. Suppose, you are Salam/Salma and your friend is Anwar/Anwara, Both of you have just completed your SSC examination.

Now, write a dialogue between you and your friend regarding your future plan after the publication of the result.

Or, Write down the summary of the following passage, Give a suitable title to it.

Newspaper plays a vital role in modern civilization. It publishes important news and views of home and abroad. A student must have the habit of reading the newspaper everyday. Mere bookish knowledge is not sufficient in this competitive world. A newspaper helps him enrich his general knowledge and makes him aware of the burning issues of both inside and outside the country. A man who

does not read newspaper is like a frog in a narrow well. Being ignorant of the current affairs, he cannot take part in the talks and discussions in an enlightened society and thus he feels like a fish out of water. Newspaper highlights news of various interests and views of important personalities. All these have an educative value. Sometimes there are false and partial reports in the newspaper. We should accept the good reports and avoid the bad ones.

13. **Read the beginning of the following story and complete it in your own way. Give a title to it:** 15

Kashem is a poor rickshaw-puller in Dhaka. He drives his rikhshaw to different areas of the city. One day he saw some men selling lottery tickets enticing the passers-by. Kashem felt tempted and bought a ticket. He knew the date of the draw. He was waiting eagerly for the day. Then the much awaited day came and he purchased a daily newspaper ....