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An Evaluation of English Language Teaching in Bangladesh: A Case Study of Teaching Methods, Approaches and Classroom Environment at the Secondary Level in Rajshahi District

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Ph.D. Dissertation

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A dissertation submitted to the Department of English,
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of the requirements for the degree of
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Dedication

This thesis is dedicated to the memory of **my mother**, whose love, blessing, care and profound insight greatly influence my life but she is no more in the world to see the completion of my Ph.D. thesis.

DECLARATION

I do hereby declare that the dissertation entitled "**An Evaluation of English Language Teaching in Bangladesh: A Case Study of Teaching Methods, Approaches and Classroom Environment at the Secondary Level in Rajshahi District**" submitted to the Department of English, University of Rajshshi, as part of the requirements for the degree of Doctor of Philosophy in English is my original work. Neither the whole nor any part of it was submitted to any other university or institute for any other degree or diploma. My indebtedness to the other works has been duly acknowledged at the relevant places.

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CERTIFICATE

It is my Pleasure to certify that the dissertation entitled "**An Evaluation of English Language Teaching in Bangladesh: A Case Study of Teaching Methods, Approaches and Classroom Environment at the Secondary Level in Rajshahi District**" submitted by Julfia Tajin to the Department of English, University of Rajshahi, Bangladesh for the degree of Doctor of Philosophy in English is an original piece of research done under my supervision and guidance. To the best of my knowledge, this dissertation was not previously submitted for any diploma/degree/fellowship to any other university/ institute. The materials obtained from other sources have been duly acknowledged in the thesis.

This dissertation is recommended and forwarded to University of Rajshahi, through the Department of English, for necessary formalities leading to its acceptance in partial fulfillment of the requirements for the degree of Doctor of Philosophy in English.

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Acronyms

A.D	:	Anno Domini
B.A	:	Bachelor of Arts
BELTA	:	Bangladesh English Language Teachers' Association
BRAC	:	Bangladesh Rural Advancement committee
CD	:	Compact Disc
CLL	:	The Community Language Learning
CLT	:	Communicative Language Teaching
CPD	:	Continuous Professional Development
DVD	:	Digital Video Disc
EFL	:	English as Foreign Language
EIA	:	English in Action
ELT	:	English Language Teaching
ELTIP	:	English Language Teaching Improvement project
ESL	:	English as a Second Language
FL	:	Foreign Language
FLINT	:	Foreign Language Interaction Analysis
GTM	:	Grammar-Translation method
LA	:	Lexical approach
MCQ	:	Multiple Choice Questions
MOE	:	Ministry of Education
N.C	:	National Curriculum

NAEM	:	National Academy for Educational Management
NCTB	:	National Curriculum and Textbook Board
NEP	:	National Education Policy
OHP	:	Overhead Projector
PERC	:	*Primary English Resource Centre*
S.S.C	:	Secondary School Certificate
SD	:	Standard Deviation
SEP	:	Secondary Education Project
SL	:	Second language
TEFL	:	Teaching English as a Foreign Language
TPR	:	Total Physical Response
TQI	:	Teaching Quality Improvement
TV	:	Television
UGC	:	University Grants Commission

Abstract

This research attempts to study the present English language teaching situation in general at the secondary level in Bangladesh in the light of the developments in this field. In particular, it examines the methods of and approaches to teaching English at the secondary level in Bangladesh and the classroom environment at the secondary level in Rajshahi District. The present study also recommends some changes that will bring significant effects on teaching and learning of English in Bangladesh. Now it is important to point out what each chapter of the study deals with in a pedagogical way.

Chapter one gives an overview of the importance of English in Bangladesh, historical background of English Language Teaching in our country and its gradual ups and downs and failure in the country as well. It also provides the recent developments in language teaching-learning theories and practices. The prevailing condition and the causes of failure of English Language Teaching at the secondary level in Bangladesh have also been discussed here. Objectives of the study have also been stated with some research questions in researcher's mind to explore the developments in English language teaching and to evaluate the present English language teaching in general in Bangladesh in that light. Particularly to examine the methods of and approaches to teaching English in Bangladesh and to observe the classroom environments at the secondary level in Bangladesh are also the objectives for recommending suitable teaching methodology to be used to bring significant effects and changes on teaching and learning of English in Bangladesh. Justification (rationale), methodology and limitations of the study have been thoroughly explained and the literature of the relevant field has been reviewed properly. The chapter provides the guideline of the whole research.

Chapter two presents the background and development of English language in Bangladesh. This chapter shows the pre and post colonial expansion of the use of English as an official language all over the world as well as in Bangladesh. Moreover, different schemes taken in different phases of time by Bangladesh government and the gradual progress of English language teaching and its present scenario have also been discussed to cover the scope of the study.

Chapter three basically constructs the conceptual framework of the thesis. It starts with the definition of the terms- 'Methods' and 'Approaches' and explains theoretical concepts of classroom environment. A language teaching method is a set of procedures which teachers are to follow in the classroom. On the other hand, Approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. The chapter discusses a series of language teaching theories and shows that all methods represent a particular language teaching belief and put emphasis on a particular aspect of the central issue of language teaching and learning. In Foreign or second language teaching classroom environment and its proper management deserves ample attention and concentration for the success of the entire teaching learning process. The notion of classroom contains classroom interaction, classroom management, teacher-student relationship, students' seating arrangements, teacher's position, ability of communication, eye contact, and so on. The chapter also advocates various principles for teachers to involve students in practices of language activities considering their needs and interest.

Chapter four presents the methodology used for thorough investigation of the practical situations, experiences, liking, disliking, preferences, expectations, advantages and disadvantages of the teachers and students of Bangladesh about different aspects of language teaching. A proper and appropriate methodology always needs proper planning, designing, collecting, processing, analyzing and interpreting data that is very important for applying proper, suitable and effective methodology and for the validity and reliability of the empirical investigation.

This chapter explains the sampling plan of the empirical analysis, the design and construction of the research instruments, the process of administration of the empirical investigation and the methods of processing and analyzing the collected data in detail.

Chapter five provides the results and analysis of the empirical study. The results of the empirical survey undertaken to collect data on the students' ability in four major language skills, the present teaching methods used at the secondary level for teaching English, the issues associated with current testing system, the current English teaching-learning practices and situations and the different aspects of English language teaching and learning at the secondary level in Bangladesh are presented here corresponding to the objectives of the study. The results are discussed and analysed here in detail.

Chapter six evaluates teaching Methods and Approaches used at the Secondary Level and the classroom environment at the same Level in Bangladesh. The implementation of CLT methods in Bangladesh has not effectively resulted in the expected outcomes to achieve communicative competence in English. Various kinds of obstacles and problems like teacher-oriented problems, student-oriented problems, problems associated with the testing system, and CLT-oriented problems held up the proper application of CLT in Bangladesh and the expected results. This chapter tries to evaluate whether and how far the present teaching methods and approaches used at the secondary level in Bangladesh and the classroom environment associated with it provide and fulfill the objectives of acquiring communicative competence focused on four major language skills.

Chapter seven concludes the dissertation with findings and recommendations of the research. It suggests necessary measures to consider those recommendations for ensuring better teaching and learning. The chapter also makes assumptions so that further research (es) can be conducted in the field.

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Introduction

1.1   Preamble

Language is a system of conventional, spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release (Encyclopedia Britannica). So, language is a tool through which we can communicate with others in order to express and exchange our ideas, views, thoughts, feelings, desires and so on.

But learning a language is not an easy procedure. Sapir argues, "Communication, which is the very object of speech, is successfully effected only when the hearer's auditory perceptions are translated into the appropriate and intended flow of imagery or thought or both combined" (Sapir, 1921:16). As language is a complex phenomenon, a lot of efforts have to be put in teaching and learning a language.

As English is an international language, its importance and acceptance are radically increasing not only in our country but also in numerous countries of the world. English is used as a first or second language in several countries and as a foreign language in many countries. No doubt, it has a unique position as the international language of communication in almost all the countries of the world. As a result, a lot of emphasis is now put on the teaching and learning of English in most of the countries in the world including Bangladesh.

The present world is the world of internet, the world of E-Commerce and the world of globalization. So, we are bound to use English compulsorily. Because in such a global world English is the No. 1 lingua franca for international

communication and we are forced to put emphasis on teaching and learning of English in Bangladesh.

English came into the Indian sub-continent with British colonial administration. Wadia (1954:3-5) observes that missionaries established schools in India only for the teaching of English. The language policy in British colonial India was based on Lord Macaulay's *Minutes on Education* in 1835 (Krishnaswamy and Sriraman, 1995:32). During the British colonial administration, though the Vernacular continued to be used at certain lower levels of day-to-day administration, English was used as the main official language and was also the medium of instruction at schools, colleges and universities (Chowdhury 1986:13).

After the independence of India and Pakistan in 1947, English remained as an important language in both the countries. In Pakistan English was the second language. It was the only medium of communication between the people of East Pakistan (now Bangladesh) and those of West Pakistan (now Pakistan). It was also used as the medium of instruction at the higher secondary and higher levels (Rahman: 1999).

The scenario changed after the liberation of Bangladesh in 1971 when English became a foreign language on the basis of strong nationalistic sentiment for the mother tongue and its standard began to decline. The first language policy of Bangladesh, adopted by the first Education Commission of Bangladesh (1974), popularly known as Qudrat-E-Khuda Education Commission of Bangladesh, recommended English as a compulsory second language. Later during the late 1980s teaching-learning situation in Bangladesh fell down in a deep ditch when "……..in an attempt to elevate the success rate in the B.A. examination, making English optional at the Bachelor level dealt another blow to English language proficiency and brought the standard of English to abysmal depths" (Zaman,2004:210). The result of the elimination of English proved dangerous. Zaman (2004:208-209) writes-

> …………..with the elimination of English from the primary level, the transformation of all schools to Bangla medium schools and replacement of English by Bangla at the tertiary level, students who went to the public institutions received less and less exposure to English and would become increasingly unable to cope in the contemporary world where English is the language of economic and political power.

But English played a vital role all the time. Since the liberation of the country it has been taught and learnt in all levels of education (from primary to tertiary). Although Bangla is the official language, English is still an essential language for higher education and world communication. So, we are bound to put emphasis on the teaching and learning of English like other countries of the world as we have to use it compulsorily in the global world now-a-days.

Though the demand of English is on the increase in the world, English education is marked by various problems in Bangladesh. In recent years the standard of English education has declined sharply. The standard of teaching, the suitability of the teaching materials, the effectiveness of the teaching methodology, the appropriate teaching approach, suitable classroom environment for English language teaching and learning and the reliability and validity of the language tests are not beyond question today. The situation needs to be improved and innovative changes are required for the purpose.

Teaching is an important area in English language education. Significant developments in language teaching-learning theories and practices have occurred since 1950s. When English was introduced first by the British imperialists as a compulsory subject in the secondary level in the Indian sub-continent, it was taught in the Grammar-translation method. The native teachers were habituated to using this method because they used this method in the teaching and learning of Persian and Sanskrit. This method had been used for a long time. This method upheld a process of learning which is opposite to the natural order or process of acquiring a language. In this method of teaching, teachers taught rules in the classroom and students were bound to memorize those rules and reproduce them in the examination. Students were taught English with the help of the study of

grammar and translation. Later this method became ineffective. Students, teachers and related policy makers became disinterested in this method and rejected it. But the influence of the method is so strong that it is still preferred by many teachers as a suitable method of teaching English.

The Grammar-Translation Method was replaced by the Audio-lingual Method. It was mainly concerned with sentence structure and vocabulary. In this method, students were taught sentence structures, vocabulary, the rules of speaking, sounds and other elements of the pronunciation system of the target language. Students were bound to memorize and reproduce the basic grammatical structures of English. In this method speaking skill was taught first. However, this method could not bring the desired success in teaching and learning of English and later was replaced by Communicative Language Teaching.

Recently, the Communicative Approach has been introduced to teach English in our country. The traditional synthetic and product syllabuses have been replaced by analytic and process or communicative syllabuses. Discrete point grammar tests have now become more contextualized with the important concepts of reliability, validity, administrability and practicability. The communicative Approach is mainly concerned with the development of communicative competence of the learners through the practice of the four major language skills (listening, speaking, reading and writing). But in our country English teachers are used to teaching the reading and writing skills only. They generally concentrate on these two skills (reading skill and writing skill) and ignore the other two essential skills (speaking skill and listening skill). But competence in four major language skills is essential for us. So, we are bound to put emphasis on four major language skills of English as we have to use these compulsorily in the global world.

For this, English teachers are sent abroad for training in these ideas and practices. Many teachers are also locally trained in these ideas and practices

under projects such as ELTIP and PERC. Some books and materials also are produced in line with the ideas of communicative approach. The present study will concentrate on examining the English language teaching in Bangladesh in the light of the recent developments in the field.

The aim of the evaluation of English language teaching in Bangladesh is basically to check how successfully teachers teach the discrete point grammatical and structural items outlined in the syllabus. The teaching approach in the country is still far back from the developments in that area. They do not seem to focus on the most important aspects of language and these are not done in the right way. The present study will try to examine how far the teaching in Bangladesh reflects modern theories and practices, specially about the methods of and approaches to teaching English in Bangladesh.

The present research also attempts to investigate whether the classroom environment in our country is suitable for English language teaching and learning or not and to recommend some changes that will bring about a significant effect on teaching and learning of English in Bangladesh.

1.2   Statement of the Problem

As a part of the global village the students of Bangladesh need to learn English effectively. To express and explain their ideas and to use the reference books, journals and so on to build up a well-organized career there is no substitute for learning English effectively. English is the only tool to overcome the challenges of the new millennium.

Though English is an international language and it has paramount importance in our country, students' performance in English at every level is not satisfactory. Most students are afraid of English. A large number of students fail in English at every level and many others pass even with good grades but their proficiency level of English is very poor.

As a compulsory subject English is taught from the primary to the tertiary level in Bangladesh but students' performance and efficiency in English are rather dissatisfactory. In the secondary level English is taught from class vi to class x as a compulsory subject but students are unable to use English for communicative purposes in real life situations. They are unable to speak the language, to follow the spoken language to interpret it properly either in oral or written form. Finally they are unable to use the language contextually.

To improve the miserable condition of English language teaching at secondary and higher secondary levels Bangladesh Government realized the need of changing the curriculum to help our students to achieve communicative competence in English in order to face the challenges of the new era. For the betterment of English Language teaching-learning situation the National Curriculum and Textbook Board started to revise the curriculum of secondary and higher secondary levels in accordance with Secondary Education Development Project and Higher Secondary Education Development Project to bring new textbooks for classes VI to XII in 1993. English curriculum was changed for classes VI to XII in 1995. The new textbook was introduced in 1996 from class VI. The textbook for classes ix and x was brought in 1999. Later the textbook for classes ix and x was revised in 2001. These books are skills-based.

The new curriculum based on Communicative Approach could not bring the desired success in English teaching-learning situation. Students failed to achieve a good command of English and the objective of education at this stage has not been fulfilled. The Report of the National Committee on Education (1997:4) states the objective of education at secondary stage: "The objective of education of this stage is to prepare them for career and for higher studies."

Teachers of English at the secondary and higher secondary levels face problems with these communicative textbooks. They are in a deplorable condition because they are confused with their teaching methodology in accordance with

communicative approach. They were familiar with content-based textbooks that are different from skills-based communicative textbooks. As a result, they find it disinteresting and cannot find a suitable methodology for teaching these textbooks based on a new approach.

English Language Teaching Improvement project (ELTIP) started providing training all over the country through Regional and Satellite Resource Centers to make teachers familiar with the communicative techniques help them cope with the new situation and to improve the overall English language teaching-learning condition from 1999. But the condition did not improve.

Foster (1994:1) finds out the reasons behind the frustrating condition of English language education in Bangladesh. These are the lack of effective teaching methods and the lack of qualified English teachers.

Hoque (1999:94-96) focuses on some points which are responsible for the unsatisfactory English language teaching-learning situation in Bangladesh. These are:

Defective teaching methodology
Use of textbook contents and grammar rules
Defective, inadequate teacher training
Defective Examination system
Teachers' inability to involve students in activities to practise English

Efficient and trained English teachers are very small in number in our country specially at the secondary level. The aims and objectives of the new curriculum with communicative approach make them confused about how to teach. In this link Arifa Rahman (2007) holds –

> As part of the crusade to improve ELT in Bangladesh, new English language course has been developed within a communicative perspective. This has placed teachers in a dilemma, as practically 90% do not have a teaching qualification or the experience to teach language.

Hoque et al (1997:137) says in this perspective, "Most English teachers of our schools are not trained. Therefore, they fall to impart effective and enjoyable teaching in class. As a result students lose interest in the subject. Also English they know does not help them in real life situation."

Hoque et al (ibid) gave importance to teachers' qualities, efficiencies and knowledge for effective language teaching.

Later The National Education Policy 2010 emphasized the learning of English for communicative purposes. To help prepare the country's younger generation for the competitive global world of the 21st century, The National Curriculum 2012 for secondary level English was developed. The curriculum focuses on teaching-learning English as a skill-based subject so that learners can use English in their real life situations by acquiring necessary knowledge and skills, learning about cultures and values, developing positive attitudes, pursuing higher education and finding better jobs, nationally and globally. The objectives of this curriculum are as follows:

- To acquire competence in all four language skills, i.e. Listening, Speaking, Reading and Writing.

- To use the competence for effective communication in real life situations at pre intermediate level.

- To acquire necessary grammar competence in English language.

- To develop creativity and critical thinking through English language.

- To become independent learners of English by using reference skills.

- To use language skills for utilizing information technology.

- To use literary pieces in English for enjoyment and language learning.

- To produce skilled human resources by using English language skills.

But still now both teachers and students are suffering from a lot of problems with communicative techniques, specially with teaching methods, approaches and classroom environment which do not support in applying the technique.

In our country classroom environment does not support the new approach to language teaching. The teacher-student ratio in our country is very low. As Bangladesh is an over-populated country, over-crowded classes are available. The number of students often crosses the limit of accommodating them in a classroom. As a result, teachers fall in a great pressure and the teaching-learning situation becomes worse. The back-benchers follow neither the speech of teachers nor the instructions given by teachers. The environment of the classroom is unusually clumsy. So, it is quite impossible to teach a skill-based subject like English in such a clumsy situation. As there are too many students in a class and due to the limitations of time, teachers fail to monitor individual work, pair work and group work of the students. Communication with individual students is not possible either. The teacher-student ratio in our country cannot permit them to apply this learner-centred new approach to achieving communicative competence.

Moreover, most of our educational institutions fail to provide proper facilities of learning English. They lack audio-visual aids and other equipment which are very much essential for the implementation of the modern techniques and procedures in teaching and learning English.

Recently Government is providing the educational institutions with computers with multi-media to facilitate teaching learning programs. But many schools specially in rural areas lack these facilities.

Another problem is that most of our English teachers do not have the necessary knowledge of handling a computer. As a result, they cannot use it and they follow the traditional method of teaching in spite of having modern equipment. So, our English teachers need necessary training to use computers and multi-media in order to apply modern technology in teaching the communicative approach based curriculum.

From the above discussion, some questions like the following arise in the mind of the researcher:

- What methods are followed by our English teachers for language teaching?

- Do they have ideas about modern theories and practices of language teaching?

- What are the teachers' and students` view about communicative language teaching?

- Are the teachers capable of teaching English effectively?

- Are the teachers well-trained?

- What sort of difficulties do they face in communicative language teaching in the classroom?

- Are the classes equipped with sufficient materials?

- Is the classroom environment supportive for learning English?

- Do the students achieve communicative competence in four major language skills?

- What kind of help do they need for effective language teaching?

So, the researcher will carry out the study having in mind these research questions.

1.3   Objectives of the Study

The objectives of this study are to:

a. explore the developments in English language teaching;

b. evaluate the present English language teaching in Bangladesh in that light;

c. examine the methods of and approaches to teaching English at the secondary level in Bangladesh;

d. examine the classroom environment at the secondary level in Rajshahi District;

e. recommend suitable teaching methodology to be used in Bangladesh.

1.4   Justification (rationale) of the Study

Language teaching and learning is a united process that involves a number of steps related in a chained sequence such as Needs> Syllabus> Materials> Methods> Testing. All of these are interdependent. A change in one requires a change in the other. Many research works have been conducted in the first three areas (Needs analysis, Syllabus design and Materials design) but very few have been done in last two fields (Methodology and Testing) so far in our country. Moreover, to evaluate the present English language teaching in our country on the basis of the theoretical developments in ELT field is important for improvement of overall English teaching-learning programmes in the country as English is very important in our national curriculum as it is taught and learnt as a compulsory subject from the primary to the tertiary level. At the same time, the study is significant in order to get a total picture of English language classroom situation at the secondary level of education. The present study will be the first of its kind in Bangladesh. The result of the study will provide an insight to English language teachers into the scientific approaches to arrange teaching plans and help them design meaningful teaching plans and thereby help improve the teaching methods in the country. Classroom environment can be improved on the basis of the research findings.

1.5   Review of Literature

Two important considerations in teaching are:

  i)   What to teach?

  ii) How to teach them?

We have to teach grammar, structures, functions, notions and skills of receptive level and productive level of communicative competence. For this, we have to depend on linguistic theories, specially on Hymes' (1972), Canale's, Canale and Swain's (1980) idea of communicative competence. Communicative competence is a revolutionary idea in the field of modern language teaching. D.H. Hymes

(1972) first used the term "Communicative competence" in his essay "On communicative Competence". Hymes said that there are rules of grammar that would be useless without rules of language use. The actual theory of communicative competence that he suggests is comprised of knowledge (and abilities) of four types:

i) Whether (and to what degree) something is formally possible;

ii) Whether (and to what degree) something is feasible in virtue of the means of implementation available;

iii) Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated;

iv) Whether (and to what degree) something is in fact done, actually performed, and what its doing entails. (Hymes 1972:281)

This is the interaction of grammatical, psycholinguistic, socio-cultural and probabilistic systems of competence. In Canale and Swain's view, an integrative theory of communicative competence may be regarded as one in which there is a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social contexts to perform communicative functions; and knowledge of how utterances and communicative function can be combined according to the principles of discourse. Canale and Swain's own tentative theory of communicative competence minimally includes four main competences: grammatical competence, socio-linguistic competence, strategic competence and discourse competence. For "how to teach" we have to depend on theories of teaching. A vast body of literature is available on this issue.

Jack C. Richards and Theodore S. Rodgers (1986) provide a detailed account of the major methods and approaches used in second or foreign language teaching. Starting with the Grammar Translation Method, the authors comment on the roles of teachers, learners and the institutional materials along with the syllabuses

followed in different language teaching methods. They also discuss the Direct Method, the Audio-Lingual Method, the Oral Approach, Situational Language Teaching, Communicative Language Teaching, Total Physical Response, the Silent Way, the Community Language Learning, the Natural Approach and Suggestopedia. They present a brief comparison between the Audio-Lingual Method and Communicative Language Teaching (CLT). They state that CLT should be learner-centred rather than teacher-centred. While conducting communicative activities, the teacher monitors but not interferes into the activities. They say, "A method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure." (1995:16)

According to them, "Approach refers to theories about the nature of language and language learning that serves as the source of practices and principles in language teaching." (1995:16)

They provide three theoretical views of language. According to them,

> At least three different theoretical views of language and the nature of language proficiency explicitly or implicitly inform current approaches and methods in language teaching. The first, and the most traditional of the three, is the structural view, the view that language is a system of structurally related elements for the coding of meaning.
> ---
> The second view of language is the functional view, the view that language is a vehicle for the expression of functional meaning.
> ---
> The third view of language can be called the interactional view. It sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals (1995:17).

They also state that, "Structural, functional or interactional models of language (or variations on them) provide the axioms and theoretical framework that may motivate a particular teaching method, such as Audiolingualism." (1995:17)

About theory of language learning **Jack C. Richards and Theodore S. Rodgers** (1986) point out "A learning theory underlying an approach or method responds to two questions: (a) What are the psycholinguistic and cognitive processes

involved in language learning? And (b) What are the conditions that need to be met in order for these learning processes to be activated? Learning theories associated with a method at the level of approach may emphasize either one or both of these dimensions." (1995:18).

Their evaluation on an approach or method is,

> An approach or method is more than simply a set of instructional practices based on a particular view of language and language learning. Implicit in a method are the claims that (a) the method brings about effective second or foreign language learning and (b) it will do so more efficiently than other methods. But in order to assess the value or effectiveness of methods, it is necessary to consider them in relation to a language course or program having specific goals, objectives, and characteristics (1995:155).

They observe that language curriculum development requires needs analysis, development of goals and objectives, selection of teaching and learning activities, and evaluation of the outcomes of the language program.

William Littlewood (1981) gives importance to the tasks, activities and practices used in Communicative Language Teaching. Littlewood focuses on the communicative activities used in the classroom to gain general communicative ability. He thinks that certain psychological factors in the classroom might help the learners in acquiring the communicative ability. He conceptualizes the role of a teacher as a 'facilitator', 'a classroom manager', 'a consultant/advisor' or 'a co-communicator' in the classroom .For effective communication, he advises frequent practice of some communicative activities like social interaction, simulation and role playing, conversation among the learners and so on.

Diane - Larsen – Freeman (1986) focuses on the 'communicative intent' of the learners. According to her, communicative activities have three features in common: Information gap, choice and feedback .She says about the principles and techniques of the theoretical framework and classroom activities, familiar methods of and approaches to second or foreign language teaching. She also

elaborates the Grammar-Translation Method, the Direct Method, the Audio-Lingual Method, the Silent way, Suggestopedia, Total Physical Response and the Communicative Approach.

David Nunan (2003) provides current ideas about English language teaching and learning as a second or foreign language. He gives definitions of the basic language skills, delivers background information on the skills and gives a brief history of teaching of the skills.

Jeremy Harmer (1991) states, " Some techniques and exercises that are suitable for beginners look less appropriate for students at higher levels-for example, the use of repetition. Teachers find it quite effective to get beginner students to repeat sentences in chorus, but at higher level this usually seems strange and patronizing. At advanced levels it is easy to organize discussion ………….." (1991:45). He describes language, learners, teachers, theories, methods and techniques of language teaching, mistakes and feedback, educational technology and other teaching equipment. He specially focuses on language, four major language skills, design and planning, testing, learner autonomy, teacher development and so on. His view about Language is "……. a social construct as much as it is a mental ability. It is important for students to be just as aware of this in a foreign or second language as they are in their own."(1991:25)

H. H. Stern (1983) offers a framework for analysing language teaching issues and problems. It is not specific to any particular language or to any particular group of language learners or teachers, nor to a particular country, educational system, or level of education. It is applicable to language teaching in general under many varied circumstances under which it occurs anywhere in the world today. He focuses on the learning of languages other than the mother tongue. He puts emphasis on the complementary nature of theory, and practice and research of language teaching.

According to Stern, theory is implicit in the practice of language teaching. A good language teaching theory will strive to provide a conceptual framework devised for identifying all factors relevant in the teaching of languages and the relationships between them and for giving effective direction to the practice of language teaching, supported by the necessary research and enquiry. He obtains the necessary historical orientation, particularly as it relates to recent and current developments. He focuses on some key concepts of language teaching like language, society, learning and teaching. These concepts are discussed in relation to one or several disciplines like linguistics, anthropology, sociology and sociolinguistics, psychology and psycholinguistics, and educational theory.

Stern holds the view that linguistics constitutes the most systematic study of language. He states that linguistics is a theoretical science. It formulates explanations which are designed to account for the phenomena of language. Different fields jointly perform essential and mutually supporting functions in establishing a scholarly basis for language pedagogy. The character of language teaching theory is multidisciplinary and multilevel.

Methods, along with Stern, "have constituted theories of language teaching derived partly from practical experience, intuition, and inventiveness, partly from social, political, and educational needs, and partly from theoretical considerations; but they have neither been systematically stated as coherent theories of language teaching and learning nor have they been critically verified by empirical evidence, except in a few recent instances" (1983:473).

About language teachers he says, "Language teachers probably more than other professionals find that they are constantly bombarded from all sides with a surfeit of information, prescriptions, directions, advice, suggestions, innovations, research results, and what purports to be scientific evidence"(1983:515).

His assessment on Language Teaching is,

> 'Language teaching' is more widely interpreted than 'instructing a language class'. Formal instruction or methods of training are included; but so is individualized instruction, self-study, computer-assisted instruction, and the use of media, such as radio or television. Likewise, the supporting activities, such as the preparation of teaching materials, teaching grammars, or dictionaries, or the training of teachers, as well as making the necessary administrative provision inside or outside an educational system- they all fall under the concept of teaching (1983:21).

He considers language teaching theories as theories of teaching method. He argues,

> The designations of methods, for example, grammar-translation, direct, audio-lingual- as names of theories frequently do – point to an outstanding characteristic; but much more is included under the name 'method' than the feature that has given in its name. A method; however ill-defined it may be, is more than a single strategy or a particular technique, it is a theory of language teaching in the TL sense which has resulted from practical and theoretical discussions in a given historical context. It usually implies and sometimes overtly expresses certain objectives, and a particular view of language; it makes assumptions about the language learner; and underlying it are certain beliefs about the nature of the language learning process. It also expresses a view of language teaching by emphasizing certain aspects of teaching as crucial to successful learning (1983:452/453).

C. J. Brumfit and K. Johnson (1979) collect many important papers in their ***The Communicative Approach to Language Teaching*** mainly relevant with the teaching of English as a second or foreign language. They put emphasis on the major linguistic influences on language teaching from theory to practical application in syllabus design and teaching materials. Some papers relate the linguistic theory to the broader educational context. The papers in the first three sections illustrate the foundations of the communicative approach. The 1st section (The linguistic background) consists of the papers entitled "on communicative competence" (extracts) by D.H. Hymes and "Towards a Sociological semantics" (extracts) by M.A.K. Halliday. There are five papers in the 2nd section (The Background of Teaching), two papers by H.G. Widdowson entitled "Directions in the Teaching of Discourse" and "The Deep Structure of Discourse and the Use of translation," two papers by D.A. Wilkins entitled "Grammatical, Situational and National Syllabuses" and "Notional Syllabuses and the Concept of a Minimum

Adequate Grammar" and one paper by Christopher N. Candlin entitled "The Status of Pedagogical Grammars". Five papers are there in the 3rd section (Applications and Techniques), one by J.L.M. Trim entitled "Draft Outline of a European Unit/Credit System for Modern Language Learning by Adults" (extract), one by J. van Ek entitled The "Threshold level"(extracts), one by H.G. widdowson entitled "The Teaching of English as Communication", one by J.P.B Allen and H.G. Widdowson entitled "Teaching the Communicative Use of English" and one by Keith Morrow entitled "Communicative Language Testing: Revolution or, Evolution**?"** In the fourth section (Methodological Perspectives) there are four papers like Leonard Newmark's " How not to Interfere with Language Learning", Richard Allwright's "Language Learning through Communication practice," C.J. Brumfit's `"Communicative' Language Teaching: an Educational perspective" and Keith Johnson's "Communicative Approaches and Communicative Processes". The papers in the final section show that there is no direct transfer from the theoretical issues raised to teaching methodology. Methodology is an attempt to solve specific practical problems and it relates to the complexities of real people and real institutions. All the papers in the fourth section give answers to questions of teaching practice which are informed by the arguments and exemplifications of the previous sections. Teachers must convert linguistic discussion into learning practice. Designers of syllabuses and teaching materials very often can reflect the assumptions of linguists but teachers have to meditate between syllabus, text book and students by calling into operation all the possible resources of human contact. Applying ideas to the classroom is a conceptual activity and is not the same as teaching, which is an interactive negotiation. Both the strengths and limitations of pedagogical theory are expressed here. The papers are very much useful and effective for the language teachers.

Cyril Weir and Jon Roberts (1994) intend to produce better assessor of evaluations in their planning, execution and product. An evaluator needs a good hold on evaluation, principles and techniques in accordance with curricular

expertise and experience in areas like teaching, materials writing, syllabus design, test writing, teacher training and management. They contribute a lot to the preparation of ELT Programme and project evaluators. According to them the term 'Programme' applies to any organized educational activity offered on a continuing basis. 'Programme" therefore is used for both individual language programmes or training course as well as a wider range of ELT related operations at one or more locations within a single country. It may be an institutional offering, an innovative syllabus, a teacher upgrading course, or any of a variety of applied linguistics related activities. When educational activities are concerned with contractual definition and finite time scales, they are usually referred to as projects (Joint Committee 1981). Thus the term 'project' refers to activities funded to accomplish a particular task, usually based on a formal contract in which stuff duties are definite and products are specified, all within a limited timescale.

They state that the purpose of evaluation is to collect information systematically in order to indicate the merit of a programme or project and to help in decision making. A good working definition of evaluation suitable for this context is "the systematic collection and analysis of all relevant information necessary to promote the improvement of curriculum, and assess its effectiveness and efficiency, as well as the participants' attitudes within a context of particular institutions involved" (Brown 1989: 223). It can apply to programme or project design, implementation and outcomes, and can connect evaluation to participants' reactions and educational context. They present a framework for considering ELT Programme or project evaluation and discuss its standards. They differentiate between evaluation for purposes of accountability and evaluation for purposes of programme or project development. Accountability means the answerability of staff to others for the quality of their work. On the other hand, development oriented evaluation intends to improve the educational

quality of a programme or project, normally while it is in progress. They discuss different aspects of evaluation under certain `Wh' questions like Why, When, How long, What, Who and How. They thoroughly discuss different methods of evaluation including self-report methods, Interviews and Questionnaires and classroom observation.

They consider the purpose and methods of Evaluation as:

> A data collection method should be chosen because it is the best means to tell you what you want to know. Therefore the first step is to determine exactly what it is that you want to know; what the objectives of the evaluation are and what information will help achieve these objectives (1994:131).

A.P.R. Howatt (1984) presents the history of English language teaching. He discusses the history of English language teaching and learning in detail in its broader educational and intellectual contexts. He views thoroughly the historical developments of English language teaching from its very beginning.

At first he provides a thorough picture of the early history of language teaching in England, teaching of the English language and the spread of English in Europe. Then he depicts the history of English Language, its gradual development, reformation and standardization. Later he emphasizes the grammar-Translation method, the contribution of individual educational reformers, the reform movement and the natural methods of language teaching. Then he delivers an overview of English language teaching and includes some important essays written by linguists, reformers and education specialists concerned with the history of English Language teaching.

Wilga M. Rivers (1968) provides a detailed picture of four major language skills, namely listening, speaking, reading, and writing. He presents the linguistic and pedagogical background of four basic language skills. Then he elaborates some particular techniques for classroom teaching of the four major language skills.

His view about teaching methods is:

> Language have been taught to students down the centuries by a variety of methods, and with a competent teacher the student learns what the teacher feels it is important for him to learn. No matter what method is in vogue or is officially advocated, the individual teacher who is professionally alert will adapt its techniques to his purpose, to his own personality, and to what he feels to be appropriate for the particular class he is teaching, having regard to their age level, their situation, and their educational needs. Any method ceases to be efficient when it is applied inflexibly, according to set procedures, in every situation. As we study the evolution of language-teaching methods we see what is most effective in each method being taken up again at a later date, elaborated and refashioned, so that the best of the past is not lost but serves the purposes of the present (1968:13).

David Nunan (1992) presents the importance and ways of different kinds of research methods in language teaching and learning. At first, he deals with some of the central themes and issues associated with research into language learning and use like the definition of research, research traditions in applied linguistics, the status of knowledge, reliability and validity of research. He argues that while the distinction between qualitative and quantitative research is symbolic in many ways, it represents a real distinction. The distinction is philosophical which is not always reflected in the actual conduct of empirical investigation. Then he provides an introduction to the use of the experimental method. He shows the use of statistics and the logic of inferential statistics. He provides the issues associated with descriptive and interpretive research in ethnography. He deals with case study methodology including single case research. The aims, issues and methods of classroom observation are discussed here. He focuses on introspection and the use of introspective methods in research including think-aloud techniques, diaries and retrospection. He talks about the collection and analysis of data collected in natural interactions. Different methods like interview and questionnaire are thoroughly discussed. He views some theoretical and practical issues involved in program evaluation and raises the question of whether or not program evaluation is a form of research. Finally some practical questions associated with the formulation of a research question or hypothesis, the selection of an appropriate research design and the analysis and presentation of data are given.

David Nunan (2003) focuses on teaching the four basic language skills in English. He introduces language teaching methodology from the perspective of language skills, namely listening, speaking, reading and writing skills. He concentrates on the four major language skills in detail. He focuses on the nature of the four skills, the background history of teaching the four basic skills, principles, strategies, tasks and techniques of developing the listening, speaking, reading and writing skills.

He provides the current ideas about English Language teaching and learning as a second or foreign language. He defines each of the basic language skills, provides background information on the skills, gives a history of teaching of the skills, summarizes important research findings, elaborates on key concepts and discusses the principles of teaching the skills.

Pauline Rea-Dickins and Kevin Germaine (1992) introduce language teaching profession as concept and practice of evaluation. They said,

> ……evaluation is an intrinsic part of teaching and learning. It is important for the teacher because it can provide a wealth of information to use for the future direction of classroom practice, for the planning of courses, and for the management of learning tasks and students (1992:3).

They examine the nature, principles and practice of evaluation and develop a framework.

At the beginning they examine the nature and parameters of evaluations in its broadest sense. The definition of evaluation and its role in education is discussed. Then they explore the relationships between evaluation and innovation, management, and context and examine the importance of evaluation as an essential tool in the development of language teaching and learning. The different purposes for evaluation and the procedures of evaluation in language teaching and learning are thoroughly discussed.

They also present various examples of evaluations which include those of projects and courses, methodology, materials, teachers and learner outcomes. The major principles of systematic evaluation are revealed by a critical review of examples. They want to say that evaluation takes us right into the classroom to describe, analyze, and interpret what actually occurs when teaching and learning take place. They also encourage readers to think about different procedures that may be used in the collection of evaluation data. They provide opportunities for the design of questionnaires, observation sheets, and questions for an interview. Readers are also invited to think about and experiment with evaluations within their own language teaching and learning contexts. The focus point includes the evaluation of classroom methodology, materials, teacher, and learners.

Noam Chomsky (2005) finds the bridge between language and mind:

> The methods and concerns of linguists and philosophers are similar in so many respects that it would be folly, I believe, to insist on a sharp separation of these disciplines, or for either to maintain a parochial disregard for insights achieved in the other. A number of examples might be cited to illustrate the possibility of fruitful interchange between the two. Zeno Vendler, in his recent book *Linguistics and Philosophy*, goes so far as to maintain that "the science of structural linguistics" provides "a new technique" for analytic philosophy, one that "is nothing but the natural continuation of the line of development that goes through the philosophers of ordinary language to J. L. Austin." For reasons to which I will return in a moment, I am a bit skeptical about the contribution that linguistics might make to philosophy along the lines that he sketches, but I think that he has shown that certain concepts of linguistics can be used in a rewarding way in the investigation of problems that have arisen in analytic philosophy. Conversely, as the attention of linguists begins to turn to problems of meaning and use, there is no question that they can learn much from the long tradition of philosophical investigation of such problems, although here too, I think, a note of skepticism is in order (2005:143).

Ferdinand de Saussure (1986) was the pioneer of the development of linguistics. He was considered the founder of modern linguistics. He founded semiology, the general science of signs, within which linguistics was to be one special field. Saussure started a new approach to the study of many other human patterns of behavior. He drew a radical distinction between diachronic (or evolutionary) linguistics and synchronic (or static) linguistics and gave priority to the latter.

Keith Johnson (2001) said, "It is not in fact difficult to understand the importance of foreign language learning in today's world. As the planet becomes smaller, and the means for moving round it easier, so it has become more multicultural and multilingual" (P. 5). He provides essential background information and deals with language learning and teaching in a clear and comprehensible way. He paid attention to practical matters like classroom teaching and dealt with English as a foreign language.

A.P.R Howatt and H.G. Widdowson (2004) present a chronology of ELT. At first they provide English language teaching from 1400A.D. to 1800A.D.. Later they offer a vivid history of language teaching from 1800A.D. to 1900A.D. including imperial countries. Last of all they show the history of language teaching from 1900A.D. to the present day.

Some researches have already been conducted in the field of ELT in Bangladesh. The following discussion reveals how the Bangladeshi researchers, linguists and professors deal with English language teaching-learning problems related to the topic of this study.

Majid (1999-2000:73) presents the practical situation of English language teaching in Bangladesh. She takes the learners at the Institute of Modern Language as her samples. She states, "61% learners had English grammar explained to them in Bengali all the time." She also states, "…….the majority also said that they always rote-learned essays from books" (p.76). 81% students were not satisfied with the teaching method" (p.81). They expected proper guidance of teachers in using the target language in the classroom. Majid observes, "The fact that not all learners had much experience in responding in the class in English is less serious than the fact that very little English was being used in the class" (p.87). She also expresses, "These learners had therefore, very little practice in all the four skills of the language and were dependent largely on the course book and the syllabus, the teacher and the private tutors as the principal means of exposure to English " (p.89).

Another researcher, Quader (2000-01) assessed the pre-transitional and post transitional effect from the Grammar-Translation method (GTM) to the Communicative Language Teaching (CLT) method. She talked about

ELTIP (English Language teaching Improvement Project) which worked for communicative language teaching. She (2000-01:8) said, "They (the teachers) will use the language practically, focusing on its, 'use' rather than 'usage' as they have been doing so that they get over the 'fear of English' that teachers report in all learners. Students should be aware and involved in learning. This would be very different from the existing mode of teaching where students sit passively bored as they listen uncomprehendingly to the teacher and later fall back on memorization for examinations." She (2000-01:7) again stated, "Here in Bangladesh, it would be the teacher in the classroom, the person who has autonomy over the classroom processes. But the person is inextricably bound to the role culture since the teacher works within the hierarchical system of the school, the head teacher, the other teachers, the syllabus, the larger society of parents and students." Thus, the teacher is the supreme authority and at the same time surrounded by more dominant atmosphere in Bangladesh.

The research of Huda (2003) focuses on material design for English Language Teaching at the secondary level in Bangladesh. He is in favour of culture sensitive materials which match with the teaching-learning culture and the practical situation of a context. He (2003:229-230) finds that many aspects of global theories like learner autonomy, self-monitoring, self-responsibility for selecting methods and materials, group work or role-play activities, and inductive approach to learning do not prove appropriate for ELT in Bangladesh though many other aspects of those theories seem to be appropriate. He also finds that some aspects of the traditional theories do not match with the beliefs, expectations and preferences of the current teachers and students of Bangladesh which they have derived from their cultural identities. He decides that only a coherent and meaningful combination of two types of elements, some from

global or progressive ideas and some from the traditional ones prove appropriate for the culture sensitive materials for ELT in Bangladesh.

Haque (2006) analyses needs of English Language for higher education in Bangladesh. He finds that though the curriculum up to class twelve has been based on the Communicative approach, there lie some drawbacks. He (2006:294) says, "Meaningful education in Bangladesh is not possible without good command of extensive and intensive reading skills, and a good command of writing skills, because the library resources, as found in the survey, are mostly in English." He recommends a new curriculum to solve the problem.

Begum's (2009) research concentrates on the effectiveness of communicative textbooks in English Language Teaching at the secondary level in Bangladesh. She focuses on the communicative textbooks which make the students interactive and learner-centred, feelings of English teachers and students about it, teachers' skills and knowledge in handling these kinds of textbooks successfully in the classroom, their problems and difficulties in using the textbooks, the ways of overcoming teachers' as well as students' difficulties in using the textbooks and how these can be successfully taught in the classroom. She suggests that English teachers require to be well trained to implement the change and at the same time learners need some sort of orientation to co-operate with their teachers to implement the change successfully.

In Bangladesh all these modern concepts are still not familiar to the teachers. The brief survey of relevant literature review shows that in Bangladesh research works are constantly needed to evaluate English Language Teaching in our country according to all these modern theories and practices and to recommend some changes that are required for the betterment of English Language Teaching in Bangladesh.

1.6 Scope of the Study

The study deals with significant aspects of English language teaching in Bangladesh. It aims to find out what types of methods and approaches are appropriate and effective for English language teaching in our country. The study will focus on the present teaching methods and approaches practiced at the secondary level and at the same time observe the classroom environment at that level in Rajshahi district. Through a survey method, the study will try to examine the present teaching-learning practices, teachers' and learners' views and approach towards English language teaching and the realities of teaching-learning situation in Bangladesh. It will also focus on teachers' and students' difficulties facing with current language teaching.

1.7 Methodology

Considering the nature and purpose of the study, the survey method will be used to conduct the research. According to Cohen and Manion (1980:83), the survey method is most popularly used for a descriptive study like this. According to Wallace (1998:130), reliability of the data can be increased by applying different processes of data collection. So, more than one technique would be used for collecting data. Three techniques of the survey method- questionnaire survey, interview and observation will be used for data collection. According to Seliger and Shohamy (1989:23), "There is no one preferred research approach for the study of all second language acquisition phenomena." So, the research data will be collected through:

1. Students' Questionnaire Survey
2. Students' Interview
3. Teachers' Questionnaire Survey
4. Teachers' Interview
5. Classroom observation

The survey method (questionnaire survey and interview) has been chosen to study the present condition of English language teaching and learning in Bangladesh and the likings, dislikings, preferences and approaches of teachers and students towards the present teaching system administered in Bangladesh. The observation method has been selected to observe the classroom.

1.8   Limitations of the Study

The study will be limited to the secondary level (classes ix and x) of education in Bangladesh. The survey will be conducted on the students, teachers and practical situations of these particular two classes (classes ix and x). Rajshahi district has been taken as its universe. It will represent the whole country. It is very difficult to conduct the survey at all levels of education throughout the country for time and resource constraints.

1.9   Definitions of key Terms

Evaluation: In the study, the term 'evaluation' mainly stands for assessment of English language teaching though a good working definition of evaluation is "the systematic collection and analysis of all relevant information necessary to promote the improvement of the curriculum, and assess its effectiveness and efficiency, as well as the participants' attitudes within a context of particular institutions involved" (Brown 1989:223).

Teaching Method: Teaching method is the procedure of planning and presenting teaching material based on teaching approach which teachers are to follow in the classroom.

Teaching Approach: Teaching approach is a set of assumptions, beliefs and theories dealing with the nature of language and language learning.

Classroom Environment : In the study, the term 'classroom environment' stands for the condition in the classroom including class-size, infrastructure,

seating arrangement, teaching-learning aids, mode of teaching and learning and teaching-learning atmosphere.

Foreign Language: A language which is neither a native one nor is used as a means of communication in everyday life situations is called a foreign language. English is taught as a foreign language in more than 100 countries like Bangladesh, France, Germany, Spain and so on.

Second Language: It refers to a language which is not a mother tongue but is used for certain communicative functions on different occasions. For example, English is a second language in India, Sri Lanka, Singapore, Nigeria, Ghana and so on.

Communicative Approach: It is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. The communicative approach is a continuous process of expression, interpretation, and negotiation of meaning. In addition, it is a dynamic rather than a static concept. It can be said to be an interpersonal rather than an intrapersonal trait. Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result, there may be more emphasis on skills than systems, lessons are more learner-centred, and there may be use of authentic materials.

Communicative Competence: It refers to the ability to understand and use language accurately and effectively to communicate in authentic social and school environments. Actually it is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately.

1.10 Conclusion

This introductory chapter reflects the whole study in brief. It gives an overview of the importance of English in Bangladesh, historical background of English Language Teaching in our country and its gradual ups and downs and failure in our country. It also provides the recent developments in language teaching-learning theories and practices and has stated the research problem gradually. The present condition and the causes of failure of English Language Teaching at the secondary level in Bangladesh where teachers and students are still facing problems have been discussed here. Objectives of the study have been also discussed with some research questions in researcher's mind. Justification (rationale), methodology and limitations of the study have been thoroughly explained and the literature of the relevant field has been reviewed. On the basis of the discussions presented in the first chapter the rest of the chapters of the study are planned and designed. The present chapter, thus, provides a guideline of the whole study.

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Chatper 2
Background and Development of English Language Teaching in Bangladesh

2.1   Introduction

English is an oral and written language in the world with "380 million native speakers in the United Kingdom, the United States, many Commonwealth nations including Australia, Canada, Malta, New Zealand and other former British colonies and countries formerly under British rule."[1] "The spread of English round the world in the wake of trade, empire-building, migration, and settlement has ensured the teaching of the language a role, sometimes central, sometimes peripheral, in the educational history of virtually every country on earth" (Howatt, 1984:X111).

2.2   English Language Teaching during British Colonial Period

English appeared in Indian sub-continent with the entrance of British colonial rule. During the British colonial administration, English was used as the major official language and was also the medium of instruction in the secondary and higher secondary level (Chowdhury 1986). The language policy in British colonial India was based on Lord Macaulay's *Minutes on Education* in 1835 (Krishnaswamy and Sriraman,1995:32).

His minutes on the education had a great impact on the content and methodology of what was best to be taught in Indian educational institutions in the medium by which these should be taught. He mentioned some specific objectives of this kind of education. The fundamental objectives of teaching English in greater India were to produce a class of people having tastes and outlook like the English.

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[1] *English Language.* The GNU Free Documentation License. The Wikimedia Foundation, Inc. <www.en.wikipedia.org/wiki/English_language.>.

Macaulay (*Edward: 1967)* stated, "We must at present do our best to form a class who may be interpreters between us and the millions whom we govern; a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals, and in intellect."

He explained the necessity and suitability of teaching English in this sub-continent. He elaborated, "In India, English is the language spoken by the ruling class. It is spoken by the higher class of natives at the seats of government. It is likely to become the language of commerce throughout the seas of the East. It is the language of two great European communities which are rising, the one in the south of Africa, the other in Australasia; communities which are every year becoming more important, and more closely connected with Our Indian Empire. Whether we look at the intrinsic value of our literature, or at the particular situation of this country, we shall see the strongest reason to think that, of all foreign tongues, the English tongue is that which would be the most useful to our native subjects."(Edward, 1967:2)

They believed that English language, culture, literature were better than other cultures and this was one of the primary objectives of introducing English as the medium of instruction and teaching English in the educational institutions of this sub-continent.

Macaulay (*Edward, 1967:1)* wrote, "I have never found one among them who could deny that a single shelf of a good European library was worth the whole native literature of India and Arabia. The intrinsic superiority of the Western literature is, indeed, fully admitted by those members of the Committee who support the Oriental plan of education."

Christian missionaries were established for teaching English. The advocacy of English upon the socio-historical perspective started by the end of the 18th century, and this is sustained by *The Tutor* (the first book for teaching English to the non-Europeans). McArthur (1996), a well-known scholar recognizes

Bangladesh in the ESL territories and declares that English is neither a second language nor a foreign language in Bangladesh.

During the colonial period, English was established as the language of education, administration, law and commerce in all parts of India.

2.3   English Language Teaching During Pakistan Period

English kept that status till the partition of India in 1947. After the independence of Pakistan and India in 1947, English played a vital role in the newly born states. It became the main medium of communication between East Pakistan and West Pakistan. In Pakistan it was generally used in the government administration, law courts and commerce. It was also used as the medium of communication with the outer world. It was present as a compulsory subject at the secondary and higher secondary levels of education and was also used as the medium of instruction at the higher levels (Rahman 1999). Alam (2007: 373) writes, in that period, "English was the medium of instruction and…Bengali was taught extremely inadequately and rather half-heartedly". This type of education prepared the students as skilled in English rather than Bangla. For that reason in schools students generally conversed more in English than in Bangla. It was well-practiced as the language of the executive, the judiciary and the legislature in Pakistan in that period. In that time English had the status of a second language.

2.4   English Language Teaching During Bangladesh Period

But after the independence of Bangladesh in 1971, the status of English changed from a second language to a foreign language and it suffered from carelessness for strong nationalistic feeling for the mother tongue. As there was a rise of "linguistic nationalism …English was increasingly marginalized in public life. Bengali became the state language of Bangladesh" (Alam, 2007 :374).

When Bangla was placed over English, the use of English became restricted to the English classroom only. According to Yasmin (2006:133), "The reason for

this attitude was socially and politically grounded." She also mentions that people were passionate enough to use Bangla everywhere for linguistic nationalism but they failed to understand the durable effects of overlooking English. The government was also nationalistic in formulating the language policy. Thus, the English Language Teaching arena became marginalized.

Rahman (1999:13) rightly says, "After the emergence of Bangladesh as an independent nation English suffered a serious setback."

2.5   Language Policy in Bangladesh

The first language policy of Bangladesh, adopted by the first Education Commission of Bangladesh (1974), popularly known as Qudrat-E-Khuda Education Commission of Bangladesh made the following recommendations regarding language teaching.

1. Instruction through the medium of the national language is more readily intelligible to the pupils and it helps them develop more easily their natural intelligence, their original thinking and their imagination. In addition, books written in the national language help spread knowledge among the common people outside the class room. The importance of the national language in every education system is very great and the main aim of education is to spread knowledge, to broaden cultural awareness and to create national cohesion. We must, therefore, use Bengali as the medium of instruction at all levels of education to make our educational schemes successful.

2. Bengali must be used as a compulsory language up to class XII. Text books at the higher stages of education, especially in the fields of science and technical, professional and vocational education must be written in Bengali and translated from foreign languages at Government expenditure. It is also necessary to improve the method of teaching Bengali.

3. Even after the introduction of Bengali as the medium of instruction at all levels of education, the necessity will remain for English to be learnt as a compulsory second language. It is not necessary to learn any language other than Bengali up to class V. From class VI to XII, however, a modern and developed foreign language must be learnt compulsorily. For historical reasons and for the sake of reality, English will continue as a second compulsory language.

4. In honours and higher studies, at the college and university levels, different departments may make provisions according to need for the teaching of different languages.

5. For the teaching of different languages required for the training of our diplomats and for higher research, a modern institute of languages must be **set** up immediately in Bangladesh (Bangladesh Education Commission Report 1974:15).

Das (2009) mentioned that this commission had a number of lackings like it did not have any recommendation about the effective classroom methodology for English language teaching, the type of texts for different levels of study and about the teaching of English as a compulsory or optional subject at college or university level. He also mentioned that this commission had a strong support to carry on English as a second language. But the recommendations were not implemented due to the political instability in 1975.

Later, in 1976, to assess the English Language Teaching (ELT) situation in Bangladesh an English Language Teaching Task Force was set up by the Ministry of Education (Das, 2009). A large sample study of Classes ix and xii at 45 schools and colleges was conducted on the basis of proficiency tests. It showed that at Class ix, students were 2 years behind the level assumed by the textbooks while at Class xii, they were 4 years back. Das (2009: 42-45) stated

that the Task Force mentioned the following points for the miserable condition of English language teaching in Bangladesh:

1. Lack of helpful textbooks;

2. Great shortage of qualified teachers of English at all levels of education;

3. Big size of the class;

4. Defective examination system

On the basis of the low proficiency of the students in English at the secondary level the Taskforce made the following recommendations:

1. English should be made compulsory from either class iii or class vi. If English is made compulsory from class iii, English language training should also be made compulsory at each primary training institute.

2. Since the biggest obstacle in teaching English lay in the lack of competent teachers, large-scale short and long-term training programmes should be undertaken for secondary school teachers.

3. At each level an appropriately graded syllabus should be introduced together with new textbooks related to the needs and capabilities of students.

4. The Secondary School Certificate (S.S.C.) and Higher Secondary Certificate (H.S.C.) examinations should test comprehension and writing skills in meaningful contexts and discourage rote learning.

After getting the results of the Task Force survey, the government realized the necessity of producing new curricula and syllabuses for "primary, junior primary, junior secondary and higher secondary as well as technical and vocational education" (Yasmin. 2006:134). To serve this purpose, the Bangladesh National Curriculum and Syllabus Developing Committee were created. The committee stressed teaching the four major language skills in primary and secondary education. Stress was also given on teaching grammar,

translation and English literature. Government introduced textbook series 'English for Today' but on the face of objections, the book was withdrawn within a year (Das, 2009). According to another recommendation of the report English was introduced in class iii from 1980 (Rahman, 1999). English has been considered as a compulsory subject for all BA (Hons) and pass course students since 1980 (Rahman, 1999). Importance was given on literary texts and GTM was widely used to teach English.

2.6   Methods of English Language Teaching

English was taught first at the secondary level in Grammar-Translation method during the British administration in Indian sub-continent. In Great Britain this method was used to teach Latin and Greek. Conversely, this method was also used to teach Persian and Sanskrit in our country. So, this method was very popular and familiar and had been used for a long time. But this method did not bring the desired success. Later this method was discarded but its influence was very strong.

Later on, the Audio-lingual Method arrived with a better syllabus. It was moderately literature based as it included English poetry. This method was exercised for a long time but it also failed to gain any satisfactory success in teaching English.

In a while the government started the communicative language teaching at the Secondary level. The focus shifted from literature to language and new textbooks were published for primary and secondary levels. These books preferred language skills and literary texts began to be replaced by more language oriented texts (Rahman, 1988). First and foremost, the communicative approach was introduced in classes VI, VII and VIII in 1996. Next this approach was applied extensively from class VI to class XII in 2001. This approach is mostly concerned with the practice and development of the four major language skills. The main purpose of this approach is to gain the communicative

competence in different circumstances. This teaching approach is basically learner-centred rather than teacher-centred.

But the unavailability of the teacher's guide made the teachers helpless with the new approach and new materials. Though the four skills were highlighted, in fact the teachers still focused on teaching grammar. In the language classes, the teacher was the main orator, who was supposed to know everything. The teacher used to offer all the grammatical structures, model questions' answers and paragraphs and arranged all the materials for the students. Learners got very little scope to do anything on their own. As a result, this approach has not yet reached its goal after 19 years of implementation.

2.7   The Changing Scenario

When Bangladesh Government passed the Bengali Introduction Law in 1983 English lost its status as a second language practically. Because after passing this law Government ordered all Government, semi-government and autonomous institutions to use Bengali officially except in case of communication with foreign government, countries and organizations (Rahman : 1999). As a result English lost its status as a second language and began to be considered as a foreign language.

After 1983 the scope of practicing English outside the classroom was diminished and students failed to gain the required competence for lack of practice in four major language skills. When English became optional at the degree level, a vacuum was formed in English language learning. Getting qualified English teachers at the secondary level was really difficult for this reason.

The impact of using Bangla in higher education was tremendous. According to Rahman (1999:13):

> English was no longer a compulsory medium of instruction and adequate attention to the teaching of English was not given at lower levels. Paradoxically, more than 90% of textbooks at higher levels of study continued to be in English. More and more students were coming to the University for Higher Studies with an inadequate command of English. They were unable to read their textbooks in English or express their thoughts and ideas in English.

It was instantly realized that Bangladesh should not ignore English. Hoque (1999:93) pointed out:

> The standards of teaching and learning have so miserably declined that the government as well as the conscious section of our population have recently realized that something somewhere is seriously wrong in the whole process of teaching and learning English in the country.

A baseline survey was conducted on 1400 students at 20 schools in different parts of the country by Bangladesh National Curriculum and Textbook Board in 1990 in co-operation with a British Government Overseas Development Administration Project for the development of English language teaching at the secondary level. A summary of the findings are given below:

1. In all three categories of schools visited (government, private urban and private rural), the majority of students are not attaining satisfactory levels of proficiency, as measured against the requirements of the syllabus and textbooks in use.

2. The situation is particularly serious in the non-government rural schools, where over 95% of the students in Classes VI and VIII are failing to reach the expected standards of proficiency. In addition, over 70% of these students at Class VI and 80% at Class VIII have a command of the language being taught which is close to non-existent.

3. Given these results, it is almost inevitable that the weaker students (i.e. the vast majority) will fall progressively further behind as they move up through the school. The lower scores achieved at Class VIII than at Class VI suggest that this is happening.

4. The situation is a little better in the government schools, but even here, over 50% of the students are failing to reach the supposed standards at Class VI, and at Class VIII, 75% appear to be falling behind.

5. In the Teacher Training Colleges, the majority of trainees (80%) cannot be considered proficient as teachers in materials taught at Class VIII (i.e. they scored less than 75% on the class test), yet they are expected to teach up to Class X. Of these trainees, over a quarter are failing to reach the minimum level of proficiency (50%) required of the students.

6. The results indicate continued low levels of English language proficiency throughout the secondary school and teacher training levels. In the non-government rural schools, the situation can only be described as desperate.

(*Baseline Survey of Secondary School English Teaching and Learning* 1990: 24)

2.8   Initiatives taken by Bangladesh Government to Improve the Situation

To solve the problem, the government decided to introduce English as a compulsory subject from class I in 1990 and it was applied in 1992. English was declared as the other medium of instruction at the secondary and higher secondary level in 1994 and it was implemented in 1997. After perceiving the situation of the world Bangladesh government approved an act for reintroduction of English at the higher level in 1992 and it was applied in 1994 with a grammar based syllabus.

British Council accomplished an inquiry in favour of University Grants Commission (UGC) in 1995 and recognized the problems following the progress of English language teaching which were mostly concerned with teachers.

The National Committee in Education policy 1997 suggested that English should be taught as a compulsory subject from class III (in Rahman, 1999: Das, 2009). About higher education the report mentions, ''the committee proposes a four-year coordinated degree course and a one- year Master's course at the university level and a three -year coordinated degree course for general colleges. It proposes a four-year coordinated degree course and one-year Master's course to

be taught in some good colleges which will be called university colleges. The committee recommended a compulsory English language paper comprising 100 marks for all students at the degree level. Students failing in this paper for the first time will get an opportunity to appear at the examination for two more times at best '' (in Das, 2009).

The National Education Policy (NEP)-2000 comprised many strategies with English as an additional subject in class I and II and as a compulsory subject from class III.

The National Curriculum and Textbook Board (NCTB) started a new curriculum, textbooks and a modified teaching methodology for English Language teaching at the secondary level in 1997. Practically, it contained many drawbacks for both teachers and students. Teachers from countryside could not handle the new situation because they were mostly weak in English and were not skilled enough. Moreover, the teachers were not adequately familiar with the new curriculum, textbooks and the teaching methodology.

Bangladesh Government took some initiatives for improving the quality of education. A number of training programmes were organized by the National Curriculum Textbook Board (NCTB), National Academy for Educational Management (NAEM) and the British Council to assist the teachers. The purpose of these programmes is to create the awareness of the teachers about new methods, their roles in the classroom and the procedure of the latest study materials. The English Language Teaching Improvement Project (ELTIP), with the participation of the Bangladesh and British governments, was founded in 1997 to improve language teaching at the secondary level in Bangladesh. The textbooks from class VI to class XII were analysed and modified by the project. English language tests became improved and communicative language teaching was introduced at the secondary level. This project also trained the teachers to make them cope up with new teaching approach and teaching material. The

project sent some relevant staff to the United Kingdom to get exhaustive ELT training. Afterward they had a great role in arranging manuals, carrying out teachers' training, preparing, and applying other supportive devices and teachers' training for new examination system (Rahman,1999).

The Teaching Quality Improvement Project (TQI_SEP, MOE), was implemented in 2005, to develop the quality of secondary education. The project has organised many training programmes for the subject based teachers, head teachers, educational administrators not only in Bangladesh but also in other countries. TQI has managed to develop subject- based training modules for the teachers. Besides these, some non-government organisations such as BRAC (Bangladesh Rural Advancement committee) have been providing English language training to the secondary school language teachers to improve the quality of teaching in the secondary level.

Besides ELTIP, other training programmes like Continuous Professional Development 1 (CPD 1), Continuous Professional Development 2 (CPD 2) and workshops and seminars organized by Bangladesh English Language Teachers' Association (BELTA) were mentionable.

2.9   Conclusion

English has been taught in educational institutions in Bangladesh as a main subject for more than a hundred years. Though various changes have taken place in the field of English language teaching with significant shift in the curriculum, in the approaches, in the methodology and in the textbooks, English Language Teaching-learning situation has not yet reached a satisfactory level.

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Chatper 3
Review of Literature

3.1 Introduction

Language is an inevitable part of human life. According to Sapir,

Language is a purely human and non instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. These symbols are, in the first instance, auditory and they are produced by the so-called "organs of speech." There is no discernible instinctive basis in human speech as such, however much instinctive expressions and the natural environment may serve as a stimulus for the development of certain elements of speech, however much instinctive tendencies, motor and other, may give a predetermined range or mold to linguistic expression. Such human or animal communication, if "communication" it may be called, as is brought about by involuntary, instinctive cries is not, in our sense, language at all. (Sapir, 1921:7)

The word 'language' is from old French language, based on Latin Lingua 'tongue', which is also found in **linguist** (late 16th century), and goes back to an Indo-European root shared with **lick** (old English). **Lingo** (mid 17th century) is probably from the Portuguese form of lingua.

3.2 Language Learning

Human beings have a natural ability of gaining language. Human beings, Klein mentioned, "….are endowed with a natural capacity for processing language, both as speaker and listener, or to use Saussure's term, with a 'facultie du langage' " (Klein, 1986: 39). In different ways human beings learn languages.

The language learning sense of human beings contains the ability of accepting the language meting out ability to learn a language. Nobody really knows how people learn languages. Skinner (1957) described language learning as a form of

behaviour on the basis of Pavlov's idea of conditioning which was very popular in that time.

The idea of conditioning is based on the theory that you can train an animal to do anything (within reason) if you follow a certain procedure which has three major stages, stimulus, response, and reinforcement. In the classic form of the theory a rat is placed in a box. A signal light is operated (the stimulus), the rat goes up to a bar in the cage and presses it (the response) and a tasty food pellet drops at its feet (the reinforcement). If the rat's behaviour is reinforced a sufficient number of times it will always press the bar when the light comes on.

Reinforcement in that example took the form of a reward and was therefore positive. But you could also train the same rat not to do something by giving him negative reinforcement, maybe in the form of a small electric shock. (Harmer, 1983: 29-30)

On the basis of this conditioning theory Skinner (1957) explained language learning in such a way where

a. Language learning comprises obtaining habits, primarily by imitation.

b. The "excellent" response draws a return of some sort.

c. The stimulus reinforces the habit so frequently that the response becomes habitual.

In this way, ".... we learn by imitation, mimicry, constant practice and, finally, the new language habits become as fixed as those of our mother tongue" (Bell, 1981: 24).

In response to behaviourism, Chomsky's (1959) cognitivism comprises the following language learning theories:

   a.   The brain accepts the information of language learning through the senses.

b. The capability of the individual of responding to new situations is significant as stimulus-response habits only cannot get ready one.

c. Language learning is a psychological process, not a physical one.

On the basis of humanistic theory, language learning:

(a) should be interpersonal and student-centered;

(b) refer to the integrated, or eclectic methodologies.

The interpersonal and student-centred approach gives priority to learner's personality in the teaching-learning process. To assist learning an interpersonal relationship with the learner should be founded. The teacher should be considered as a facilitator of the teaching-learning process.

Eclecticism, a current movement in language teaching is a combination of three kinds of approaches -behaviouristic, cognitive, and interpersonal.

"Some language learning tasks may require a behaviouristic approach (e.g., articulation); others, a more cognitive one, (e.g., word order); still others may require an interpersonal approach (e.g., free speech exercises)" (Titone & Danesi, 1985: 60).

3.3   Methods and Approaches

Presently teachers have a diversity of methodological options for selection according to their preferences and the requirements of the learners. Nevertheless, these methods and approaches have not been structured in a day. They were the outcomes of many efforts of linguists and language specialists who were devoted to improving the quality of language teaching.

Richards and Rodgers (1986:14) mentioned that in the late nineteenth century linguists and language specialists made efforts to improve the quality of language teaching.

According to Nunan (2003:5),

> A language teaching method is a set of procedures which teachers are to follow in the classroom. Methods are usually based on a set of beliefs about the nature of language and learning.

Richards (1995:16) defines method in this way: "a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure."

However, linguists and language specialists often create a difference between method and approach. In 1963 an American applied linguist Edward Anthony (1963:63-67) tried to explain the difference between method and approach. He recognized three levels of concepts and termed them as approach, method and technique.

Anthony defined an approach as "……..a set of correlative 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........." (1963:15). On the contrary, he defined a method as a general plan of presenting language material in an organized way. It is based on a selected approach. He thought that an approach is obvious and a method is practical. In one approach there might be many methods. He defined a technique as an implementation and it occurs in the classroom. It has to be consistent with a method. It is also in accord with an approach.

Richards (1985:17) presented a model for the orderly description and assessment of language teaching methods. He supposed that this model would facilitate us to comprehend recent developments in methodology. He applied a three part dimension constructed earlier by Edward Anthony by using the terms –approach, method and technique (Anthony: 1963). He revised Anthony's terminology and terms them –approach, design and procedure. The figure below will help us to understand Richards' theory on method and approach.
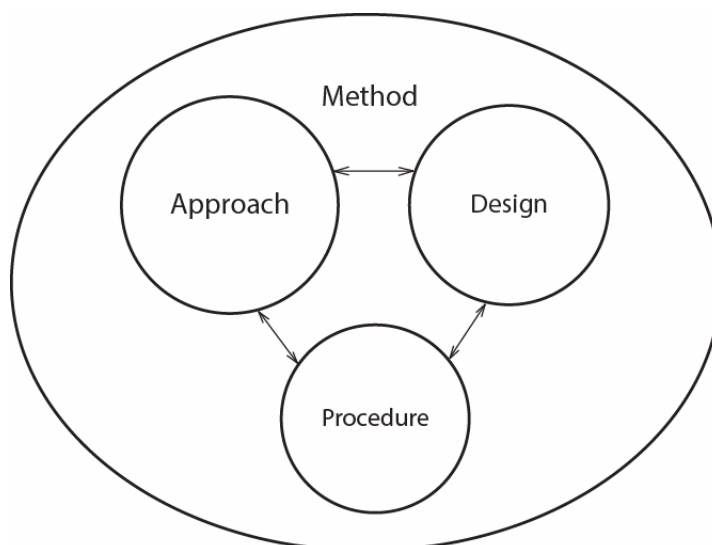
Figure 3.1: Richards J C (1985:17) The Context of Language Teaching

According to Richards and Rodgers (1995:16), "approach refers to theories about the nature of language and language learning that serves as the source of practices and principles in language teaching."

It indicates the entire philosophical foundation for adopting a method to the teaching of languages. It may comprise a variety of features of different methods or different methods on the basis of different theories. For example, the Communicative Approach covers a sort of different techniques and procedures of teaching and learning the target language. It unites the study of the grammar and vocabulary which are highlighted in the Grammar-translation method, the skill-practice, used as drill practice in the Audio-lingual method, and acquiring the fluency of the speaking skill through the direct practice in the target language, which is practiced in the Direct method to teach a second or foreign language.

3.4 Development of Methodology

The development of methodology is associated with the development of methods and approaches in the second or foreign language teaching. According to the *Longman Dictionary of Applied Linguistics*, methodology is:

"1. .....the study of the practices and procedures used in teaching, and the principles and beliefs that underlie them.

Methodology includes:

a) study of the nature of language skills (e.g. reading, writing, speaking, listening) and procedures for teaching them

b) study of the preparation of lesson plans, materials, and textbooks for teaching language skills

c) the evaluation and comparison of language teaching methods

2. such practices, procedures, principles, and beliefs themselves. One can, for example criticize or praise the methodology of a particular language course." (Richard et al. 1985:177 in Nunan 2000:2)

Stern mentions, "The relation between the language sciences and language teaching has emerged as one of the key issues in the development of a language teaching theory" (1983:36).

Campbell, an American applied linguist presented the relationship between theory and practice in this way:

Linguistics Psychology Sociology Anthropology	Applied: Linguistics Psychology Sociology Anthropology	Pedagogy
theoretician	mediator	practitioner
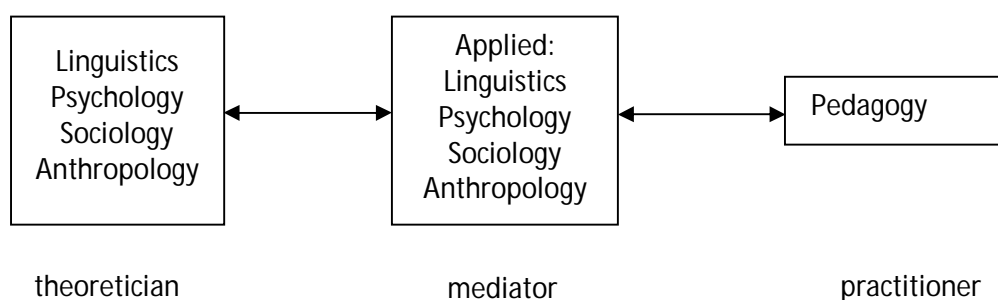
Figure 3.2: Campbell's (1980:8 in Stern, H. H.1983:36) model of the relationship between theory and practice

According to Spolsky's (1980:72 in Stern, H. H. 1983:37) model, language teaching has three main sources:

1. Language description – it is established in a theory of language

2. A theory of language learning – it originates from a theory of language and a theory of learning

3. A theory of language use

"The disciplines that provide the necessary theoretical foundations and the data underlying language teaching are *psychology* for the theory of learning, *psycholinguistics* for the theory of language learning, *general linguistics* for a theory of language and language descriptions, and *sociolinguistics* for a theory of language use in society. These four disciplines come together in dealing with the problem of language education and thus constitute a problem-oriented discipline which Spolsky calls *educational linguistics*, and which others have called *applied linguistics*." (Stern, H. H. 1983:37)
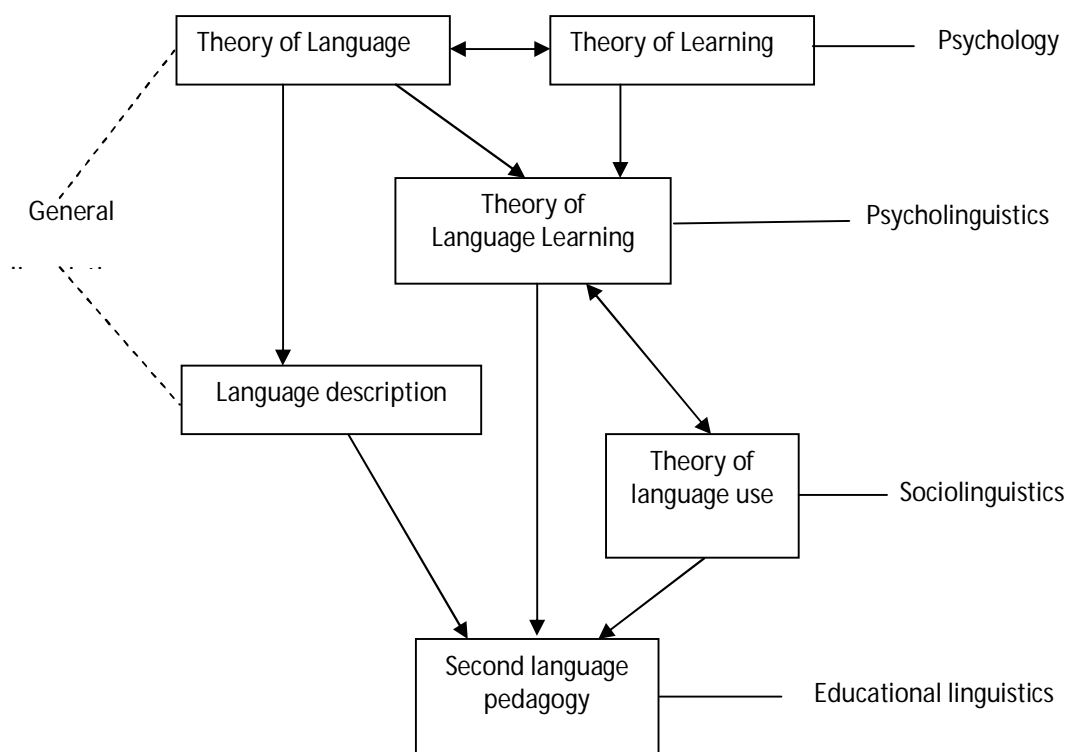
Figure 3.3*: Spolsky's(1980:8 in Stern, H. H.1983:37) educational linguistics model*

Ingram (1980:42) presents a similar list of disciplines and assigns the tasks of theoretician, applied linguist and practitioner as Campbell does.
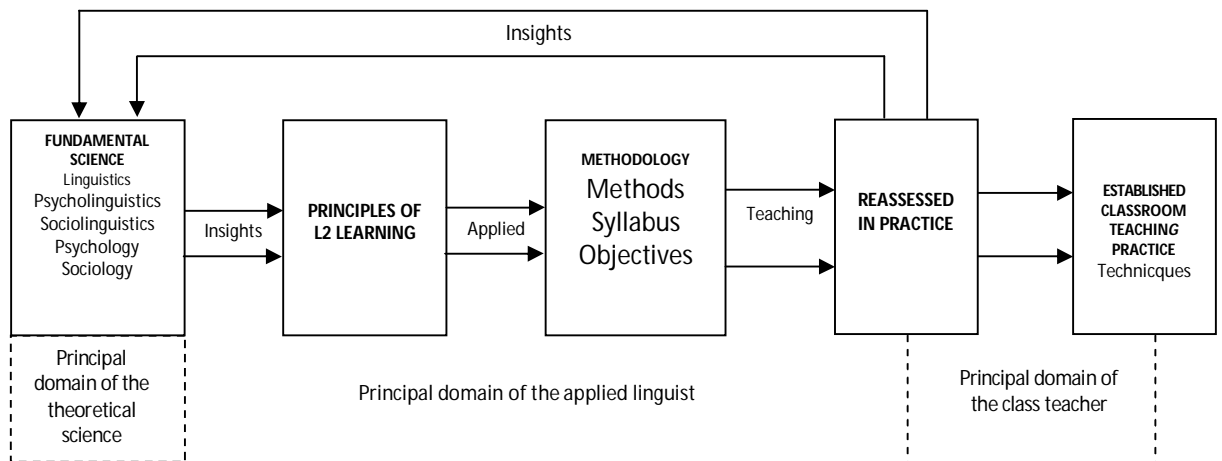
Figure 3.4: Ingram's (1980:42) model for the development of language teaching practice

Stern (1983:45) proposed a general model for second language teaching the objects of which are:

1. to serve as a conceptual framework for theory development,

2. to provide categories and criteria for the interpretation and evaluation of existing theories,

3. to provide essential conceptualizations for planning and practice, and

4. to give directions to research
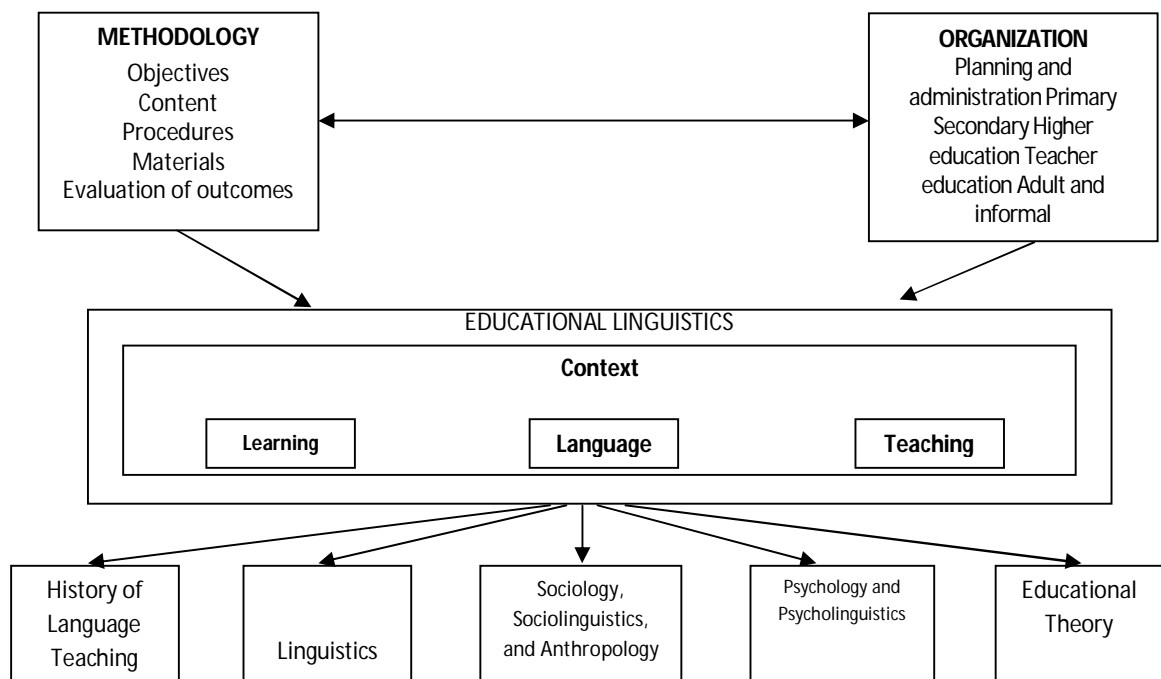
Figure 3.5: **Stern's (1983:44) General Model for Second Language Teaching**

The model is called general as Stern explains, "……..it attempts to offer a basis for an unbiased examination of relevant factors in language pedagogy, including controversial aspects." (1983:45)

3.5   Different Methodologies and approaches in teaching a second or foreign language

At present English language teaching is done in innumerable techniques and methods. English Language teachers frequently apply uniform pedagogical methods without understanding the particular requirements, habits, cultural background and the limitations of the target group.

Oxford (1990) said, "Language learning strategies are specific actions or techniques that learners use to assist their progress in developing second or foreign language skills". He also said, "The types of strategies used by different learners vary due to different factors, such as degree of awareness, stage of learning, task requirements, teacher expectations, age, sex, nationality/ethnicity, general learning style, personality traits, motivation level, and purpose for learning the language".

Various teaching methods and approaches have been developed to meet the demands of second or foreign language learners. Some methods and approaches have been developed based on the theories of learning and language. For example, the Direct method, the Audio-lingual method and the Communicative approach can be mentioned. Moreover, some methods and approaches have been developed on the basis of humanistic approach. The significance of emotional issues in language learning is highlighted in these methods and approaches. The well-known amongst these methods and approaches are the Silent Way, Suggestopediea, and the Community Language Learning.

The Grammar-Translation method, the Direct method, the Audio-lingual method, the oral Approach and Situational language learning, the Total physical Response method, the Silent Way, the community Language learning method,

the Natural Approach, Suggestopediea and the Communicative Approach are the outstanding and universal methods and approaches used in second or foreign language teaching. These methods and approaches are thoroughly discussed below.

3.5.1   Grammar- Translation Method or Classical Method or Traditional Method

Some of the pioneers of Grammar Translation Method are Johann Seidenstucker, Karl Plotz, H. S. Ollendorf, and Johann Meidinger (Richards and Rogers (1995:3). Their names suggest that Grammar Translation Method was the offspring of German scholarship, the object of which was "to know everything about something rather than the thing itself" (W.H.D. Rouse, quoted in Kelly 1969:53). It was first known in the United States as the Prussian Method [Kelly 1969]. It was also called Classical Method as it was first used in the teaching of the classical languages like Latin and Greek (Larsen Freeman 1996:4). This method was also regarded as Traditional Method of language teaching. This method emphasizes the teaching of the second language grammar (as its name suggests). Its principal practice technique is translation from and into the target language (Stern 1996:453).

Richards and Rodgers (1995: 3-4) present the following characteristics of the Grammar Translation Method:

1. Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.

2. Reading and writing are the main focus. Little importance is given on speaking and listening.

3. Vocabulary selection is mainly based on the reading texts used. Words are taught through bilingual word lists, dictionary study and memorization.

4. The sentence is the basic unit of teaching and language practice.

5. Accuracy is emphasized. Students are expected to attain high standards of accuracy in translation.

6. Grammar is taught deductively. Grammar rules are presented with examples through translation exercises. Its target is to teach grammar in an organized and systematic way in a syllabus.

7. Student's native language is the medium of instruction. To explain new items and to make comparison between the foreign language and the student's native language, native language is used.

It was a dominant method in Europe and in the field of foreign language teaching from the 1840s to the 1940s. Though Grammar Translation Method creates some frustration for students, it constructs few demands on teachers. This method of teaching is found to be most effective and useful in situations where understanding literary texts is the primary concern of learning a foreign language and there is little need for speaking or listening skill. In language learning the first language is very important as a reference system for the second language learner (Stern 1983:402). Stern's assessment of this method is like this, "Therefore translation in one form or another or other cross lingual techniques can play a certain part in language learning. Moreover, some learners endeavor to understand the grammatical system of the second language. Hence grammar teaching, too, may have some importance for them. Furthermore, thinking about formal features of second language and translation as a practice technique put the learner into an active problem solving situation." (Stern. 1983:455)

Finally, the grammar translation method appears relatively easy to apply. The major defect of grammar translation lies in the overemphasis on the language as a mass of rules (and exceptions) and in the limitations of practice techniques which never emancipate the learners from the dominance of the first language. In addition, the sheer size of the task of memorization and the lack of coherence with which language facts have been presented to the learner invalidate the

claim, made in the nineteenth century, that this method provides a safe, easy and practical entry into the second language. A typical procedure in class usually includes "presentation of the rules of a particular item of grammar, illustration of its use by using the item several times in a text, and practice of using the item through writing sentences and translating it into the mother tongue." (Tim: 2005)

This method does not conform to the natural process of language learning. This method upholds the view that languages can be learned by studying the rules of grammar and practicing translation. But in reality, languages are learned by practice. This method provides no opportunity for the practice and development of the speaking skill. On the other hand, the technique of employing word for word translation often destroys the fluency and spontaneity of the learners` speech. It prevents the learner from thinking directly in the target language and stops his progress of learning the language. Moreover, it is nearly impossible to translate completely the spirit of ideas from one language into another language because each language is the product of the tradition, history and culture of a specific group of people using that language.

Despite so many drawbacks this method is still widely practiced and popular in foreign language teaching. This method was used in Bangladesh at the secondary and higher secondary levels from its (our country's) beginning to 1995. Still now this method is being used at both levels though communicative textbooks are introduced.

Brown tries to explain why the method is still used. He says:

"The GTM requires few specialized skills on the part of teachers. Tests of grammar rules and of translations are easy to construct and can be objectively scored. Many standardized tests of foreign languages still do not attempt to tap into communicative abilities, so students have little motivation to go beyond grammar analogies, translations, and rote exercises." (1994:53)

The teachers of the University of Wales criticized GTM in this way:

> .....this method gives pupils the wrong idea of what language is and of the relationship between languages. Language is seen as a collection or words which are isolated and independent and there must be a corresponding word in the native tongue for each foreign word he learns. Worst effect of this method is on pupil's motivation. Because (s) he cannot succeed – leads to frustration, boredom and indiscipline. It is not a rewarding or satisfying activity. Language learning should be fun and bring some joy and pride in achievement with it.

They felt the need for new approaches to language teaching and began to write books, pamphlets, speeches and articles. This effort was known as Reform Movement in language teaching. Later this movement had an obvious role for the development of a new language teaching.

3.5.2   The Direct Method

The Grammar Translation method had been widely practiced for a long period of time but it failed to gain the expected result in teaching a foreign language. As a result, in the mid nineteenth century linguists and language teachers in Europe and America were dissatisfied with Grammar Translation method. In that period, increased opportunities due to industrialization and international trade among Europeans created a demand for oral proficiency in modern foreign languages. Language specialists searched for a better method of teaching foreign languages.

They were strongly advocating for an alternative method of teaching a second or foreign language finding GTM inadequate and ineffective in developing communicative ability in learners. They tried to develop a method of language teaching based on the approach similar to children's acquisition of their first language within the limitations of the classroom. Each specialist developed new approaches to language teaching, which were popularly known as 'reformed' methods. Prendergast and Sauveur strongly proposed Natural Method which suggest radical change from Grammar –Translation Method and in which language was presented in contexts and the mother tongue was avoided. The Direct Method was developed later from these reformed methods based on the natural approach to second or foreign language teaching.

According to H.H. Stern, (1983:457) "The proposed reforms went under a variety of names : 'reform method', 'natural method', 'psychological method', 'phonetic method', etc., but the most persistent term to describe the various features of new approaches in language teaching was the term 'direct method.' "

Frenchman F. Gouin (1831– 1996) at first developed an approach to teaching a second or foreign language on the basis of observations of children's use of language. Later linguists like Henry Sweet, Wilhelm Victor or Paul Passy took the responsibility of the leadership for the recognition of the reformers' ideas and concepts. They gave importance on the oral form of the language. Sauveur, F. Franke and the other reformers of the Natural method argued that a second or foreign language could be taught without translation or the use of the learner's native language and by using it directly in the classroom. They said that instead of teaching grammatical rules first, teachers should encourage the direct use of the target language in the classroom. The teaching could be contextualized or topical. New vocabulary could be taught by using mime, demonstration and pictures. These natural teaching principles helped in developing the Direct Method. In short, the principles of the Direct Method are as follows:

- Classroom instruction is conducted exclusively in the target language

- Grammar is taught inductively.

- Everyday vocabulary and sentences are taught only.

- New teaching points are orally taught.

- Concrete vocabulary is taught through objects and pictures, while abstract is taught by association of ideas.

- Both speech and listening comprehensions are taught.

- Learning occurs by self correction.

- The syllabus is based on contexts or topics.

- Students are encouraged to think in the target language.

- Use of chain activities accompanied by verbal comments like: I open the door. I close the door. I sit down. (called the Gouin series)

- Emphasis is given on correct pronunciation and grammar

- Communication is the purpose of language learning.

(Richards & Rodgers, 1995: 9-10)

Freeman (1986:26- 27) states the following techniques of Direct Method:

1. Reading aloud
   (Reading sections of a passage, play or dialogue aloud)

2. Question and Answer exercise
   (Asking questions in the target language and having students answer them in full sentence)

3. Students' Self Correction
   (Teachers facilitate opportunities for students to self correct using follow up questions, tone, etc.)

4. Conversation practice

5. Fill in the blank Exercise

6. Dictation

7. Map Drawing

8. Paragraph writing

The Direct Method achieved popularity as an effective method of teaching a second or foreign language in a short time for its several advantages like:

- It is a natural method. It teaches the target language in a way one learns one's mother tongue.

- They acquire fluency in speech as the language is taught through oral drill.

- There is no gap between active and passive vocabulary.

- It presents the particular before general, concrete before abstract and practice before theory.

- It intends to teach the language and not about the language.

- Through the practice of active speaking learner's loud reading becomes easy and natural with correct pronunciation and intonation.

Richards and Rodgers (1995:10) find out that the Direct Method was quite successful in private language schools but it was difficult to implement in public secondary school education. They point out some drawbacks of this method like:

- It requires native teachers or the teachers who had native like fluency in the target language.

- It depends on the skill of the teachers rather than on a textbook.

- All teachers are not proficient enough in the target language.

Besides, Henry Sweets (1995:11) points out that Direct Method lacks a thorough methodological basis. Different linguists found the following disadvantages:

- Though the target language learning is compared with little children's learning of mother tongue the time and opportunity in the classroom is very limited.

- It is very difficult to apply the first language learning process to acquire second| foreign language at later stage.

- It lacks any strong theoretical basis.

- Its success mainly depends on the skill of the teachers. But all teachers cannot be proficient enough in the target language.

- Strict adherence to the principles of this method, critics pointed out, may be even counterproductive.

- Older children are mature enough and it would be nonsensical to think about imitation of first language learning process totally for learning second or foreign language.

- The Direct Method rejects use of the printed word on the basis of interference in foreign language pronunciation which proves wrong.

- The upholders of the Direct Method failed to grade and structure their materials sufficiently.

- The Direct Method is not a complete method of teaching a second or foreign language. Later many teachers modified this method to fulfill practical requirements of their own institutions, implemented the main principles like teaching through oral drill and prohibiting translations into target language. But they had to compromise.

Direct Method was developed as a response to the Grammar Translation Method. But the assumption that a second language can be learnt in the way people learn their first language proved wrong because the situations under which a second language is learnt are totally different from the situations of learning one's mother tongue. However, in the middle of the twentieth century some principles of the Direct Method were revived and reconstructed in the spheres of the Audio lingual Method in the United States.

3.5.3   The Audio- Lingual Method

The Audio-Lingual Method was developed in the United States during the Second World War when America became aware of the necessity of foreign language knowing people as quickly as possible for military purposes. That is why it was known as the "Army Method." The Army Method was suddenly developed to build communicative competence through very intensive language courses focusing on aural /oral skill. At that time some new ideas about language learning came from the disciplines of Descriptive Linguistics and Behavioral Psychology. These ideas led to the development of the Audio-Lingual Method of language teaching.

Basically, Audio-Lingual Method was developed from the principle that "a language is first of all a system of sounds for social communication; writing is a secondary derivative system for the recording of spoken language" (Carroll, 1963). The Audio-Lingual Method had resemblance with many features typical of the earlier Direct Method but included the concepts of teaching linguistic patterns in combination with habit formation. Thus, this method had its roots

"firmly grounded in linguistic and psychological theory" (Brown 1994:57), which increased its credibility and popularity over a long period of time.

Based on a behaviourist psychological theory, this method implies that: "a language learning is simply a matter of imitation and habit formation. "Children imitate the sounds and patterns which they hear around them and receive positive reinforcement (which could take the form of praise or just successful communication) for doing so. Thus encouraged by their environment, they continue to imitate and practice these sounds and patterns until they form "habits" of correct language use"(Lightbown and Spada, 1999: 9).

The Audio-Lingual Method teaches language through dialogues that focus on habit formation of students. Freeman states that students will achieve communicative competence by forming new habits in the target language and overcoming the old habits of their native language (2000:45). The Audio-Lingual Method considered language simply as form of behaviour to be learned through the formation of correct speech habits (Thornbury, 2000:21).

Richards and Rogers also emphasize that foreign language learning is basically a process of habit formation, and good habits are formed by giving correct responses rather than by making mistakes (1986:51). Dialogues and pattern drills that students need to repeat are often used to form habits.

Audio-lingual Method focuses on oral skills. Language items are presented to students in oral form without using the mother tongue so that they can learn the target language effectively, the goal of the Audio-lingual method to enable students to respond quickly and accurately in spoken form. The dialogue are learnt through repetition and the drills like repetition , substitution, chain, transformation and question and answer are concluded based upon the patterns in the dialogue (Laersen-Freeman,1996:45).

Here is a summary of the key features of the audio-Lingual method, taken from Brown (1994:57) and adapted from Prator and Celce Murcia (1979: 5)

- New material is presented in dialog form.

- There is dependence on mimicry, memorization of set phrases, and over learning.

- Structures are sequenced by means of contrastive analysis and taught one at a time.

- Structural patterns are taught using repetitive drills.

- There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than deductive explanation.

- Vocabulary is strictly limited and learned in context.

- There is much use of tapes, language labs, and visual aids.

- Great importance is attached to pronunciation.

- Very little use of the mother tongue by teachers is permitted.

- Successful responses are immediately reinforced.

- There is great effort to get students to produce error-free utterances.

- There is a tendency to manipulate language and disregard content.

Larsen-Freeman *(*1986:45-47) offers some typical techniques of the Audio-lingual Method which are listed below:

(1) Dialog Memorization
(Students memorize an opening dialog using mimicry and applied role-playing)

(2) Backward Build-up (Expansion) Drill
(Teacher breaks a line into several parts, students repeat each part starting at the end of the sentence and "expanding" backwards through the sentence, adding each part in sequence)

(3) Repetition Drill
(Students repeat teacher's model as quickly and accurately as possible)

(4) Chain Drill
(Students ask and answer questions of each other one-by-one in a circular chain around the classroom)

(5) Single -Slot Substitution Drill

(Teacher states a line from the dialog, then uses a word or a phrase as a "cue" that students, when repeating the line, must substitute into the sentence in the correct place)

(6) Multiple-slot Substitution Drill

(Same as the Single Slot drill, except that there are multiple cues to be substituted into the line)

(7) Transformation Drill

(Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into a negative statement, etc)

(8) Question-and-answer Drill

(Students should answer or ask questions very quickly.)

(9) Use of Minimal Pairs

(Using contrastive analysis, teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners - students are to pronounce and differentiate the two words.)

(10) Complete the Dialog

(Selected words are erased from a line in the dialog - students must find and insert.)

(11) Grammar Games

(Various games designed to practice a grammar point in context, using lots of repetition.)

According to Nunan the Audio-Lingual Method "has probably had a greater impact on second and foreign language teaching than any other method. It was, in fact, the first approach which could be said to have developed a 'technology' of teaching and based on 'scientific' principles" (Nunan, 2000: 229).

Stern shows that "the audio-lingual method has been described in some books which appeared from about 1960, such as Brooks (1960/1964), Stack (1960/1966/1971), Lado (1964), Rivers (1964, 1968), Chastain (1971, 1976), traced by Moulton (1961/1963). But detailed analytical and critical studies, from a present-day perspective, of the origins, development and impact of audiolingualism are lacking" (1983: 462).

This method received a lot of criticism on the basis of unnatural and methodical teaching approach. Learning was more than acquiring habits. In this connection Harmer comments:

> Audio-lingualism (and behaviourism) lost popularity because commentators argued that language learning was far more subtle than just the formation of habits. For example, students are quickly able to produce their own combinations of words, whether or not they have heard them before […] Methodologists were also concerned that in Audio-lingualism students were not exposed to real or realistic language, and were therefore unlikely to produce natural-sounding language themselves. (Harmer, 2007: 49)

From the 1970s beyond, a response against this very formal and structural teaching occurred and the linguists appealed for a significant and contextualized learning. As a result, the Communicative Language Teaching (CLT) approach was outlined.

3.5.4   Communicative Approach

Communicative Approach to language learning and teaching emerges from Dell Hymes' use of the term 'Communicative Competence'. Since the first coinage of the term 'Competence' in Chomsky (1957) there has been debate over how to define the term. In defining Communicative Approach Harmer (1995: 41) utters, "We can sum up a methodological approach to the learning of languages which takes account of categories of input and output. Because of the focus on communicative activities and the concentration on language as a means of communication such an approach has been called the communicative approach."

The following diagram shows the view of the process of building the learners' communicative competence by Harmer.

INPUT   OUTPUT

```
        ┌──────────────────┐                    ┌──────────────────┐
        │   Finely-tuned   │                    │     Practice     │
        │        .    .    │                    │        .    .    │
        └──────────────────┘                    └──────────────────┘
                        ╲        ╭───────────────╮       ╱
                         ╲       │ Language learner │      ╱
                        ╱        ╰───────────────╯       ╲
        ┌──────────────────┐                    ┌──────────────────┐
        │  Roughly-tuned   │                    │  Communicative   │
        │        .    .    │                    │        .    .    │
        └──────────────────┘                    └──────────────────┘
```
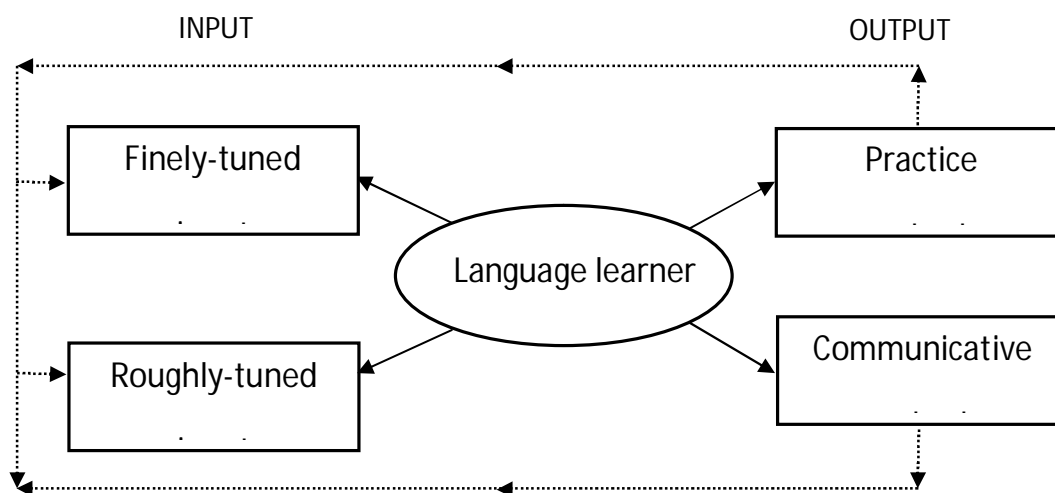
Figure 3.6: Harmer's (1995: 41) model of the process of building the learners' communicative competence

CLT concerns teaching as a second or foreign language for the ultimate goal of communication with the other speakers of the target language. To achieve this goal, CLT focuses on the development of the speaking, listening, reading and writing skills authentically.

3.5.4.1   Development of Communicative Language Teaching (CLT)

Today CLT is a renowned theoretical model in English language teaching. A lot of applied linguists regard it as the most effective approach to ELT. The origin of CLT was traced to the 1960s, with the changes that took place in the British language teaching tradition. For Chomsky's cognitivist ideas the foundations of Audiolingualism began to be questioned. Therefore, CLT emerges as a reaction to former methodological principles of Audiolingualism or of Grammar-Translation method. Scholars like Candlin or Widdowson now start to focus on the development of communicative proficiency in the target language. Being concerned with the theories, ranging from those of the British linguists Firth and Halliday, and to the American sociolinguists Hymes, Gumperz, and Labov, to those of the language philosophers Austin and Searle, they put very little emphasis

on the knowledge of its structures. Wilkins is also another strong promoter of the Communicative Approach with his proposal of a notional syllabus. These ideas received quick response from the textbook writers, language teaching specialists, curriculum developers, and from the governments. Thus, CLT and the notional-functional approach or functional approach got a momentum as an international movement in the field of language teaching. Since its launch in Europe in 1970s, CLT played a very significant role in language teaching around the whole world. More recently, Canale and Swain (1980) consider language learning as the result of the not only linguistic or grammatical competence but also sociolinguistic, discourse, and strategic competences. Therefore, the main purpose of CLT is to develop communicative competence, to shift "beyond grammatical and discourse elements in communication" and explore the "nature of social, cultural, and pragmatic features of language" (Brown, 1994: 77).

Learners are supposed to be capable of communicating and being fluent. Classroom language teaching is thus related with real-life communication outside its limits, and discourse or contextualized items are used. This common goal of CLT can be observed in two ways when Howatt (1984: 279) mentions that it has both a "weak" and a "strong" version. The weak version "stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching". Conversely, the strong version "advances the claim that language is acquired through communication" (Howatt, 1984: 279).

According to Richards and Rodgers (2001), the communicative approach to language teaching is based on several theoretical premises:

1. *The communication principle*: Learning is promoted by activities involving real communication.

2. *The task principle*: Learning is also enhanced through the use of activities in which language is employed for carrying out meaningful tasks.

3. *The meaningfulness principle*: The learning process is supported by language which is meaningful to the student. Activities should consequently be selected according to how well they involve the learner in authentic and meaningful language use.

Again, CLT puts more emphasis on syllabus designing as its prime concerning. Wilkins' notional syllabus spells out notional or semantic-grammatical categories and communicative functional categories.

According to Littlewood (1981) notional syllabus is of two main kinds. One of them requires functional communication activities whereas the other concerns with the social interaction activities. In this connection, Nunan (1991a: 279) presents it in this way, "….learning to communicate through interaction in the target language". They include conversation, discussion, dialogues, role play, debates etc. According to Richards and Rodgers (2001), materials are of three main types: text-based, task-based and realia.

3.5.4.2   Theory of Language and Language Learning in CLT

The key theoretical concept in CLT is 'communicative competence'. The goal of language teaching according to Hymes is to develop this 'communicative competence'. Chomsky differentiates between 'competence' and 'performance' as two aspects of language, in his linguistic theories. To him, competence consists of the basic knowledge of the grammatical system. Chomsky states,

> Linguistic theory is concerned primarily with an ideal speaker listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions such as memory limitation, distractions, shifts of attention and interest and error (random and characteristic) in applying his knowledge of the language in actual performance. (Hymes 1979:5)

By performance, he refers to the use of basic knowledge to communicate. Anyway, Chomsky's linguistic model has been severely criticized for being too simplistic (Halliday, 1979; Hymes, 1972). They pointed out that this model fails to report for the social aspects of language. Most scholars agree that competence

should involve, as well as grammatical sectors, psycholinguistic, socio-cultural, and discourse sectors.

Hymes thinks that Chomsky's view of competence cannot describe actual language behavior and his view of performance is not a complete reflection of competence. He also identifies that the theory does not account for sociocultural factors or differential competence in a varied speech community. Hymes (1972) offers a broader concept of competence, namely 'communicative competence.'

Hymes' theory of communicative competence gives a much more comprehensive view than Chomsky's view of competence. Canale and Swain (1980) shaped a detailed theoretical framework for communicative competence which was highly recognized in the field. They think that the sociolinguistic work of Hymes is significant to the development of a communicative approach to language learning and teaching. Hymes states that there are principles of grammar that would be useless without rules of language use and they advocate that there are rules of language use that would be useless without rules of grammar. Canale and Swain (1980) thus developed the idea of communicative competence.

Savignon (1997) presents a classroom model of communicative competence based on Canale and Swain's four components of competence. She explains communicative competence as "functional language proficiency; the expression, interpretation, and negotiation of meaning involving interaction between two or more persons belonging to the same (or different) speech community" (Savignon, 1997:272). In her book *Communicative Competence: Theory and Classroom Practice* (1997), Savignon depicts the following elements of communicative competence:

1. Communicative competence is a dynamic rather than a static concept. It depends on the negotiation of meaning between two or more people who share to some degree the same symbolic system…

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

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

4. There is a theoretical difference between competence and performance. Competence is defined as a presumed underlying ability and performance as the overt manifestation of that ability. Competence is what one knows. Performance is what one does.

5. Communicative competence is relative, not absolute, and depends on the Co operation of all the participants. (1997: 14-15).

In the following figure Savingnon has showed how communicative competence is achieved:
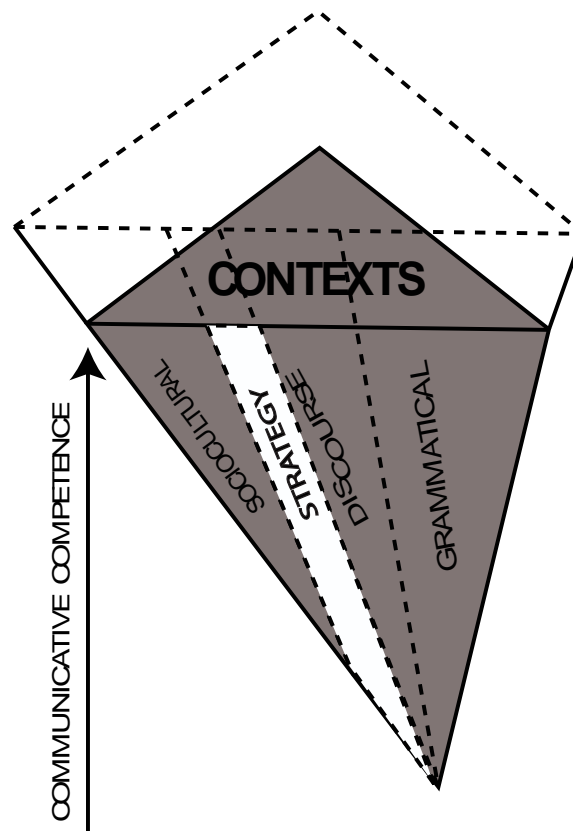
Figure 3.7: Components of communicative competence

Source: Sandra J Sauvignon (2002: 8) Communicative language Teaching: Linguistic Theory and Classroom Practice.

Communicative competence includes different components associated with what Bachman calls language competence. To specify an individual's language competence in a second language, Bachman (1995:85) presents the following theoretical framework:
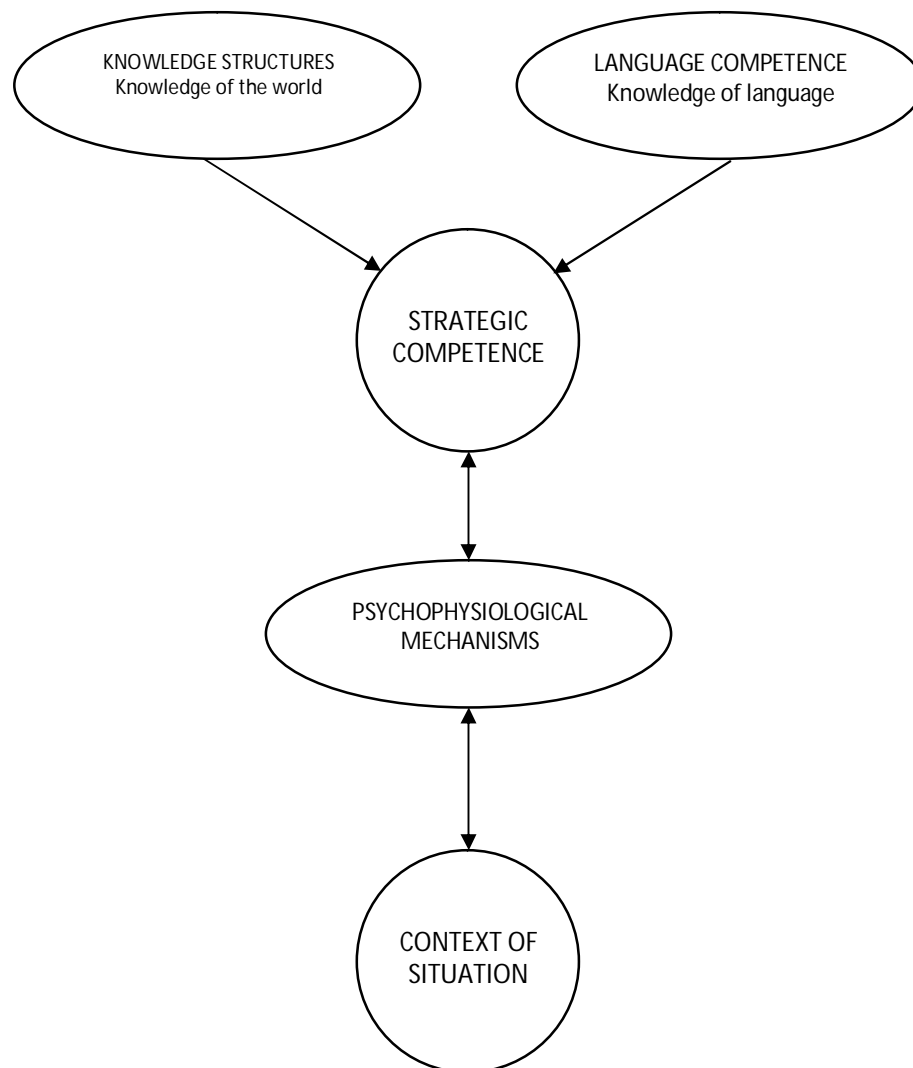
Figure 3.8: Bachman's model of (1995:85) Components of Communicative Language ability in communicative language use

According to Bachman language competencies are of two types: organizational competence and pragmatic competence. Each of these are, in turn, consists of several categories. The components of language competence are illustrated in the following figure which is regarded as 'tree' diagram by Bachman, presents the hierarchical relationships among the components of language competence.
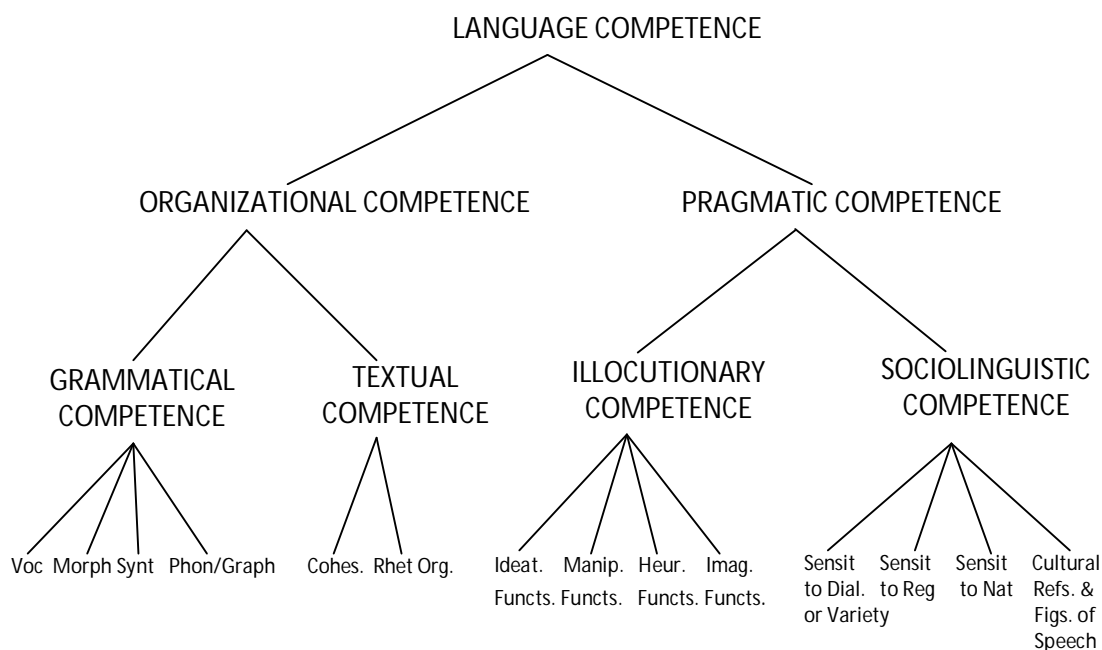
Figure 3.9: Bachman's 'tree' diagram of (1995:87) Components of language competence

3.5.4.3   Goals and Principles of CLT

CLT is an approach that intends to (a) "make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills" (Richards & Rodgers, 1986:66). CLT practices hold three major principles by which activities and language use help learners uphold learning: (a) the communication principle; (b) the task principle; and (c) the meaningful principle (1986:72). These principles emphasize the interactive role of communication. Such interactive nature of communication is echoed through the "collaborative nature of meaning making" for example sending or receiving messages among learners (Savignon, 1991:261).

Littlewood (1981) pressed that learners should develop linguistic skills before they develop their functional competence. Li (1998) highlighted the role of communicative competence in real-life situations. According to him, CLT has the following characteristics:

1. A focus on communicative functions;

2. A focus on meaningful tasks rather than on language per se (e.g., grammar or vocabulary study);

3. Efforts to make tasks and language relevant to a target group of learners through an analysis of genuine, realistic situations;

4. The use of authentic, from-life materials;

5. The use of group activities;

6. The attempt to create a secure, no threatening atmosphere. (Li, 1998:679)

Along with the above list, Li stressed the functional, meaningful, and authentic use of the language in students' small-group activities. Learners complete tasks such as puzzles, games, map-reading, surveys, interviews, role-plays, and other simulated activities. In order to complete these tasks, students have to use the target language in gathering information, sharing opinion, transferring information, reasoning, acting out, and giving or receiving feedback. These tasks reflect the most "obvious" characteristic of CLT: that "almost everything that is done is done with a communicative intent" (Freeman, 1986:132).

As CLT is interpreted by many proponents and scholars in different times and different places in the world, it is difficult to identify CLT in a single definition. Berns (1990) provides the following principles of CLT:

1. Language teaching is based on a view of language as communication that is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.

2. Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.

3. A learner's competence is considered in relative, not in absolute, terms.

4. More than one variety of language is recognized as a viable model for learning and teaching.

5. Culture is recognized as instrumental in shaping speakers□ communicative competence, in both their first and subsequent languages.

6. No single methodology or fixed set of techniques is prescribed.

7. Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners☐ competence in each.

8. It is essential that learners be engaged in doing things with language - that is, that they use language for a variety of purposes in all phases of learning. (Berns, 1990:104)

3.5.4.4   Classroom Activities in CLT

Communicative purpose is given the prime importance in every CLT activity. In a communicative class, students are privileged with opportunities to use the language abundantly through communicative activities. Different types of activities are usually found in a communicative language classroom. Paulston and Bruder (1976) in their book *Teaching English as a Second Language: Techniques and Procedures* classified the activity types that they thought were of maximum benefit in enabling students to attain communicative competence into the four categories below:

i.   *Social Formulas and Dialogs:* These include such speech encounters as greetings, partings, introductions, excuses, compliments, complaints, hiding feelings, etc. It is actually very difficult to lie, to complain and to turn someone down for a date in another language, and the learners of a foreign language need to be taught how to get along with those situations in an appropriate manner (Paulston & Bruder, 1976).

ii. *Community Oriented Tasks:* Those are sets of exercises which motivate the student to interact with native speakers outside the classroom.

iii. *Problem-Solving Activities:* The students are exposed to a problem and some alternative solutions, from among which they have to choose one or create their own.

iv. *Role Plays:* Students are asked to play a fictitious role in role plays. They have to even represent the role of themselves. The plainness of role plays

and the improvement enhance students' proficiency. Paulston and Bruder (1976) uphold that the teacher should signify the format of the role play consisting of three basic components. In the *situation*, the scene and the plot of the role play are explained transparently by the teacher followed by the description of the task and the action to be performed. Later on, the teacher determines the *roles*, the list of characters, making sure that the roles are not too elaborate for the students to carry out. The third component *Useful expressions* carry the linguistic information, initial expressions and phrases.

Celce-Murcia (1991) observed the CLT classroom activities that help learners develop their communication skills and grouped them under four basic headings for the ease of discussion:

i.   *Linguistically Structured Activities:* These activities rotate usually around the presentation or the practice of certain linguistic structures. Murcia's suggestion is that although these activities are not inhibitive, they may pretty well turn out to be so unless they are contextualized and made meaningful. The *structured interview*, where the students question each other for factual information, thus exchanging real information; and *language game* can best exemplify useful linguistically structured activities.

ii. *Performance Activities:* In these activities students arrange something beforehand and deliver their message to the class, which can be followed by a classroom discussion. Peer evaluation is a valued technique to guarantee that the audience is more than passive listeners. Role plays and dramas are the examples of performance activities referred to by Celce-Murcia (1991).

iii. *Participation Activities:* In participation activities, students participate in some communicative activities in natural settings. Guided discussions, interviews, and oral dialogs are the best examples of these types of activities. Learners' interest and motivation are stimulated to carry out what is expected by the activity.

iv. *Observation Activities:* In observation activities, learners need to observe or record verbal and nonverbal interactions between two or more native speakers of the target language. This promotes the students to appreciate and become conscious of the target language as it is used in real life.

Distinction is also noticed between fluency and accuracy activities. To develop fluency in language use is considered to be one of the main goals. In Richard's (2006:14) terms, "fluency is the natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence." He further asserts that in order to increase fluency, teachers should develop classroom activities in which students need to negotiate meaning, use communication strategies to avoid potential breakdowns in communication.

Richards (2006) mentions that activities focusing on fluency have the following features:

- They reflect natural use of language,
- They focus on achieving communication,
- They require meaningful use of language,
- They require the use of communication strategies,
- They produce language that may not be predictable,
- They seek to link language use to context. (2006:14)

Last of all, other usually applied activity types in a CLT classroom are listed below:

Information-gap activities: Information gap is an important feature of communication in a CLT classroom. According to Richards (2006:18), it "refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap." When learners are involved in information gap activities to share unknown information in language classrooms, definitely more authentic communication is likely to occur in the classroom. In this way, they will draw available vocabulary, grammar, and communication strategies to complete a task.

Jigsaw activities: These activities are also based on the information-gap principle. In general, the class is divided into groups and each group has part of the information needed to complete an activity. The class is thought to fit the pieces together to complete the whole. In that way, they need to use their language resources to communicate meaningfully and so take part in meaningful communication practice.

Communication games: These games mostly engage information-gap activities which are desired to facilitate communication in the classroom. Normally the games are in the form of puzzles, drawing pictures and setting things given in the correct order. The learners hold a piece of information which is part of the total. They have to move to get the essential information to fulfill the complete information. In this way, they are bound to speak in the classroom. Students feel it as a challenge to take part; therefore an unconscious learning and practicing of knowledge happens which remove the fears learners have to speak in the class (Johnson & Morrow, 1981).

Discussion and debates: Discussion and debates are of commonly used activity types in the classroom as very minimum effort of the teachers are needed here. Generally, a friendly atmosphere of discussion happens in the classroom. Sometimes, these discussions finish up in speaking opportunities of language presentation and practice.

Arranged talks and oral presentations: These talks are prepared by students about a particular topic and delivered in the class to inform and influence students about a specific topic.

3.5.4.5   Characteristic features of CLT

Like Halliday and Wilkins, Littlewood (1981) also emphasized the importance of functions of language. He declared, "One of the most characteristic features of CLT is that it pays systematic attention to functional as well as structural features of language, combining these into a more completely communicative

view" (1981: 1). The structural aspect of language deals with the grammatical system, providing linguistic facts and operations for the learner. Unfortunately, however, such a structural aspect of competence is not "sufficient on its own to account for how language is used as means of communication" (1981: 1). In order to help second language learners complete the task of meaningful communication, CLT practitioners employ functional and social meanings in certain social contexts by providing opportunities for learners to use the language in a meaningful way. Thus, they manage to go beyond the instruction of structural rules and facilitate communicative competence.

These are some common characteristics of CLT that are accepted by most scholars. The aim of learning a language using CLT is communication. Communication involves the integration of different language skills (Richards and Rodgers, 2001; Savignon, 2002). However, a communicative curriculum focuses not only on learners learning grammatically correct statements, but also on developing their ability to use language in the real-world (Nunan, 1988). Nunan makes a distinction between accuracy and fluency of English. In addition, he believes that learners should not be engaged in practising language drills or controlled practice, but in those classroom activities which enable them to do things outside the classroom. The literature suggests that a key characteristic of CLT is that it assumes that students will be able to apply language learning in authentic (real-life) and practical situations. Therefore, CLT gives priorities to communication over theoretical learning about the language.

Many of Li's description of CLT's characteristics resemble Brown's (2007) description. Brown linked that (a) a focus is given to all of the components of communicative competence; (b) form is not central while "language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes"; (c) a focus is given to "students' 'flow' of comprehension and production", and fluency may sometimes be more important than accuracy; (d) students will eventually use the language "productively and receptively in unrehearsed contexts outside the classroom;" (e) students are

given opportunities to notice their own learning styles; (f) the teacher is to facilitate and guide the students to generate genuine use of the language; and (g) students take an active role in learning. (2007: 46-47).

Again, Richards (2006) states that with the introduction of CLT, language teachers and teaching institutions all around the world soon began to rearrange their teaching, syllabuses, and classroom materials. In designing language courses within the framework of communicative approach, grammar was no longer focused. It was claimed that meaningful communication provides the learner with a better opportunity for learning than through a grammar-based approach. He then reviews the principles of CLT as follows:

- Make real communication the focus of language learning.

- Provide opportunities for learners to experiment and try out what they know.

- Be tolerant of learners' errors as they indicate that the learners are building up their communicative competence.

- Provide opportunities for learners to develop both accuracy and fluency.

- Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.

- Let students induce or discover grammar rules. (Richards, 2006: 13)

The use of authentic material is an important characteristic of CLT. Richards (2006) pointed out that those authentic materials "provide cultural information about the target language", "provide exposure to real language," and "relate more closely to learners' needs" (2006:22). Larsen-Freeman (1986) further emphasized the use of authentic materials by claiming that they create for learners "an opportunity to develop strategies for dealing with language as it is actually used by native speakers" (1986:62).

3.5.4.6   Role of Teachers and Students in CLT

An additional important feature of CLT is "its learner- centered and experience-based view of second language teaching" (Richards & Rodgers, 1986:69). Since

CLT stresses students' active role in the classroom, teachers are less dominating in teaching. The teachers are occasionally facilitators or advisers, and at other times they can be a 'co-communicator' (Larsen-Freeman, 1986:63). They act as communication facilitators or group participants (Richards & Lockhart, 1994). They are about to arrange class activities, supply the language that is needed by the students or engage them in communicative activities (Larsen-Freeman, 1987). They do not have to be particular about students' errors of form, because it is more important for students to communicate fluently rather than accurately. While the teacher's role is to be supporting learners with class activities, learners are supposed to be accountable for their own learning.

In fact, CLT is not a monolithic and uniform approach to language teaching (Ellis, 2003). In accordance with a classification proposed by Howatt (1984), CLT consists of a 'weak' and a 'strong' version. The weak version of CLT is based on the assumption that the components of communicative competence can be identified, and thus systematically taught (Ellis, 2003). From this perspective, CLT can be thought to be a domineering and analytic approach to language teaching, which does not show any basic difference from the earlier traditional approaches. The weak version of CLT focuses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching (Howatt, 1984). Such a version of CLT proposes that instead of teaching the structural properties of language, teachers pay attention to particular notions such as 'possibility', 'possession', as well as language functions such as 'making requests' and 'giving advice.' Howatt (1984: 279) describes the weak version of CLT as "learning to use English." It is possible to claim that this version is manifested in the proposals for notional/functional syllabuses put forward by Wilkins (1976) and Van Ek (1976). On the contrary, a strong version of CLT is based on the claim that "language is acquired through communication" (Howatt, 1984:279). Moreover, learners do not go through a

learning experience in which they acquire the structural properties of a language and then learn to use this structural system in communication. As a result, they explore the system itself as they learn how to communicate in a language. This version suggests that teachers offer learners with abundant opportunities to familiarize themselves with how language is used in actual communication. As Howatt (1984) puts it, the strong version of CLT entails "using English to learn it" (1984:79).

One of the teacher's roles is obviously to act as a guide during the above-mentioned activities. But he/she equally fulfills other extremely relevant ones. Among them, we can distinguish those of independent participant within the group; organizer of resources and resource him/herself; researcher and learner; needs analyst in order to provide adequately for the students' necessities; counselor, much in the way advocated by Community Language Learning; or group process manager. However, perhaps the most outstanding function of the instructor is to facilitate and provide opportunities for communicative interaction between all classroom participants, always, if possible, in the target language. The learner thus becomes a central and active member in the learning process. He/she must negotiate, interact, and cooperate with other participants and should be an important contributing element to classroom learning. In other words, teaching becomes learner-centered.

For years CLT is considered an indispensable approach. It appeals to those who see a more humanistic, interactive, and communicative approach to teaching. Ur (1996: 6) reviews the general feeling: "The coming of the communicative approach represented for those of us involved in teaching at the time a healthy revolution, promising a remedy to previous ills: objectives seemed more rational, classroom activity became more interesting and obviously relevant to learner needs". However, CLT has been criticized later and some of its central claims have been questioned.

3.5.5   Other Methods and Approaches

Moreover there are some other notable methods and approaches, which are not very renowned or used in our country except these major and outstanding methods of and approaches to second or foreign language teaching,. These methods and approaches are briefly discussed here.

3.5.5.1   Reading Method

In Reading Method the development of the reading skill is given prime importance to learn the target language. This method flourished in the United States. In India Michael West studied the need and limitations of the Bengali learners. On the basis of his survey he concluded in his report, 'Bilingualism with special references to Bengali' (1926), that a reading knowledge of the target language is of paramount importance for the Bengali learners and the development of the reading skill should be valued highly. The Coleman report published in 1929 in the United States which paved the way for the development of a method that highlights the development of the reading skill in particular. The key principle of this method centers round the development of the learners' proficiency in the reading skill.

Bond also developed a reading method approach to college language courses at Chicago University between 1920 and 1940. To illustrate the evolution of the reading method at the University of Chicago Bond wrote about the initial stages in 1920-21: '….. one already discerns the separation of the active and passive phases of language learning, the analytical approach to grammar for reading comprehension purposes, the emphasis on an increased reading experience of both intensive and extensive types, the postponement of speech and writing training, the continuous attention to the spoken words and the concerned for the individual learners that were to become the hallmark of the Reading Method.' (op. cit. : 29-30)

The student in the Reading Method is instructed on reading strategies deliberately.

Learners are to be taught to read the foreign language with direct understanding of meaning, without any conscious effort to translate what they are reading.

Teaching of correct pronunciation, comprehension of uncomplicated spoken language, and the use of simple speech patterns are encouraged to develop student's competence in the reading skill. This method confines teaching of the writing skill within limited writing exercises. It assists students in memorizing vocabulary and structures indispensable to the comprehension of the text. The study of grammar is associated with the needs of learners for whom quick recognition of certain verb forms, tenses, negations, and other modifications is considered important.

In Reading Method students are not encouraged to translate but trained to assume the meaning of unknown words from the context or from equivalents in their own languages. To help the students to read with greater appreciation of cultural diversities students are asked to learn about the milieu of the country where the language is spoken. They have also to know the ways of life and customs of the people. The study of the language starts with an oral training. To make the students accustomed to listening and speaking in simple phrases this method stimulates them into the sound system of the language. Oral practice continues in connection with the text which usually takes the form of reading aloud by the teacher or a student. Then they question and answer on the text. For extensive reading students are liberated to read entirely on their own many pages of connected discourse graded to their level of achievement. This system of extensive reading provides students with the opportunity to advance at their own rate. In the same class students could work with reading text at different levels of difficulties. Understanding of what they have read is tested by questions on the content of the reading material, not only by translation. Pragmatically, the reading method can boost up the ability of the better students to read in a foreign language but it may be a burden to students who face reading difficulties in their native language. In addition, the effectiveness and success of this method for general students is still debatable. As a whole, the reading method produces students who are unable to internalize and speak the language beyond the very

easiest interactions. In particular, the World War II and the increasingly expanded interrelation among the nations made it obvious that the reading skill can seldom be enough as the key objective of a foreign language course.

3.5.5.2   Oral Approach and Situational Language Teaching

The Oral Approach or the Situational Language Teaching was originated by two leading British applied linguists namely Harold Palmer and A.S. Hornby from the 1920s to the 1930s. In this connection Hubard et al, (1983:36) says: "This method is widely used at the time of writing and a very large number of textbooks are based on it" (ibid). Palmer, Hornby and other British applied linguists evolved systematic principles of selection, gradation, and presentation of the content of a language course. Being inspired by the Direct Method they paved the more scientific way for the foundation for an Oral Approach to teaching English.

Later on, more investigations were made into teaching foreign language vocabulary. In the recommendation of Coleman Report, vocabulary was the most significant aspect of foreign language learning. Besides, reading skill was emphasized as the sole goal of foreign language study. Another British language specialist, Michael West examined the role of English in India and observed vocabulary as an inevitable component of reading proficiency (ibid: 33). English language teaching in the following decades was remarkably marked by those findings.

British applied linguists like Palmer, Hornby and others again observed English language cautiously and classified its major grammatical structures into sentence patterns that were later called substitution tables. These sentence patterns could be used to help internalize the rules of English sentence structures (ibid: 33).

The oral approach was the accepted British approach to English language teaching by the 1950s. Its principles are obviously noticed in Hornby's prominent **Oxford Progressive English Course for Adult Learners** and also in other textbooks of that time. It was described in the standard methodology

textbooks of the period. In the 1960s Australian George Pittman and his colleagues developed influential set of teaching materials based on this method. These were widely used in Australia, New Guinea and the Pacific territories. The main characteristics of the approach were as follows:

1. Language teaching begins with the spoken language. Material is taught orally before it is presented in the written form.

2. The target language is the language of the classroom.

3. New language points are introduced and practiced situationally.

4. Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.

5. Items of grammar are graded following the principle that simple forms should be taught before complex ones.

6. Reading and writing are introduced once a sufficient lexical and grammatical basis is established.

The third principle became a key feature and the term Situational Language teaching came in practice. Hornby termed the Situational Approach in the title of a lot of articles published in English Language Teaching in 1950s.

In Situational Language Teaching language learning centers round "Speech" as the central basis. Learners are taught to learn a language by practicing the basic structures of the target language through meaningful situation-based activities. Pedagogical description of the basic grammatical structures of English was strongly recommended to be followed in developing methodology by Palmer, Hornby and other British applied linguists. In addition, J.R. Firth and M.A.K Halliday emphasized meaning, context and situation as the significant issues in language learning (ibid).

Accuracy in both pronunciation and grammar is sought to be very vital in learning a language. For this reason, errors must be avoided. The medium of instruction in the classroom should be the target language. A drill based manner

is suggested to be practiced in this approach. By situation Pitman refers to concrete objects, pictures and realia can be used accordingly with actions and gestures to demonstrate the meaning of new language items (ibid). In this approach the practice techniques are guided repetition and substitution activities, chorus repetition dictation and controlled oral based reading and writing tasks. This method of language teaching is basically based on teacher-centered approach to language learning. The Situational Language Teaching was widely used in many parts of the world in 1950s and 1960s. But in mid sixties it was questioned and gradually it led to Communicative Language Teaching. Nevertheless the Situational Language Teaching was widely used till to 1980s because of its concentration to oral practice, grammar and sentence patterns.

3.5.5.3   Natural Approach

Tracy Terrell, a teacher of Spanish in California, designed a proposal for a new philosophy of language teaching in 1977. This new viewpoint of language teaching by Tracy Terrell is called the Natural Approach (Terrell, 1977:121). With the emergence of the new approach some "naturalistic" principles are integrated with the study of successful second language acquisition. The Natural Approach was evolved out of Terrell's observation and experiences in teaching Spanish classes and at the same time the theoretical rationale of it was strongly influenced by Stephen Krashen, an applied linguist at the University of Southern California. Stephen Krashen and Tracy Terrell expanded the Natural Approach in the early eighties and Natural Approach was derived from Krashen's theories about second language acquisition. The Natural Approach with its principles and practices first came into view in their book *The Natural Approach*, published in 1983. Krashen and Terrell point out that such "approaches have been called natural, psychological, phonetic, new, reform, direct, analytic, imitative, and so forth" (Krashen and Terrell; 1983:9). These two scholars bear a resemblance to their approaches to the Natural Method which by turn of the century was called the Direct Method.

The Natural approach is based on some important naturalistic principles cited in successful second language acquisition. In Natural approach a lot of language "acquisition" is needed which is opposite to language "processing" where a substantial amount of logical input from the teacher is necessary. Meaning is stated as the essence of language whereas vocabulary (not grammar) is the heart of language. Right from the start, students are asked to listen to the teacher using the target language. Unlike the Direct Method, students are allowed to use their native language alongside the target language as part of the language learning process. Students are not corrected in early stages of their oral production. The teacher stresses meaning over form. According to Krashen and Terrell, communication is the prime apprehension of language. The Natural Approach gives importance to a wide range of communicative activities including games, role plays, dialogs, group work and discussions.

Terrell's method aims at the development of communicative competence in learners. Like Krashen, his theoretical model of language learning is based on five hypotheses. These are (1) the acquisition-learning hypothesis, (2) the natural order hypothesis, (3) the monitor hypothesis, (4) the input hypothesis and (5) the affective filter hypothesis.

The acquisition-learning hypothesis. Krashen and Terrel (1983) covered two different ways of developing language competence, one is acquisition and another is learning. Acquisition is the 'natural' way of learning a second or foreign language like the first language learning.

They think that acquisition occurs in an unconscious process where learners develop their language proficiency in a naturalistic way by understanding the target language and by practicing it for communication. Learning, on the contrary, is a process where conscious rules of a language are taught and learned. Learners acquire explicit knowledge about the forms of a language and the ability to convey this knowledge in language. For learning formal teaching is

essential and correction of errors helps learners develop their learned rules. Krashen and Terrel (1983:32) regard language learning 'as mastery of structures by stages.' They indicate "……in order for acquirers to progress to the next stage in the acquisition of the target language, they need to understand input language that includes a structure that is part of the next stage" (Krashen and Terrell 1983: 32).

The natural order hypothesis. This hypothesis was first developed by Corder (1967) for second language learning. It states that learners learn the rules of language in a predictable order. So, acquisition of grammatical structures as well as other language items proceeds in a predictable order (Krashen, 1987: 12-15). In natural order hypothesis, the acquisition of grammatical structures continues in a hierarchy of natural order of native language development, because native language development follows a progression. Fathman (1975) used a model, the SLOPE test, to confirm the natural order in child second language acquisition. Krashen developed natural order for adults, similar to child second language acquisition. The natural order hypothesis is presented in a chart below:
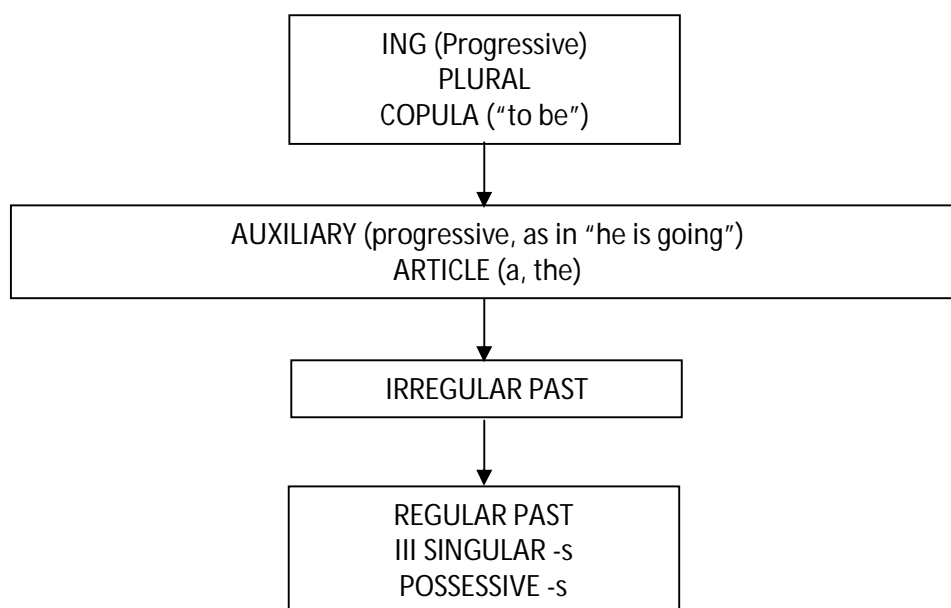
Figure 3.10: The Natural Order Hypothesis (Krashen, 1987: 13)

The monitor hypothesis. According to the monitor hypothesis the main purpose of language learning is to function as a Monitor for output produced by the acquired system. The monitor hypothesis is connected with learning. In Krashen's view the function of learning is - monitoring and editing the acquired system. Again, second language learners plead learned knowledge to correct themselves when they communicate while acquisition directs to fluency. The monitor hypothesis is presented in the form of a figure below:
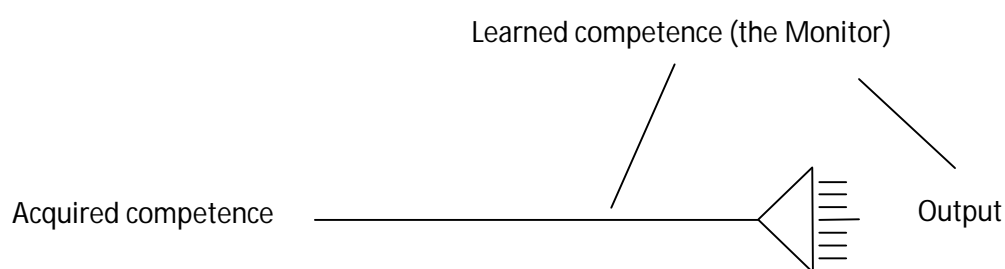
Figure 3.11: Acquisition and learning in a second language production (Krashen, 1987:16)

Krashen recommends three conditions for successful use of monitor hypothesis:

1. Time: There must be ample time for a learner to select and use a learned rule.

2. Focus on form: Learners will be justified on the basis of their accuracy in using the target language or on the form.

3. Knowledge of the rules: For monitoring his/her output knowing rules is a must for the learner.

So, second language learners need to focus on form and also need to learn the rules to use monitor effectively. According to this hypothesis, both acquisition and learning are important for second language learners.

The input hypothesis. This hypothesis emphasizes the presentation of comprehensible input in the very beginning. Because there is a relationship between what the learners are exposed to of a language (i.e. input) and language acquisition. Comprehensible input is indispensable for the activation of the acquisition process and the eventual internalization of the structures and grammar of the target language.

According to Richards and Rogers (1995: 132-33) Input hypothesis deals with the following four major issues:

First, the hypothesis relates to acquisition, and not to learning.

Second, people acquire language best by understanding input that is slightly beyond their current level of competence;

An acquirer can "move" from a stage 1(where 1 is the acquirer's present level of competence) to a stage 1+1 (where 1+1 is the stage immediately following 1 along some natural order) by understanding language containing 1+1. (Krashen and Terrell 1983:32)

Third, the ability to speak fluently cannot be taught directly; rather, it "emerges" independently in time, after the acquirer has built up linguistic competence by understanding input.

Fourth, if there is a sufficient quantity of comprehensible input, 1+1 will usually be provided automatically. Comprehensible input refers to utterances that the learner understands based on the context in which they are used as well as the language in which they are phrased. When a speaker uses language so that the acquirer understands the message, the speaker "casts a net" of structures around the acquirer's current level of competence, and this will include many instances of 1+1. Thus, input need not be finely tuned to a learner's current level of linguistic competence, and in fact it cannot be so finely tuned in a language class, where learners will be at many different levels of competence.

The Affective Filter Hypothesis

This hypothesis states that "attitudinal variables relating to success in second language acquisition generally relate directly to language acquisition but not necessarily to language learning" (Krashen and Terrell 1983: 38). In The Affective Filter Hypothesis learners are considered as a total human being. It also views that acquisition or learning is not confined to the brain and mental

processes only, but there is an adjustable filter concerned with learner's emotional state and attitudes that stand between input and acquisition. This filter allows the input to pass freely in case of low anxiety or blocks and hinders input in case of high anxiety. This filter is allied and coordinated by a number of factors or affective variables which are important for second language acquisition. These variables are:

1. Motivation: Learners with high motivation generally do better in second language acquisition;

2. Self-Confidence: Learners with self-confidence and a good self-image tend to do better in second language acquisition; and

3. Anxiety: Low anxiety is conducive to second language acquisition (Krashen, 1987:31).

The affective filter hypothesis shows how an acquirer of second language acquires comprehensible input by using the following figure.
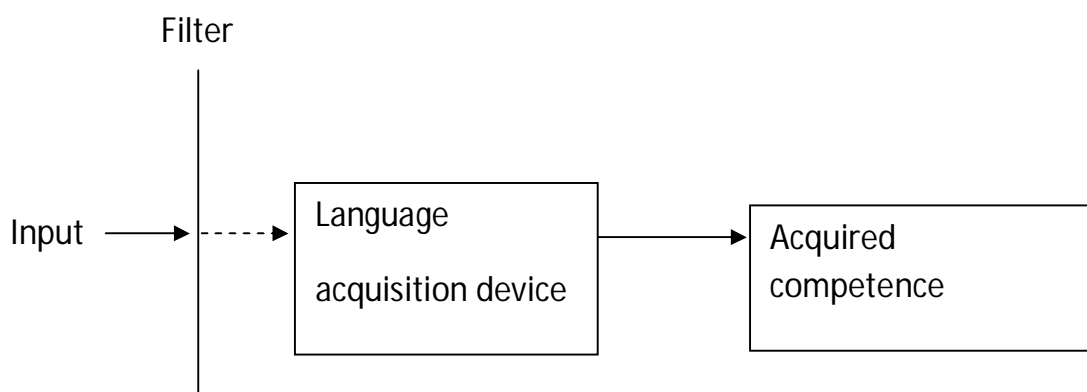
Figure 3.12: Operation of the Affective Filter"(Krashen 1987:32)

The Natural Approach also resembles Asher's Total Physical Response method in terms of promoting the need for a silent phase, waiting for verbal production and highlighting the need of making learners relaxed and stress-free as far as possible during the learning process. In Natural Approach there are three fundamental stages:

(1) Preproduction

(2) Early Production

(3) Extending Production

In the first stage, emphasis is put on the development of the listening skills. At the second stage, students struggle with the language and make many errors which are corrected on the basis of content and not structure. The third phase goes with the support of fluency through a variety of more challenging activities.

In Krashen and Terrell's (1983:71) view the Natural Approach is intended to facilitate the learners to function in the target language situation so that they can communicate effectively. They have to be able to make the meaning clear but their grammatical accuracy is not compulsorily required. Teachers' role in this approach is vital and dominant. They function as the primary source of comprehensible input. In addition, teachers should create an entertaining and congenial atmosphere for learning. To fulfill this purpose, they can apply such techniques which expect speech of the students without correcting the errors only when they are prepared for it. In particular, they would communicate clearly and eloquently to the learners the hypothesis, association, and potential of the learning process to make them clear about language learning and at the same time diminish their traditional views. On the contrary, the learners are expected to take part in meaningful communication.

Krashen's theories and the Natural approach have been criticized abundantly. In particular, his recommendation of correcting the errors of the students in silent period is finished while students are ready for oral production. About his idea of comprehensible input critics mention that the student's appearance at different times and which forms of language input will truly be "comprehensible" to the students are difficult to be determined. To manage the classroom initiated by such issues is basically very intricate if the teacher is not highly skilled. Nevertheless, the Natural Approach like the Communicative Language Teaching

is progressive in its procedures which lead to a new rationale for the integration of techniques and it also stresses on the use of those techniques in a method that facilitate significant communicative activities in spite of producing grammatically correct sentences.

3.5.5.4   Cognitive Approach

Cognitive theory is based on the work of psychologists and psycholinguists. Cognitive-learning theories hold a unique place in history. Cognitive theorists investigate the depths of the mind from the perspective of process, cognitive-learning theories and how they grew to shape the way one perceives, organizes, stores, and retrieves information. Individuals working within this framework apply the principles and findings of contemporary cognitive psychology to the domain of second language learning. In this sense, the theory can be called derivative (Mclaughin 1987:102). This is interrelated as a 'modified, up to date grammar- translation theory' (Caroll 1966:102).It lays emphasis on the conscious acquisition of language as a meaningful system and seeks a basis in cognitive psychology and in transformational grammar.

The dominant aspects of cognitive theory involve the interaction between mental components and the information that is processed through this complex network (Neisser, 1967). As individuals learn, they actively create cognitive structures which determine their concepts of self and the environment (McEntire, 1992).

Cognitive theorists believe that learning involves the integration of events into an active storage system comprised of organizational structures termed schemata (Baron & Byrne, 1987).Schemata serve a number of functions in human cognition. In addition to storing information in long-term memory, they formulate frameworks into which new information must fit in order to be understood.

In Cognitive Approach language learning is viewed as rule acquisition, not habit formation. Instruction is often individualized. Learners are responsible for their own learning. Grammar must be taught but it can be taught deductively (rules

first, practice later) and/or inductively. Pronunciation is de-emphasized; perfection is viewed as unrealistic. Reading and writing are once again as important as listening and speaking. Vocabulary instruction is important, especially at intermediate and advanced levels. Errors are viewed as inevitable, something that should be used constructively in the learning process. The teacher is expected to have good general proficiency in the target language as well as an ability to analyze the target language.

Learning is a cognitive process because it is thought to involve internal representation that regulates and guides performance. In case of language acquisition these representations are based on the language system and include procedures for selecting appropriate vocabulary, grammatical rules, and pragmatic conventions governing language use. Shiffrin and Scheider (1977) conceive of two nodes of memory activated for information processing which they called Automatic Processing and Controlled Processing. Automatic processing involves the activation of certain nodes in memory every time in which the appropriate inputs are present. On the other hand, controlled process is not a learned response, but a temporary activation of nodes in a sequence.

Meaningful learning occurs when knowledge stored in the long-term memory is shifted to short-term memory to integrate new information into the mind (Bell-Gredler, 1986). The most important cognitive associations occur when individuals relate stored knowledge to sensory input and consequently encode the stimuli into long-term memory (i.e.,new schemata) (Bell-Gredler, 1986);therefore, cognitive learning emphasizes the internal mental processes of association. This concept differs from the behavioral view of association which is based upon external motivation. As Bell-Gredler states, "successful learning depends on the learner's actions rather than on events in the environment" (1986: 171).

Language is one of the most powerful tools for providing structure in a learning environment. Grammatical constructions can emphasize the relations between concepts and procedures (Gentner & Loewenstein, 2002; Loewenstein & Gentner, 2005). A second function of language is the structuring of classroom

discourse. Discussion between students is important because it helps them exchange ideas and learn about the existence of different perspectives and opinions. This helps teachers to assess their students' knowledge. It is important to keep in mind, however, that the discourse serves a clear purpose within a lesson. By asking good questions, and opposing, re-phrasing, or summarising students' statements, teachers can structure a discussion; they can make sure that it is not an aimless collection of different statements but a goal-directed social construction of new insights (Hardy, Jonen, Möller, & Stern, 2006).

Teachers are supposed to make sure that students acquire rich, well-balanced, well-organised knowledge structures and yet they cannot put these knowledge structures directly into their students' heads. So, they can provide students with optimal learning opportunities by preparing well-structured learning environments (Vosniadou, Ioannides, Dimitrakopoulou, & Papademetriou, 2001). This strategy works because structured information in the learners' social and physical environment will help them to structure information in their minds. There are many ways to provide structures on many different levels in learning environments. Teachers can only prepare structured learning environments to the degree they are aware of the structure of the content area they are teaching in, the structure of students' prior knowledge, and the knowledge structures the learners are supposed to build up during the teaching.

The Cognitive Approach to learning indeed apprehends that knowledge acquisition lies at the very heart of learning. Once children acquire new information in learning environments, they are supposed to use that information in completely different situations later in life. This is only possible if they have understood it correctly and stored it in a well-organised manner in their long-term memory.

3.5.5.5   Lexical approach

Lexical Approach was first discussed by Dave Willis (1990) and it was familiarized by Michael Lewis (1993, 1997).This approach is based on the statement that 'language consists not of traditional grammar and vocabulary but

of multi-word prefabricated chunks'(Lewis, 1997:3). Lexical approach in language teaching refers to the belief that the building blocks of language learning and communication are not grammar, functions, notions, or some other unit of planning and teaching but lexis, that is, words and word combinations. Lexical approaches in language teaching reflect a belief in the centrality of the lexicon to language structure, second language learning, and language use (Richards and Rodgers 2001:132). Lexical approaches in language teaching seek to develop proposal for syllabus design and language teaching founded on a view of language in which lexis plays the central roles.

Classroom procedures typically involve learners in activities like drawing attention to lexical collocations. Teachers use the target language only; the mother tongue is used in translations. Pronunciation is important; it should be accurate and precise as the native speakers' one, but yet not great emphasis is placed on it in the LA. Teachers should develop activities that enable learners to discover collocations themselves, both in and outside of the classroom. Hill (2000) noted that classroom procedures involve (a) teaching individual collocation,(b) making students aware of collocations(c)extending what students already know by adding knowledge of collocation restricting to known vocabulary, and (d) storing collocation through encouraging students to keep a lexical book. The teacher should include practicing all four skills (reading, speaking, listening and writing) in her/his lessons because all of them contain lexical units necessary for the learners. Teachers are organizers, guides or facilitators and a source of information. Learners are encouraged to participate fully in lessons through speaking, listening, noticing and reflecting. They are discoverers and data analysts. When teaching in the LA, grammar is prioritised because it is a receptive skill involving perception of similarity and difference. Error correction highly depends on the aim of the exercise; errors that may cause misunderstanding are corrected immediately. Activities used to develop learners' knowledge of lexical chains usually include:

"- Intensive and extensive listening and reading in the target language.

- First and second language comparisons and translation - carried out chunk-for-chunk, rather than word-for-word.

- Repetition and recycling of activities, such as summarizing a text orally.

- Guessing the meaning of vocabulary items from context.

- Noticing and recording language patterns and collocations.

- Working with dictionaries and other reference tools.

- Working with language corpuses created by the teacher for use in the classroom or accessible on the Internet." (Moudraia cited in http://titania.cobuild.collins.co.uk)

There are plenty of amusing and useful activities that can be realized in the LA based lessons. First and second language comparisons and translation, and guessing the meaning of vocabulary items from context because once the learners work out something themselves they remember it more easily than if the same thing is simply told to them. The typical classroom procedure usually involves:

- teaching individual collocations,

- making students aware of collocations,

- extending what students already know by adding knowledge of collocations,

- storing collocations through encouraging students to keep a lexical notebook

(Hanušová, Světlana. cited in "Lexical Approach" Methodology. Brno, 2004)

The role of lexical units has also been stressed in both first and second language acquisition. Linguistic theory has also recognized a more central role for vocabulary in linguistic description. Formal transformational/generative linguistics, which previously took syntax as the primary focus, now pays more

central attention to the lexicon and how the lexicon is formatted, coded, and organized. Chomsky, the father of contemporary studies in syntax, has recently adopted a "lexicon-is-prime" position in his Minimalist Linguistic theory. It is a very practical and useful approach to foreign language teaching and also to the learners as well to communicate spontaneously and fluently. Lexical Approach aims at making the learners understand the native speakers' speech, lexical units**,** collocations and the way the native speakers speak. Lewis (1997) recommended the following classification of lexical items distinguishing - words (e.g., book, pen), polywords (e.g., by the way, upside down), collocations or word partnerships (e.g., community service), institutionalized utterances (e.g., We'll see; That'll do) and sentence frames and heads (e.g., That is not as . . . as you think; The fact/suggestion/problem/danger was. . .) and even text frames.

Lewis again, states, "Whenever someone asks me 'why is that?' – with reference to the structure of some language item - I will answer: 'That's how it is in English.' "

(Lewis cited in www.teachingenglish.org.uk/think/methodology/lexical_approach2.shtml.)

"These have been referred to by many different labels, including "holophrases" (Corder 1973), "prefabricated patterns" (Hakuta 1974), "gambits" (Keller 1979), "speech formulae" (Peters 1983), and "lexicalized stems" (Pawley and Syder 1983). Several approaches to language learning have been proposed that view vocabulary and lexical units as central in learning and teaching." (Richards and Rodgers, 2001: 132)

3.5.5.6   Humanistic Approach

Humanistic Approach was emerged as a reaction to the general limitations in both audiolingualism and cognitive code. This approach shifts from traditional behaviourist theories and practices to a perspective that identifies the distinctiveness of each individual's perception, experiences and approaches to learning. Humanism is frequently considered as the 'third force' in psychology.

According to humanistic psychologists, every person has their own sole way of recognizing and understanding the world. Humanistic Approach emphasizes the understanding and development of learners' individuality through teaching learning process.

Humanistic approaches to teaching and learning highlight the development of a child's self-concept, self awareness, and his/her motivation towards learning. The term 'Humanistic approaches to learning' contains multiple analysis and procedures. Humanist teachers should put their maximum effort into developing a child's self-worth. According to Gage and Berliner (1991), students will learn best what they want and need to know. The emphasis here is on inner development and self-regulation. In present time this view is also appreciated by many scholars from a cognitive perspective.

This approach has a long historical background. The principal concept of the approach has been developed from the work of key theorists Maslow (1954) and Rogers (1959). The theories lay emphasis on the importance of a holistic approach to learning that recognises the importance of feelings, emotions and also the cognitive aspects of learning. Carl Rogers' views about behaviour are based on the self, which refers to the person's consciousness of their own identity. Rogers held that people could basically accomplish their potential for growth only when they had positive self regard.

Abraham Maslow's view of human needs was more intricate than Rogers. Rogers apprehended that people needed unconditional positive self regard. On the contrary, Maslow approved that people have a variety of needs that differ in immediacy and which need satisfying at different times. He arranged these needs in a hierarchy, whereby the more basic needs towards the bottom take precedence over those higher up.

Teachers play the role of a facilitator in humanistic approach and involve the learners in participatory learning. In Behaviorist approaches the individual works

by the external environment. Contradictorily, humanistic approaches state that the individual 'acts upon' their environment, making choices and decisions to shape their personal world and learning. Each person will actively seek out his or her own life experiences and strive for personal growth. The influence of humanist theory on teaching and learning can be found in the following approaches: person-centred counselling, discovery learning, experiential learning, student-centred learning, co-operative learning and group work approaches. Humanistic approaches concentrate upon the development of the child's self-concept. If the child feels good about him or herself then that is a positive start. Feeling good about oneself would involve an understanding of one's strengths and weaknesses, and a belief in one's ability to improve. Learning is not an end in itself; it is the means to progress towards the pinnacle of self-development, which Maslow terms as 'Self-actualisation'. A child learns because he or she is inwardly driven, and derives his or her reward from the sense of achievement that having learned something affords. This would differ from the behaviourist view that would expect extrinsic rewards to be more effective. Extrinsic rewards are rewards from the outside world, e.g. praise, money, gold stars, etc. Intrinsic rewards are rewards from within oneself, rather like a satisfaction of a need. This accords with the humanistic approach, where education is really about creating a need within the child, or instilling within the child self-motivation, where learning is really about creating a need within the child, or instilling within the child self-motivation. Behaviourism is about rewards from others. Humanism is about rewarding one's own self.

A humanist teacher will work hard to develop a child's self-esteem. As a result, children feel good about themselves (high self-esteem), and then they will also feel that they can set and achieve appropriate goals (high self-efficacy). This form of Learning is known as child-centred, and is typified by the child taking responsibility for their learning and owning their learning. Respect is emphasized for the individual student and the teacher and for his/her feelings.

Communication that is meaningful to the learner is emphasized. Instruction involves much work in pairs and small groups. Class atmosphere is viewed as more important than materials or methods. Peer support and interaction is needed for learning. Learning a foreign language is viewed as a self-realization. The teacher should be proficient in the target language and the student's native language since translation may be used heavily in the initial stages to help students feel at ease; later it is gradually phased out. Teacher should not force student to be disciplined. He/she should encourage self discipline and self-control among students. Students should be given the responsibility to be disciplined.

In this approach student plays a vital role in the whole teaching-learning process. This approach stresses child-centered-learning. This approach considers the needs, interests, abilities, age level, attitudes, aptitude of students then try to organize teaching learning process accordingly. It emphasizes the fact to reach, touch and teach the child according to his nature, and interests. Teaching materials and procedures must be designed according to individual characteristics of students.

The child should be understood first, and then he will be taught. The teacher should know the students, their interest, personality, capabilities and background environment and then he will use teaching methods and content accordingly as this approach emphasizes student centered learning. To start teaching, a teacher should understand students cautiously.

Methods of teaching in Humanistic approaches should be derived from psychological principles. Teacher should not use teacher-centered and traditional methods of teaching in it. Teacher should emphasize active learning which could consider the learner. Teacher should use the methods which could teach according to needs, interests, abilities and attitudes of learners. Learner's readiness, mental set and motivation are considered as basis for deciding on the

method of teaching to be used. So teacher should use learner centered innovative methods of teaching.

Learning indeed in Humanistic approaches is facilitated by individuals for individuals, who bring with them unique gifts and inclinations. To ensure the development of students' talents and individualities, this approach helps designing curricula that allow flexibility and freedom of intellectual exploration. The Humanistic approach relies on the teachers' ability to truly renovate the "know thyself". The 'human being' becomes more important than linguistic or pedagogic facts. Under this new entitlement of "Humanistic Approach" the following methodologies were developed:

The Total physical response

The Silent way

Community language learning

Suggestopedia

The Humanistic approaches as a whole throw light on language learning as a process which involves the whole person considering his emotional as well as spiritual needs. Nevertheless, the apparent lack of objectivity and rigor in humanistic methods is a significant criticism of the humanistic approach. But Humanistic psychologists reject these criticisms because they, in turn, view that the objective, scientific method inappropriate for understanding people. Other critics take issue with the positive view of human nature that the approach approves. The humanistic approach explicitly states that people have free will, which sets it apart from other approaches. In the nature-nurture debate, humanists favour nurture. To this extent, Humanistic approaches have taken language learning out of the narrow alley of linguistics and pedagogy and relate them to the boarder human perspectives.

3.5.5.7   Total Physical Response (TPR)

The Total Physical Response (TPR) is a language teaching method based on the theory that people learn better when they are involved both physically and mentally. This method was developed by James Asher, a professor of psychology at San Jose State University of California in America. Asher's total physical response carries some connections with a movement in foreign language teaching known as Comprehension Approach (Winitz 1981) which is comprised of the belief that (a) comprehension skills come before productive skills in a language learning (b) the teaching of speaking needs to be delayed until comprehension skills are developed (c) skills achieved through listening transfer to other skills, (d) teaching should give importance to meaning than to form and (e) teaching should reduce stress (Richards & Rodgers 1995: 87-88). TPR method gets stimulating incentives from developmental psychology, learning theory, humanistic pedagogy. Harold and Dorothy Palmer also influenced this method greatly by introducing their language teaching procedure in 1925. In TPR, students are required to react physically to a series of commands. TPR begins with a focus on large concepts. In the beginning, it stresses a wide tolerance for students' speech errors. The concepts are gradually tuned to focus on small details. As TPR progresses, the tolerance for speech errors narrows, this is similar to a parent's shrinking tolerance for child's errors in speech, as the child grows.

Asher (1977:4) mentions that almost all grammatical structures of target language and hundreds of vocabulary items can be learned from the skillful use of imperative by the instructor. He observes the verb and mainly the verb in the imperative as the central linguistic motif in language learning. To facilitate foreign language learning Asher illustrates the following three influential learning hypotheses:

1. There exists a specific innate bio-program for language learning, which defines an optimal path for first and second language development.

2. Brain lateralization defines different learning functions in the left- and right-brain hemispheres.

3. Stress (an affective filter) intervenes between the act of learning and what is to be learned; the lower the stress, the greater the learning. (Richards and Rodgers, 1995:90)

In the first hypothesis, three processes are sighted at the hubs of language learning: (a) children generally develop their listening skill before speaking skill. During developing their listening skill they make a 'blueprint' of the language that helps them produce spoken language later. (b) they develop their listening comprehension skill as they need answer physically to spoken language, and (c) after achieving comprehension skill they can speak naturally and spontaneously. In the second, Asher refers Total Physical Response as directed to right –brain learning• The right brain responds to input such as: acting, drawing ,games, gesturing ,metaphor and physical movements , whereas other language teaching methods are directed to left- brain learning. The left brain responds to input such as: analyzing, critiquing, discussing, explaining, talking, and telling. According to his third hypothesis TPR is successful when it is used as the core strategy of a course or as a strong supplement. Children and adults are highly motivated by TPR because of the continual and fast-moving action, the high rate of success, and the low level of stress.

Listening is indeed the root of language learning in TPR. The learners play the roles of listener and performer. They are to respond both individually and collectively. The teacher gives the commands and learners perform the action. The teacher's role in TPR is active and direct. As Asher (1977:43) states, "The instructor is the director of a stage play in which the students are the actors." The way of learning in TPR as Nagaraj (1996:66) points out is as follows:

• The teacher says and performs a command.

• The teacher repeats the command, and the teacher and students perform the command.

- The teacher repeats the command, and the students perform the command.

- The teacher tells one student to perform the command.

- Students give commands to one another and perform each one.

Nagaraj again precisely presents the gist of the pedagogic principles of Total Physical Response:

- Meaning in the target language can be communicated best through actions.

- Learners can learn best by doing things.

- Listening comprehension needs to be developed first before other skills.

- Learners must be given time to learn the language before they are asked to speak.

- A feeling of success helps language learning. Total Physical Response inspires learners to gain a high degree of success.

The major classroom activities in this method are imperative drills. Among the other classroom activities Role plays and slide presentation are dominant. Reading and writing activities are also used to consolidate structures and vocabulary.

Asher emphasizes that Total Physical Response should be used in association with other methods and techniques. Thus, TPR provides a pragmatic set of techniques and is fruitful and practicable one in comparison with other approaches to language teaching. TPR is an excellent method to employ with students who are in the preproduction/silent stage of language development. Students who are not yet speaking are able to be involved in lessons and respond nonverbally. Thus, these students begin to feel a sense of belonging and success as they participate in the lessons. The students benefit from the involvement in the lessons, and the teachers are able to ascertain whether or not the students are developing listening comprehension.

Moreover, TPR is somewhat limited within the confines of a classroom. With the use of pictures, and other types of controlling, a resourceful teacher can bring the outside world into the classroom. For example, a teacher may prepare a transparency of a picture that depicts many actions. Each student gets a copy of the picture (black and white is acceptable for this type of activity). The teacher employs the transparency to demonstrate the actions following the commands given. Students imitate and follow along. This is an excellent way to introduce verbs and new vocabulary using TPR. Another excellent way to employ TPR is by the use of logical sequences of actions, also known as Gouin series, such as driving a car.

The following is the example:

Driving a Car

I take my car key in my hand.

I walk to the car.

I unlock the car door or I use my remote to unlock the door.

I open the car door.

I get into the car.

I close the door.

I put on the seat belt.

I place the key in the ignition.

I start the car.

I take off.

3.5.5.8 The Silent Way

The Silent Way devised by Caleb Gattegno is a method of foreign language teaching. In this method coloured wooden sticks which are called Cuisenaire rods and coloured charts called Fidel charts, are used to teach the learners to read in a target language. The Silent Way is Gattegno's endeavor into the field of foreign language teaching. It is based on cognitive psychological theory of learning. The method is derived from the principle that the teacher should be silent as much as possible in the classroom and the learner should be encouraged

to produce as much language as possible**.** The Silent Way carries some resemblances with other language theories and educational philosophies. The learning hypotheses beneath Gattegno's Silent way are as follows (Richards and Rodgers 1995**:**99)**:**

1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.

2. Learning is facilitated by accompanying (mediating) physical objects.

3. Learning is facilitated by problem solving involving the material to be learned.

The Silent Way belongs to a tradition that visions learning as a problem solving, creative, and discovering activity in which the learner is a principal actor rather than a bench bound listener(Bruner:1966). Bruner discusses the benefits derived from "discovery learning" under four headings:

a. the increase in intellectual potency,

b. the shift from extrinsic to intrinsic rewards,

c. the learning of heuristics by discovering, and

d. the aid to conserving memory (Bruner 1966:83).

The second language learner is not like the first language learner and "cannot learn another language in the same way because of what he now knows"(Gattengo,1972:11). So, Gattegno states that the "natural" or "direct" approaches to acquiring a second language are thus misguided and a successful second language approach will "replace a 'natural' approach by one that is very 'artificial' and, for some purposes, strictly controlled" (1972:12).

The "artificial approach" that Gattegno proposes is based on the principle that successful learning involves commitment of the self to language acquisition through the use of silent awareness and then active trial. Gattegno's repeated emphasis on the primacy of learning over teaching places a focus on the self of the learner, on the

learner's priorities and commitments. The self consists of two systems - a learning system and a retaining system. The learning system is activated only by way of intelligent awareness. "The learner must constantly test his powers to abstract, analyze, synthesize and integrate" (Scott and Page 1982: 273). Silence is considered the best vehicle for learning, because in silence students concentrate on the task to be accomplished and the potential means to its accomplishment. Repetition (as opposed to silence) "consumes time and encourages the scattered mind to remain scattered"(Gattegno 1976: 80). Silence, as avoidance of repetition, is thus an aid to alertness, concentration, and mental organization.

Gattegno illustrates the following types of objectives as appropriate for a language course at an elementary level (Gattegno,1972:81-83). Students should be able to correctly and easily answer questions about themselves, their education, their family, travel, and daily events; speak with a good accent; give either a written or oral description of a picture, including the existing relationships that concern space, time and numbers. They will also answer general questions about the culture and the literature of the native speakers of the target language; perform adequately in the following areas: spelling, grammar (production rather than explanation), reading comprehension, and writing.

The Silent Way approves mainly a structural syllabus, with lessons planned around grammatical items and related vocabulary. Language items are presented according to their grammatical complexity, their relationship to what has been taught earlier, and the easiness with which items can be presented visually. And Stevick characterizes the Silent Way teacher's tasks as (a) to teach, (b) to test, and (c) to get out of the way (Stevick 1980: 56).

3.5.5.9   Community Language Learning

The Community Language Learning (CLL) is the method of language teaching explored by Charles A. Curran, a specialist in counseling and a professor of psychology at Loyola University, Chicago. He imparts his Psychological

counseling techniques to learning which is later on entitled as Counseling - learning theory. In Curran's view, language learning is a unified, personal and social experience. CLL thus stands for a holistic approach to language learning as 'true' learning is both cognitive and affective. Curran, (1972:92) terms it as 'Whole-person learning'. This methodology is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages (Curran, 1976).

The fundamental procedures of CLL are originated from the counselor- client relationship. In CLL procedures a group of learners sit in a circle with the teacher standing outside the circle; a student whispers a message in the native language; the teacher translates it into the foreign language (L2); the student repeats the messages in the foreign language into a cassette;, students compose further messages in the foreign language with the teacher's help; students reflect about their feelings. The client-counselor relationship in psychological counseling can be compared with the learner- knower relationship in Community Language Learning. The learner is considered as a client not as a student. The native instructors of the language are not considered teachers but, trained language counselors.

The language-counseling relationship starts with the client's linguistic incomprehension and divergence. The language counselor aspires first to sympathize for the client's threatened inadequate state and to help him linguistically. Then gradually the teacher-counselor struggles to help him to reach his own progressively more independent language competence. This process is reinforced and repeated by the language counselor. Thus, becoming a unique and compassionate mediator the counselor establishes a warm, understanding, and accepting relationship with the client.

The development of the learner's relation with the teacher is very significant as it has been spelt out in Richards and Rogers (1986). The entire process is conducted in five successive stages.

"In the first, 'birth' stage, feelings of security and belonging are established. In the second, the learner's abilities improve as a child starts to acquire a measure of independence from the parents. At the third stage the learner 'speaks independently' and may need to assert his or her own identity. In the fourth stage he or she feels secure enough to receive criticism, and by the last stage the learner works upon "improving style and knowledge of linguistic appropriateness" (1986:117). At the end of the process the child emerges as an adult and knows everything the teacher knows and can help a new learner.

CLL techniques also belong to a larger set of foreign language teaching practices sometimes described as humanistic techniques (Moskowitz 1978). Moskowitz defines humanistic techniques as those that blend what the student feels, thinks and knows with what he is learning in the target language. Rather than self-denial being the acceptable way of life, self-actualization and self-esteem are the ideals the exercises pursue. [The techniques] help build rapport, cohesiveness, and caring that far transcend what is already there ... help students to be themselves, to accept themselves, and be proud of themselves . . , help foster a climate of caring and sharing in the foreign language class (Moskowitz 1978: 2).

Another language teaching tradition with which Community Language learning is linked is a set of practices used in certain kinds of bilingual education programs and referred to by Mackey (1972) as "language alternation." In language alternation, a message/lesson/class is presented first in the native tongue and then again in the second language. Students know the meaning and flow of an L2 message from their recall of the parallel meaning and flow of an LI message. They begin to holistically piece together a view of the language out of this message.

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In CLL, a learner presents a message in L1 to the knower. The message is translated into the target language by the knower. The learner then repeats the message in L2, addressing it to another learner with whom he or she wishes to communicate. CLL learners are encouraged to attend to the "overhears" they experience between other learners and their knowers. The result of the "overhear" is that every member of the group can understand what any given learner is trying to communicate (La Forge 1983: 45).

La Forge also elaborates on the interactional view of language underlying Community Language Learning. La Forge (1983:9) mentions- "Language is people; language is persons in contact; language is persons in response". There are two distinct and fundamental kinds interactions - interactions between learners and interactions between learners and knower. Interactions between learners are unpredictable in content but typically are said to involve exchanges of affect. Learner exchanges deepen in intimacy as the class becomes a community of learners. The desire to be part of this growing intimacy pushes learners to keep pace with the learning of their peers. Interaction between learners and knower is initially dependent. The learner tells the knower what he or she wishes to say in the target language, and the knower tells the learner how to say it.

Community Language Learning is the most receptive method which ensures security of learners and also the development of a kind of community feeling in the classroom to build up trust and self confidence among learners. Thus, the Learning Theory of CLL advocates a holistic approach to language learning as it is mentioned in Boran, *"True human learning"* is both cognitive and affective. This is called *"whole person learning"*. A group of ideas concerning the psychological requirements for successful and "*non-defensive" learning* are collected under the acronym (**SARD).**

S A R D

Security   Attention & Aggression   Retention & Reflection   Discrimination
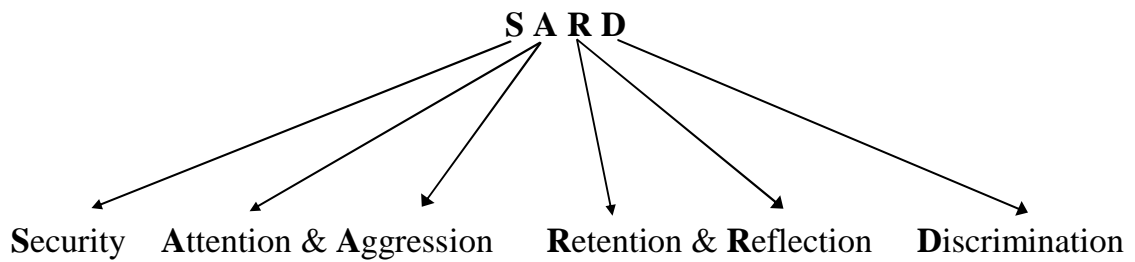
Security: Students should feel secure to enter into a successful learning experience. Classroom atmosphere, students' relations with each other, teacher's attitude to students all affect students' feelings of security.

Attention: Attention is the learner's involvement in learning.

Aggression: is to show what has been learnt for "self-assertion" like a child who tries to show what he/she has learnt. The child tries to prove the things he/she has learnt.

Retention: If the "whole person" is involved in the learning process, what is retained is internalised and becomes a part of the learner's "new persona" in the foreign language. The material should neither be too old nor be too new or conversely too familiar. Retention will best take place somewhere in between novelty and familiarity.

Reflection: Students need quiet reflection time in order to learn. The teacher reads the text three times and the students relax and listen for reflection. Students also listen to their own voice from the tape for reflection.

Discrimination: Students should discriminate the similarities and the differences among target language forms by listening to themselves and the teacher carefully. They should also listen to discriminate if what they say is similar or different from what the teacher says. *(w3.gazi.edu.tr/~gboran/elt**methods**together.doc)*

CLL advocates that language is for communication. Yet this method emphasizes the use of native tongue in a message/lesson/class and then again the second language which obviously lead to negative transfer of patterns and structures.

The focus of this method is on oral proficiency. Thus, it basically emphasizes the speaking skill only. But a successful method takes all the four language learning skills like listening, speaking, reading and writing into account with equal importance. CLL method is also time consuming. In this method, learning is not viewed as an individual accomplishment but as something that is achieved collaboratively. It places unusual demands on language teachers. They must be highly proficient and sensitive to nuance in both L1 and L2; they must be familiar with and sympathetic to the role of counselors in psychological counseling and they must resist the pressure to teach in the traditional sense. The teacher must work without conventional materials, depending on student topics to shape the class. For this, CLL is often questioned for its lack of a syllabus. This indeed makes its objective difficult to achieve. Finally, Community language learning focuses on fluency rather than accuracy which also lead to inadequate command on the grammatical system of the target language.

3.5.5.10   Suggestopedia

Suggestopedia, which is also named Superlearning is a method of second language learning developed by the Bulgarian psychiatrist-educator Georgi Lozanov in1970s. It is a particular set of learning recommendations derived from Suggestology. Lozanov describes it as a "science……..concerned with the systematic study of the non rational and/or non conscious" that human beings are continually responding to (Stevick 1976:42 in Richards and Rodgers 1995:142). Suggestopedia intends to control these influences and redirect them to make the best use of learning. Lozanov thinks that language learning can take place at a much faster rate than what is ordinarily discovered. He again declares that students fail to learn a language as some psychological obstacles set up on their way of learning. He also believes that most learning takes place in a relaxed but focused state of mind. According to Jeremy Harmer, "Developed by Georgi Lozanov, Suggestopaedia sees the physical surroundings and atmosphere of the classroom as of vital importance. By ensuring that the students are comfortable, confident and relaxed, the affective filter is lowered, thus enhancing learning." (1991:89)

Students are afraid of their capability of using full mental power. According to Lozanov and others, we may be using 5 to 10 percent of our mental ability. To use our mental power fully we have to 'desuggest' our mental limitations that we think we have. Suggestopedia was developed to eliminate the feelings of incapability and overcome the obstacles to learning. Lozanov thinks "There is no sector of public life where suggestology would not be useful" (Lozanov 1978:2). He again states, "Memorization in learning by the suggestopedic method seems to be accelerated 25 times over that in learning by conventional methods" (Lozanov 1978:27).

The most obvious characteristics of suggestopedia are the decoration, furniture and arrangement of the classroom, the use of music and the authoritative behaviour of the teacher (Richards and Rodgers 1995:142). The method seems to be a bit mystical. It has some direct relations with well-known learning theory in the west. Still, this method is used in general for teaching language to adults in the USA, Canada and Western Europe.

Another noticeable feature of suggestopedia is the centrality of music and musical rhythm to learning. It has a kinship with other functional uses of music, particularly therapy. The classroom environment of suggestopedia is rather different. Posters, charts, and music are used as teaching aids. Students sit on comfortable chairs in a semicircle. Soft music is played on during the lesson.

Richards and Rogers (1995) assert that suggestopedia intends to develop learners' oral proficiency ardently. Both students and teacher concentrate on the importance of vocabulary recall and memorization of vocabulary pairs. A suggestopedia course contains ten units of study and it goes on for thirty days. Classes are held four hours a day and six days a week. Each unit mainly focuses on a dialogue containing 1200 words or so with a vocabulary list and grammatical commentary.

Suggestopedia uses mostly non-verbal forms of the Learning Hypothesis. Lozanov (1978) has recommended the classes where the students achieved a

memorization rate of 1000 words an hour. Another noticeable point is that, recall increases with time. From personal experience, Charles Adamson states: "In the three hours we learned the Russian alphabet, the basic sentence structures, and 156 words. On the test at the end of the class I got 98%. During the following week I did not use Russian. A week later I took up a repeat of the same test. This time I got 99.5%. Other students from the class reported similar results" (4). According to Lozanov, learners require a relaxed but focused situation to create the best state for learning. To ensure this relaxed state and to reinforce optimistic suggestion, suggestopedia emphasizes soothing, rhythmic music, an easeful and relaxing environment. The relationship between the teacher and the student is similar to parent-child relationship. Students' feelings get prime importance. They should feel confident and relaxed.

There is no obvious theory of language in suggestopedia like other methods and approaches, and no obvious order regarding the organization of language elements. Many activities like imitation, question and answer and role play are practised in the classroom. Learners are supposed to be committed to activities in the classroom. Students must recognize the complete authority of the teacher and perform activities directed by the teacher. Moreover, authority is applied to suggest a teacher-student relation similar to that of parent and child. The learner participates in the child's role in role-playing, games, songs, and acrobatic performances that assist "the older student regains the self-confidence, spontaneity and receptivity of the child" (Bancroft 1972:19).

In Suggestopedia teachers' key role is to create situations where students are easily persuaded to present linguistic material in a stimulating way that facilitates learners' positive reception and retention. Along with Bancroft's (1972) suggestion, teachers are expected to be skilled in acting, singing, and psychotherapeutic techniques. According to Lozanov, teachers require to have three to six months' training in the relevant arena.

Among the new methods Suggestopedia got a keen and critical response. Moreover, it seems to be more effective and corresponds better with other successful techniques in language teaching.

3.5.5.11 Task-based learning

The Task based learning was idealized by N. S. Prabhu who was working at a school in Bangalore, Southern India. Task based language learning approach aimed at developing the cognitive as well as the communicative skills of language learners. So, the language teachers, researchers, textbook writers and course designers received the approach as cognitive skills. In order to meet the demand of the day the text book publishers started labelling text books as task based. Syllabus designers started claiming that their syllabus is based on task-based learning.

Task- based approach focuses on communication and conveying message. It gives secondary importance to the forms used (Ellis, 2009). "A task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective". (Bygate, Skehan & Swain, 2001, as cited in Ellis, (2009: 5).A task is said to be a classroom activity which is objective and interactive and which aims at comprehension and production of target language as the learners perform some set of work plans (Lee, 2000, as cited by Ellis 2009). Tasks involve learners in 'comprehending, manipulating, producing or interpreting in the target language' (Nunan, 1989 as cited in Ellis 2003:7).There is a cognitive as well as a linguistic dimension to a task. The actual objective of a task is not that the learners should arrive at a successful outcome but that they should use language in ways which improve language learning. Tasks are activities which aim at meaning-focused language use. Therefore, a task encourages the participants to function as 'language users' rather than 'language learners' using communicative processes as those incorporated in real world activities. "Tasks involve cognitive processes such as selecting, reasoning, classifying, sequencing information, and transforming information from one form of representation to

another" (Ellis,2009 :7). Task based learning therefore aims at developing the cognitive as well as the communicative skills of language learners.

The task-based language teaching involves the strong version of CLT. In this case tasks are considered as units of teaching and complete courses are designed around the tasks and they form the basis for an entire language curriculum. It gives importance to communication rather than grammar and fluency rather than accuracy. A task is executed in three stages-Pre task where unfamiliar vocabulary or structures are explained, during the task where some help is provided if necessary and post task where the language items are revised that are designed to engage learners in the authentic practical and functional use of language for meaningful purposes. Learners are encouraged to activate and use whatever language they already have in the process of completing a task. The use of tasks will also give a clear and purposeful context for the teaching and learning of grammar and other language features as well as skills.... "All in all the role of task- based learning is to stimulate a natural desire in learners to improve their language competence by challenging them to complete meaningful tasks" (CDC 1999:41 as cited in Nunan 2004 :13-14).

Task based language learning offers a lot of advantages as it is communication based and allows the learners to transfer previously acquired knowledge to new communicative contexts (Nunan,1989).It encourages the learner to emerge as a language user. It intends to engage the language learner in a meaning focused language usage (Breen 1989 as cited in Ellis, 2009).

Learners are free to use whatever vocabulary and grammar they know. For instance a role play requires the learner to use language freely. It gives learners a chance to try out whatever language they already know and it also gives learners a chance to notice and benefit from others expressions and thereby builds their level of confidence gradually. The cognitive competence as well as the communicative competence of the learners is developed as they perform a task.

Learners' attention is drawn towards problem solving instead of focusing on isolated language structures. It encourages the learners to be more ambitious.

Automaticity for language learning is defined as a more efficient, more accurate and more stable performance. (Segadowitz, 2003 as cited in Rider, I.et al 2007). It is also argued that automaticity leads to near native performance. Research in the fields of cognitive psychology and second language acquisition suggests that automaticity is achieved by using language rules in a creative manner in an authentic communication situation (Dekeyser, 2003 as cited in Rider et al 2007). Task based language learning paves way for automaticity. Cognitive theories of language suggest that practicing in real life situations is helpful in achieving automaticity of linguistic knowledge (Johnson, 1988 as cited in Ellis).

Usually teachers explain vocabulary in a pre-task and learners are not involved words taught that way are easily forgotten so it is beneficial for the students if the teacher thinks of creative ways to involve students in the pre-task. Some of the options suggested for improving vocabulary are predicting words related to the task title or topic, and building words into a word web by way of brainstorm, cooperative dictionary search and by matching list of words with a list of definitions (Newton, 2001). While performing the task a glossary helps but it is observed that it does not allow the learner to practice vocabulary and therefore such words are not retained whereas words inferred through active processing were learnt better (Hulstijn, 1992, as cited by Newton, 2001). An interactive glossary is better than a marginal glossary. Interactive glossary is where the learners interact. The teacher needs to put in extra effort in preparing an interactive glossary. It is also worthwhile to encourage learners to negotiate meaning of new instead of relying on an external source. Though the question on the quality of vocabulary gained through group work arises, it is observed that learners made impressive progress. It is also claimed that vocabulary learning occurs incidentally as learners take part in cooperative task based interaction. After performing the task if the learners are encouraged to keep a record of new

words and revise those words and also if they analyse the new words in different contexts and in different ways it will reinforce their learning of vocabulary. "The teacher needs to ensure that, through tasks learners are given opportunities to meet and explore new vocabulary without direct teacher assistance and to use this vocabulary to meet meaningful task goals" (Newton, 2001).

Language learning does not happen without motivation, exposure, and opportunities to use the language. Task based language learning encourages learners to use language purposefully and in cooperation. Learners get a chance to negotiate turns to speak and also try out various communication strategies. Task based learning creates conditions which enhance language learning spontaneously. It prepares learners to use language in the real world (Andon, 2010). Task based learning provides conditions that allow learners to assimilate what they notice and understand while performing the task. By participating in the task learners not only acquire new language items, but also make use of language they have acquired recently. Tasks allow learners to acquire and assimilate language items that they readily notice and understand.

Prabhu (1987) stated that students were just as likely to learn language if they were thinking about non–linguistic problems as when they were concentrating on particular forms. In TBL students are presented with a task they have to perform or a problem they have to solve instead of language structure. Task-based teaching is concerned with the course designing linked with the selection and sequencing of content, the 'what' of teaching. To this extent, it contrasts with 'methodology', which addresses the 'how' of teaching. Together, 'course design' and 'methodology' comprise the language curriculum. It has been suggested, however, that the distinction between 'design' and 'methodology' is not relevant in task-based teaching. Nunan (1989) argued that in this kind of teaching the focus shifts from 'the outcomes of instruction' i. e. the linguistic knowledge or skills to be mastered towards the 'processes of learning' i. e. what learners need to do in order to learn. Thus, Nunan claimed, the 'what' and the 'how' of teaching are merged.

Similarly, Kumaravadivelu (1993) argued that 'methodology becomes the central tenet of task-based pedagogy' (p.73) since the goal is to allow learners to navigate their own paths and routes to learning. However, these arguments ignore the fact that a task-based curriculum still involves making decisions about content i. e. what tasks to include in the syllabus and methodology i. e. how the tasks will be used in the classroom. Thus, it is important to maintain the distinction in discussions of task-based teaching.

Methodology involves a consideration of procedures of two basic kinds. Firstly, there are those procedures that specify how the activities mentioned in the syllabus can be converted into actual lessons i. e. **lesson design**. Secondly, there are procedures relating to how the teacher and learners are to participate in the lessons i. e. participatory structure. The design of a task-based lesson involves consideration of the stages or components of a lesson that has a task as its principal component. Various designs have been proposed by Estaire and Zanon 1994; Lee 2000; Prabhu 1987; Skehan 1996; Willis 1996. However they all have in common three basic stages. These stages reflect the chronology of a task-based lesson as it is noticed in the following framework:

Pre-task
Introduction to
Topic and task

Task cycle
Task
Planning
Report

Language focus
Analysis
Practice
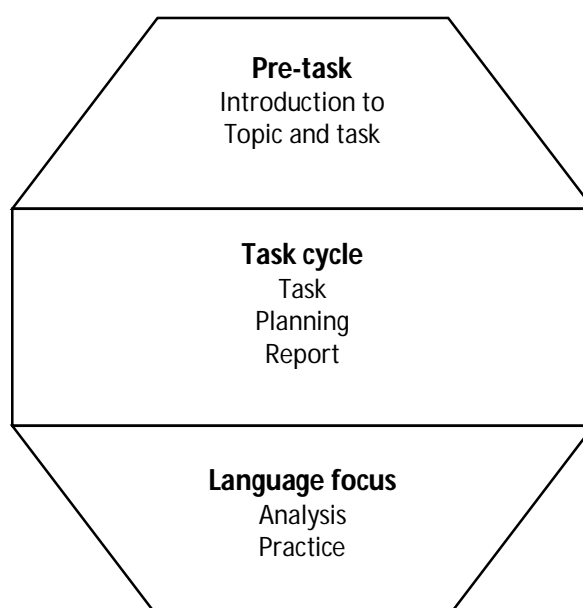
Figure 3.13: The Willis TBL Framework (Willis, 1996:52)

Thus, the first phase is 'pre-task' and concerns the various activities that teachers and students can undertake before they start the task, such as whether students are given time to plan the performance of the task. The second phase, the 'during task' phase, centers on the task itself and affords various instructional options, including whether students are required to operate under time-pressure or not. The final phase 'Language focus' which can be called 'post-task' involves procedures for following-up on the task performance. Only the 'during task' phase is obligatory in task-based teaching. Thus, minimally, a task-based lesson consists of the students just performing a task. Options selected from the 'pre-task' or 'post-task' phases are not obligatory but, it serves a crucial role in ensuring that the task performance is maximally effective for language development.

3.6 Development of the Four Basic Language Skills

With the historic changes of the methods and approaches in ELT the status of the four skills has also been changed. Target language use in the foreign language classroom becomes obligatory. It is not the level of the learners which is important, but there are four basic things that students need to do with their foreign language. They need to be exposed to their foreign language, understand its meaning, understand its form and of course, practise it. According to S.P. Nation (2003), there are roughly four equal opportunities for learning through these skills:

1. meaning focused input – learning through listening and reading.

2. meaning focused output – learning through speaking and writing.

3. language focused learning – learning through deliberate attention to language features.

4. fluency development –learning through working with known material across the four skills at a higher level than usual level of performance. (2003:1).

Proficient language learners require having four basic language skills for processing the language to communicate and interact in it. The indispensable four language skills are listening, speaking, reading and writing skills. Speaking and writing are concerned with language production. So, they are often

addressed as 'productive skills'. While reading and listening skills that receiving messages either in written or in spoken form are called 'receptive skills'. According to SIL International (1999), the four basic skills are related to each other by two parameters: the mode of communication: oral or written; the direction of communication: receiving or producing the message.

Most teachers try to incorporate all four skill areas into their planning, though some classes may focus more on one set of skills or the other, according to the course and learner objectives (Oxford, 2001). Language users need to combine these skills to communicate in a language. Therefore, integration of these skills is considered inevitable in the process of language learning, though individual skill requires individual treatment. Again, competent learners need to develop a set of sub- skills. A language learner should be able to use these language skills and sub –skills which are indispensable for performing language activities .The basic language skills are sometimes also called 'macro skills' while these sub-skills are called 'micro skills '

For a long time foreign language teaching indeed has been concerned with teaching reading and writing. The other two indispensable language skills were actually neglected. But in the present world the rapid global inter-dependence has paved the platform for international communication. This growing demand, in turn, has brought the teaching of those neglected skills into light. Now, speaking and listening skills have got the prime importance for communication. Very often, these two skills are even more emphasized than reading and writing. Cultivation of these skills has become the key concern of second for foreign language teaching. Teachers are also assigned the responsibilities to enable their learners to read and write as well as competently use the spoken form of a target language.

Earlier, study of the grammatical rules, basic sentence structures and various components of a language were considered sufficient for developing speaking proficiency in the target language. Hence teaching speaking was confined to the

teaching and learning of these elements of a language. However, towards the late 20th century, results of several research works concerning how people learn to speak revealed that actually the early assumptions are erroneous. "when we acquire our primary language, we do so by learning how to behave in situations, not by learning rules about what to say" (Halliday, Macjutosh and Strevens , 1984: 280). We learn a new language, as infants acquire their first language, by interacting with others, not by learning the separate elements of a language and, then, putting them together to produce the oral form of the language. Language learning is more a matter of the ear than of the eye and most natural way of learning a language is to learn the sound first, then become skilled at reading and, ultimately, writing . Besides, after the Second World War the speaking skill received earnest consideration and, ultimately, has become an essential part of foreign language teaching and learning.

The listening skill has been virtually ignored. However, recently the need for teaching the language learners to listen effectively has-been realized and attempts have been made to promote the listening skills besides the speaking skill as an integral part of language learning.

Moreover, "the nature and significance of writing have traditionally been underestimated in language teaching. In second and foreign language programs, the teaching of second language writing has often been synonymous with the teaching of grammar or sentence structures" (Richards, 1990:106).

Language learning in the communicative approach is seen as cultivation of an interconnected group of skills. In CLT, the aim of the teachers is not only to equip their students with a general knowledge of grammar and vocabulary of the target language but also with essential language skills that they will need to communicate in that language to acquire communicative competence in a new language. Learners need to activate and integrate the knowledge of the target language and the basic language skills. Second or foreign language learners need

sufficient opportunities to develop these skills by being exposed to situations where the emphasis is on their using the available resources for communicating idea as effectively and appropriately as possible. The skill practice exercises are to be devised in such a way that the learners get the real practice effect. The responsibilities of teachers in this process are to ensure that the learners can transfer their acquired language skills to the use of the target language.

3.6.1   Teaching of the Listening Skills

For a long time listening was a neglected skill, but nowadays listening carries prime importance and plays a vital role in foreign language teaching. "We cannot expect our learners to speak English without first hearing of English." (Hechavarría and Sánchez, Internet 10). Listening is one of the most important language skills. "Auditory comprehension of a foreign language means recognition control f the signaling elements of the language in communicative situation "(Lado, 1961: 206). It is indispensible for obtaining a good command of the speaking skill. It is a part of oral communication. Listening is usually considered as a passive process of just hearing sounds of a language or decoding messages . But actually "listening is an active, purposeful process of making sense what we hear" (Nunan, 2003:24). It demands active involvement of the listeners. It not only requires us to receive and understand any incoming information but also involves us to actively process the received information and connect and combine it to our ideas and experiences to construct meaning by using our knowledge of the target language and background information basing on the context.

According to Anderson and Lynch, "Krashen has claimed that comprehension plays a central – and possibly predominant part - in the whole process of language learning." (1988:33). "The changed status of listening in recent years was partly prompted by Krashen´s emphasis on the role of comprehension and comprehensible input." (Richards, 2005:ix). Listeners were finally seen as actively involved in constructing meaning, based on expectations, and selective

processing of input. Listening became an interpretive process and authenticity in materials an important part in foreign language teaching (Richards, 2005:ix). Present views on teaching listening argue upon the following hypothesis:

- Listening serves the goal of extracting meaning from messages.

- The languages of utterances, that is, the precise word, syntax, expressions used by speakers are temporary carriers of meaning. Once meaning has been identified there is no further need to attend to the form of messages. (Richards, 2005:86).

Richards enlists various teaching strategies and techniques to practise listening:
- Predicting the meaning of messages.
- Identifying key words and ignoring others while listening.
- Using background knowledge to facilitate selective listening.
- Keeping the broad meaning of a text in mind while listening (2005:86).

The prevailing condition involves a three-part lesson sequence, which consists of pre-listening, listening and post-listening. The pre-listening part should motivate pupils and prepare them for practice in listening part through activities involving making suggestions, predictions and reviewing key vocabulary. The listening part focuses on comprehension through exercises, which require, for example, selective listening or sequencing and the post-listening part usually involves a response to comprehension and may require pupils to give opinions about the topic (Richards, 2005:87).

Developing listening skills in English is often found more difficult than developing reading or writing skills mainly because of the peculiarities of pronunciation, different stress and intonation patterns, and fluency of the spoken English. Moreover, spoken language usually varies in degrees of formality, in length, in the speed of production, in the accent of the speaker and so on. Ur. P, (1996:111) utters, "If the listening goes for a long time, they get tired and lose

concentration." So, teachers are required to make learners have specific practice in listening to spoken English to enable them to grasp the meaning.

To become competent listeners' communicative language learners must undergo constant and continuous training in listening. They should be taught to develop the abilities to understand instruction, to listen discriminatively as well as critically and understand various types of listening texts, such as narrative, descriptive, argumentative, expository, and so on. Additionally, teachers are required to teach the strategies of listening effectively in the target language. Hence, they should expose the learners from various types of listening materials and train them to use different ways of processing information from the provided materials. Besides, teachers are required to make a systematic extension of their learners' repertoire and skill by exposing them to speech with varying linguistic and situational characteristics. For this purpose they can use some selected recorded and broadcast materials that are available.

Some activities are used for different types of listening task. For short responses, teachers observe student's response towards obeying instruction, ticking off items, true/false, detecting mistakes, cloze, guessing definitions, skimming and scanning. For longer response, teachers observe answering the question, note taking, paragraphing and translating, summarizing, long gap-filling and for extended responses, problem solving and interpretation (Ur, P., 1996:114). These activities are used to develop listening skills all over the world.

Willis on the classroom language suggests that teacher should use all the time the same phrases and structures to refer to specific listening materials. For example:

- Introducing the topic: *We'll be listening to a part of... and then complete a Work sheet.*

- Stating your aim: *This is to give you practice in listening for the general idea.*

- Making prediction: *Who knows something about this topic?*

- Revision of listening skills: *Remember the last lesson we learnt about…*

- Prepare to listen: *So, are you ready to listen and answer these questions?*

- After listening: *Well, that´s it. We´ll hear it again, but first finish…*

- Going over the activity: *Alright. Let´s go over that…*(1991:137-138).

Vandergrift concludes that Second language listening competence is a complex skill that needs to be developed consciously. It can best be developed with practice when students reflect on the process of listening without the threat of evaluation. Using listening activities to only test comprehension leads to anxiety which hampers the development of Meta cognitive strategies. Strategy use positively impacts self-concept, attitudes, about learning and beliefs, about personal control (Borkowski et. al., 1990). Guiding students through the process of listening not only gives them the knowledge by which they can successfully complete a listening task; it also inspires them and places them in control of their learning. (2005)

Generally non native learners of English face more difficulty in understanding English when spoken by others than in expressing themselves in English. Hence, this neglected skill demands more attention and importance than it usually receives. It would be worth mentioning here that Wlliam Littlewood suggests that non native speakers of a language need to spend considerably more time in practicing listening to the target language than in producing it (Littlewood, 1981:64).

3.6.2   Teaching of the Speaking Skill

All the four language learning skills are important, but Ur emphasizes speaking as the most important since "people who know the language are referred to as 'speakers' to that language, as if speaking included all other kinds of knowing in learning to speak (1996:120). " Speaking skill consists of producing systematic verbal utterances to convey meaning" (David Nunan, 2003: 48). Ur again presents the characteristics of a successful speaking activity:

- Learners talk a lot.

- Participation is even.

- Motivation is high.

- Language is of an acceptable level. (1996:120).

To reach all of these characteristics, teachers should:

- Use group work.

- Base the activity on easy language.

- Make a careful choice of topic and task to stimulate interest.

- Give some instruction or training in discussion skills.

- Keep students speaking the target language. (Ur, 1996:121-122).

However, when teachers try their best, but pupils keep using the native language:

Probably the best way to keep pupils speaking the target language is simply to be there yourself as much as possible, reminding them and modeling the language use yourself: there is no substitute for nagging! (Ur, 1996:122). Success in developing speaking skill indeed depends on speaking practice in using the target language as a means of communication. So, careful organization and supervision by the teachers are ardently needed.

Particularly for speaking task, spoken presentation to class, a community organization, telling stories and sharing own experience and for listening task, comprehension activities in response to live or recorded material such as performing task, sequencing pictures, numbering, ticking or underlining material on a worksheet and answering questions(Richards,J.W.,2008).

Here, it has been shown that these types of activities are helpful for improving speaking skill. For successful speaking activities, teacher needs to keep the learners talking a lot; to motivate all the learners to participate in discussion and on different topics, teacher should mention an acceptable level of language accuracy so that it can be comprehensible to each other. (Ur, P., 1996).

3.6.3   Teaching of the Reading Skill

Reading is also an important skill for second or foreign language learners. Like listening, reading is a receptive skill, which is according to most of foreign language specialists also interactive, since a reader interacts with the text to create meaning as the reader's mental process works together at different levels (Bernhardt cited in Barnett, 1988:152). Barnett suggests effective reading strategies that support the target language use including the following:

- Using titles and pictures to understand a passage.

- Skimming.

- Scanning.

- Summarizing.

- Guessing word meanings.

- Become aware of the reading process. (1988:153).

The reading itself is divided into three stages which are pre-reading, reading and post-reading stages. Willis proposes, when introducing a reading passage, pictures and titles which help us predict the subject matter, and also motivation to read with purpose and satisfaction (1991:150). Barnett explains that pre-reading activities should introduce pupils to a text, it may include for example discussing author, brainstorming, considering titles, skimming and scanning. Reading stage helps pupils develop reading strategies and improve their control of the foreign language. The teacher should provide concrete exercises such as guessing word meanings, word formation clues, predicting text context or reading for specific piece of information. Post-reading should check pupils´ comprehension and lead them to a deeper analysis of the text (1988:158).

Willis further suggests classroom language that should be used for training reading skills, understanding texts etc.:

- Introducing the text: *What about the title?, What do you know…?*

- Beginning to read: *Before you begin reading you´ll need to understand…*

- Talking about the text in detail: *The tenth line from the top, what can he mean by…?, Let´s recap quickly.* (1991:148-149).

A competent reader requires developing the ability to match their reading skill to the purpose. Successful reading entails the reader to react with the text. In teaching reading, the teachers are required to teach the learners strategies of reading and help them to develop capability to comprehend a text. Also, they need to encourage the learners to transform strategies into skill. Teachers must help the learners to build a strong vocabulary. They should train their learners to make the most of their background knowledge of the language. Besides, teachers should involve the learners in regular practice to facilitate the fluency of reading of the learners. The learners need abundant exposure to various reading materials. Nevertheless, the teachers should make ceaseless efforts to improve the reading skill of their learners.

3.6.4   Teaching of the Writing Skill

Writing is an indispensable language skill among the four learning skills. Harmer states, "Writing always formed part of the syllabus in the teaching of English." (2004:31). It has got of course many possibilities how to use it, ranging from writing for grammar purpose to the mastering ability to effective writing (Harmer, 2004:31). "Writing in a foreign language consists of grasping meaning in that language and its graphic representation productively in ordinary situation" (Lado, 1961:248). According to Willis, writing skill involves learners:

- To learn the motor skills of handwriting; to develop neatness, clarity and respect.

- To learn spelling and punctuation.

- To reinforce vocabulary and structures already mastered orally.

- To keep a written record of what has been learnt and achieved.

- To practise for end-of term achievement tests. (1991:156).

- The fact is that before pupils write, teachers should make sure that they:

- Can say it.

- Can read it.

- Can understand it.

- Know what you want them to do.

- Know how you want them to do it.

- Know why they are doing it. (Willis, 1991:156).

All of these tasks stated above teachers have to perform when teaching writing to pupils, which is again interrelated to teaching listening, speaking and reading. Teachers have to provide examples and perform the tasks before, during, and after pupil's writing. Among others, these tasks include demonstrating, motivating and provoking, supporting, responding and evaluating (Harmer, 2004:41-42). As for the other skills, Willis provides a list of classroom language activities, referring to suitable writing exercises. For example:

- Preparing to write: *Before you begin to write let´s see if you can tell me what you´re going to write.*

- Giving instruction: *So, you match these sentences, then write them carefully.*

- Details: *Don´t forget to write neatly.*

- Helping students to spot their mistakes: *Check your spelling of…*

- Setting simple homework: *Could you finish writing this?*

- Student queries: *Excuse me, Miss…I didn´t hear.* (1991:159-160).

All of these skills are important and all of them are closely linked. The fact is that teachers have to realize the effectiveness of the target language exposure to understand its meaning, understand its form and of course, practise it. As it is the meaning, form and practice that are hidden in each of the skills of listening, reading, speaking and writing. In a word, to provoke more diligence in their learners teachers may clarify to their learners how their writing will be evaluated.

3.7   The break with the method concept

Rivers in the 1981 edition of her guide recommends an eclectic approach because teachers 'faced with the daily task of helping students to learn a new language cannot afford the luxury of complete dedication to each new method or approach that comes into vogue'(1981:54). In her view, eclecticists try 'to absorb the best techniques of all the well known language teaching methods into their classroom procedures, using them for the purposes for which they are most appropriate'(op.cit. :55).

The inadequacy of method as theories of language teaching has again and again been pointed out:

'Such terms as "the Direct Method", "the Simplification Method", "the Situation Method", "the Natural Method", "the Film Method", "the Conversational Method", "the Oral Method", "the Linguistic Method", can only be vague and inadequate because they limit themselves to a single aspect of a complex subject, inferring that that aspect alone is all that matters' (Mackey 1965 : 156).

The concept of method has severe limitations that have long been overlooked by many. They relate mainly to its ambiguous usage and application, to the exaggerated claims made by its proponents, and, consequently, to the gradual erosion of its utilitarian value. Let me briefly consider each under the headings: the meaning of method, the myth of method, and the death of method. (Kumaravadivelu, 2006:162)

3.8   Post method Pedagogy

After the successive rise and fall of a couple of methods and approaches in the early and mid twentieth century, The ELT researchers and practitioners came to realize that no single method or approach of language teaching would be the optimal framework to draw upon to bring about success in teaching a foreign language especially as it was seen that certain learners seemed to be successful

regardless of methods or techniques of teaching (Brown, 2000). In this condition, post-method pedagogy, proposed by Kumaravadivelu (1994) appeared as a response to the most optimal way of teaching English which will be free from the method-based strong hold. Earlier language teaching is associated with the ―Age of Methods (Rogers, 2000:1). The language teaching pendulum has swung away from grammar translation to the direct method, and then to alternative methods (Richards & Rogers, 2003). This kind of swing from one method to another "provides ample inferential evidence of [consecutive] lack of success" (Sheen, 1994:127). The effect of such dissatisfaction was transmitted from teacher to learner (Freeman & Richards, 1996), from method-based top-down to teacher-based bottom-up approaches (Richards & Rodgers, 1987). Scholars being upset by lack of success in shifting from one method to another, confronted several challenges to apply the approaches to language teaching (Rogers, 2000). As a consequence of repeatedly articulated dissatisfaction with the limitations of the concept of method and the transmission model of teacher education, the L2 profession is faced with an imperative need to construct a postmethod pedagogy.(Kumaravadivelu ,**TESOL QUARTERLY** Vol. 35, No. 4, Winter 2001). Thus, the anti-method movement from beyond methods (Richards, 1990) to teachers' sense of plausibility (Prabhu, 1990) and lastly to post method pedagogy (Kumaravadivelu, 1994) suggest a change in view from syllabus designer to teacher and from teacher to learner.

The postmethod condition is a sustainable state of affairs that compels us to fundamentally restructure our view of language teaching and teacher education. It urges us to review the character and content of classroom teaching in all its pedagogical and ideological perspectives. It drives us to streamline our teacher education by refiguring the refined relationship between theory and practice. In short, it demands that we seriously contemplate the essentials of a coherent postmethod pedagogy. Kumaravadivelu (2006:170)

3.9   Method versus Post-Method

There is a clear distinction between the concept of method and post-method. Method is defined to "consist of a single set of theoretical principles derived from feeder disciplines and a single set of classroom procedures directed at classroom teachers" (Kumaravadivelu, 1994:29). Richards and Rodgers (2001:245) refer it to "a specific instructional design or system based on a particular theory of language and of language learning". It embodies some assumptions about language and language learning, and accordingly provides some guidelines about the role and nature of instructional materials, roles of learners and teachers, mode of classroom instructions, tasks and activities to be practised and so on. That is, a method on the basis of some assumptions or theories about language and learning dictates different aspects of language teaching learning practices. Regarding a method Nunan also (2003:5) says, "A language teaching method is a single set procedures which teachers are to follow in the classroom. Methods are usually based on a set of beliefs about the nature of language and learning".

Conversely, the concept of method engages theorizers constructing "knowledge-oriented" theories of pedagogy and post-method engages practitioners constructing "classroom-oriented" theories of practice (Kumaravadivelu, 1994:29). Thus, post-method is absolutely different from the present methods and it came out from the limitations of the methods and therefore, no method can beat the limitations of the concept of method.

3.10   The Limitations of Traditional Methods

The conceptual confinement of method led to realize the demand for post-method pedagogy. To begin with, the implementation of method marginalizes the role of the teacher that is to study and understand the method and practice its principles in the right way allowing no chance for teachers' own personal judgment and teaching method, and similarly, learners are "passive recipients" of the method and must

conform to the procedure (Richards & Rodgers, 2001:247). Despite the fact that method is the center of the entire language learning and teaching including everything from curriculum design to materials preparation, it is inadequate and confined to successfully explain the complexity of language learning and teaching as its application and principles are also said to be obscure and exaggerated respectively (Kumaravadivelu, 2006). Depending on this, methods emphasize cognitive phenomena and ignore institutional, political, contextual and social restrictions teachers face (Clarke, 1994). Hence, methods are theoretically designed for idealized and unrealistic contexts. Again, methods formulated from one set of circumstances cannot suit perfectly in different contexts (McMorrow, 2007). Teachers know that methods are not based on the realities of their classroom but are "artificially transplanted" into their classrooms (Kumaravadivelu, 2006:162-166). The sheer cause behind this can be that theorists are seldom language teachers themselves leading to the impression that teachers are less expert than theorists (Clarke, 1994) underestimating their knowledge and experience. To this extent, method-based pedagogy ignores the experience and knowledge teachers already have from their practical experience and classroom observation. With such a pedagogy, teacher educator "with the role of a conduit serves the package of methods on a platter with easily digestible bits and pieces of discrete items of knowledge leaving very little food for critical thought" (Kumaravadivelu, 2006:216-217). This kind of orthodoxies restricts teachers to be individualistic and to go for change and variations. According to Brown (2002) methods are not based on empirical study as they are too "artful and intuitive" (p. 10). Kumaravadivelu (2003) typifies the conventional methods from different dimensions: (1)scholastic dimension- methods ignore local knowledge and emphasizes Western knowledge; (2) linguistic dimension- methods encourage the use of English in the classroom preventing learners and teachers from using their L1 linguistic resource; (3) cultural dimension- methods consider language teaching as culture teaching emphasizing "monoculturalism", which create employment opportunities worldwide for native speakers of English making them privileged (pp. 541-544).

3.11 Eclectic Method versus Post-method

Many teachers describe their teaching methodology as eclectic as is the case in the study conducted by Bell (2007). For instance, one teacher said: "I have an eclectic method. I like to take a piece from here and a piece from there and I just combine them all" (Bell, 2007:136). However, it was also observed that the concept of method was misconceived and thought in terms of techniques which are open to any method. Constructing a principled eclectic method is not easy. It is not only about putting together a package of techniques from various methods randomly. As Stern (1992) states "weakness of the eclectic position is that it offers no criteria according to which we can determine which is the best theory…, therefore, it is too broad and too vague" (p. 11). It seems that what many teachers have been doing so far is actually going beyond methods as they have seen not only the usefulness of methods but also their limitations and felt the need to go beyond them to build their own.

3.12 The Post method Pedagogy

Being inspired by the newer insight in foreign language teaching scholars' advise the language teachers to construct their own methods on the basis of the local contextual variables instead of relying on any existing methods. To formulate the traditional methods it was the theorizers who originated theories and developed methods based on them, in case of the post-method pedagogy it is the teachers who are to invent their own methods or theories of practice based on local contexts and their own experiences in classroom teaching. Diferentiating the concept of post-method from that of method, Kumaravadivelu (1994:29) says, while the concept of method involves theorizers constructing "knowledge-oriented" theories of pedagogy, post-method involves practitioners constructing "classroom-oriented" theories of practice. Therefore, when generalization and centredness are the criterion of a method, individuality, practicality and possibility are the key points of the concept of post-method. The term 'post-method' was first picked up by Pennycook (1989) and then was taken up by

others, including Prabhu (1990), Alright (1991), Stern (1992) and Kumaravadivelu (2006). Since the key pursuit in the post-method concept is to develop a new set of strategies and procedures for language teaching, it does not neglect the existing methods. Instead, it endorses any attempt on the part of the teachers to modify and adjust an established method to the realities of their local contexts, thus recreating them as their own (Richards and Rodgers 2001:251). By twisting a number of methods, teachers can develop an eclectic method relevant with the local contextual variables.

Cattell (2009:59) says, "One way to overcome the limitations of the methods paradigm would be to simply allow teachers to choose from a variety of methods".

To describe the postmethod condition with its underlying beliefs and hypothesis concerning foreign language teaching practice Kumaravadivelu (2006a : 170) says:

> The postmethod condition is a sustainable state of affairs that compels us to fundamentally restructure our view of language teaching and teacher education. It urges us to review the character and content of classroom teaching in all its pedagogical and ideological perspectives. It drives us to streamline our teacher education by refiguring the reified relationship between theory and practice.

Illustrating the concept of postmethod pedagogy Kumaravadivelu (2001:538) has proposed three parameters—particularity, practicality and possibility. Particularity implies that language teaching program ―must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu (p. 538). This localized perspective cannot be assigned to a universally presumed concept of method. By the parameter of practicality, Kumaravadivelu (2001:541) indicates that there should be a harmony between what the teachers of a particular context will theorize and what they will practise in classroom teaching. In his view, a theory does not carry any meaning unless it is applicable. So teachers themselves should try to derive their own theories from their language teaching practices on the basis of

their understanding of the problems they face while teaching in their contexts. The third parameter is the parameter of possibility. Kumaravadivelu (2001), based on Freire and Giroux's concepts of critical pedagogy, states that ― any pedagogy, is implicated in relations of power and dominance, and is implemented to create and sustain social inequalities (p. 542). Kumaravadivelu thinks that teachers are to be allowed to help learners focus on the social and historical conditions that have shaped their cultural life.

According to Kumaravadivelu (2003:454), postmethod pedagogy is a reaction to ―method as a means of marginality in the sense that pedagogy should take a bottom-up process to give the teachers power to build their own practices in the classroom based on the plausibility they develop through their personal experience, educational background and consultation with colleagues.

Kumaravadivelu (1994:31) develops the concept of principled pragmatism which is based on pedagogy in which ―the relationship between theory and practice, ideas and their actualization can only be realized within the domain of application…through the immediate activity of teaching. Kumaravadivelu (2006) presents a three dimensional framework of language pedagogy.

3.12.1 The Three-Dimensional Framework

The Three-Dimensional Framework is proposed by Stern (1992). It does not favor the application of restricted ends of the continuum in its principles. It suggests that one should find a middle path in the application of the following principles.

a. The intra-lingual and cross-lingual dimension

While intra-lingual strategy involves keeping the two language systems completely separate from each other, cross-lingual strategy suggests that L2 is acquired and known through the use of first language. In other words, this principle does not bring any restrictions regarding the use of native language in the classroom unlike many conventional methods such as Grammar Translation

Method, Direct Method and Communicative Methods and encourages teachers to make a decision about the degree of using the native language according to the level and needs of the learners. It is suggested that cross-linguistic techniques are appropriate at the initial stages of language learning whereas intra-lingual techniques are appropriate in advanced stages. As Stern (1992) puts forward,"L1-L2 connection is an indisputable fact of life" (Stern, 1992:282) since the use of L1 in certain periods results in a lesson where questions can be asked, meanings can be verified, uncertainties can be made clear and prevented and explanations can be given which would not be possible and accessible to the learner in Second language.

b. The analytic-experiential dimension

While the analytic strategy involves explicit focus on forms of language such as grammar, vocabulary, notions and functions with emphasis on accuracy; experiential strategy is message oriented and involves interaction in communicative contexts with emphasis on fluency (Kumaravadivelu, 2006). Furthermore, analytic strategy "abstracts, decontextualizes, and isolates language phenomena or skill aspects for scrutiny, diagnosis, and practice" (Stern, 1992:310) through mechanical drills. Experiential strategy; on the other hand, emphasizes meaningful activities such as projects, games, problem-solving tasks, writing a report, discussion and giving a talk. Stern (1992) puts forward that one type of strategy cannot be effective without the other type. Therefore, both types of strategies are complementary to each other and carry utmost importance for language learners.

c. The explicit-implicit dimension

Stern (1992) argues that language can be taught both explicitly through conscious learning and implicitly through subconscious acquisition. Unlike what conventional methods dictate, this dimension does not strongly impose one end of the dimension and disregard the other end. Decision on the degree of using explicit and implicit strategies depend on the language topic, the course

objectives, the characteristics of the students, the needs, students' age, maturity, and previous experience (Stern, 1992). While some forms of language are of an appropriate complexity to be presented and taught explicitly, other forms are not easy to be introduced explicitly as "language can be much too complex to be fully described" (Stern, 1992:339). Considering the sample lesson plan used in this paper, explicit attention to language form is blended with implicit communicative tasks such as discussions, and poem writing. Since the target group of students in the lesson plan are in an EFL setting and thus, there is no input provided outside the classroom that can allow them to subconsciously acquire the language as in ESL settings, there is a need for explicit focus on some formal aspects of language either deductively or inductively to fasten the process of language learning and to increase learners' awareness of how the language functions; however, through communicative tasks that present the language forms implicitly, their access to the language becomes automatic and the items that cannot be described explicitly become accessible to learners (dbe.netu.edu.tr/----/padagogy.pdf).

These dimensions form a range where one shifts from intralingual, analytic, or explicit at one end to crosslingual, experiential, and implicit at the other end. According to the intralingual end only second language should be used in the classroom, no translation be accepted, and the people who learn a second language develop a kind of synchronized bilingualism. Contradictarily, the crosslingual approach implies that first language can be used as a reference system in class that cultures and languages have some similarities, and learners who learn another language develop a compound bilingualism (single system).

Approaches at the analytic end of the continuum focus on code, on language as a medium; they incorporate observation and usage of decontextualized language, and responses are predictable and emphasize accuracy. In contrast, the approaches from the experiential end focus on communication, are message centered, and emphasize participation and language use. They focus on contextualized language, information gaps, and fluency, and prioritize interpersonal interaction. The explicit end focuses on rationality, formality,

intellectual strategies, conscious learning, cognitivism and inferencing, and systematic study. In contract, the implicit end emphasizes the intuitive aspect of learning, subconscious acquisition, and incidental and global understanding; it is mostly behaviorist in the sense that it is empiricist.

3.12.2 Macro Strategies

As an alternative to method, Kumaravadivelu (1994) proposes a strategic framework which consists of 10 macro strategies for language teaching: A macro-strategy is a general plan, a broad guideline based on which teachers can conduct their situation-specific lessons. In addition, "practicing and prospective teachers need a framework that can enable them to develop the knowledge, skill, attitude, and autonomy necessary to devise for themselves a systematic, coherent, and relevant personal theory of practice" (Kumaravadivelu, 2003a:40). Each of the principles within the framework is mentioned below.

3.12.2.1 Maximize learning opportunities

This principle focuses teaching as a process of generating and using learning opportunities.

3.12.2.2 Minimize perceptual mismatches

This principle inspires identifying perceptual mismatches between teacher intention and learner interpretation.

3.12.2.3 Facilitate negotiated interaction

There is a sort of persuasion for giving learners the chance to initiate conversations as well as reacting and responding in this principle.

3.12.2.4 Promote learner autonomy

This principle point outs the importance of helping students to learn how to learn.

3.12.2.5 Foster language awareness

In this principle emphasis is given on drawing learners' attention to the formal aspects of L2 to promote learning.

3.12.2.6 Activate intuitive heuristics

The importance of providing learners with rich textual data and allowing them to infer the underlying rules through self-discovery is highlighted here.

3.12.2.7 Contextualize linguistic input

This principle involves the integration of syntactic, semantic, pragmatic and discourse aspects of language (Kumaravadivelu, 2003a).

3.12.2.8 Integrate language skills

Kumaravadivelu (2003a) views that though some textbooks are said to combine reading and writing as one unit and listening and speaking as another, this seems to be impossible as learners actually integrate various language skills. For example, they listen to the teacher attentively and take notes, thus, combining listening and writing. So, it is essential that teachers conduct lessons in such a way that learners get the chance to use language for all the language skills.

3.12.2.9 Raise cultural consciousness

This principle gives importance on creating consciousness and compassion towards second language culture by giving students the opportunity to make comparisons between their culture and the target culture and to develop critical cultural consciousness.

3.12.2.10 Ensure social relevance

In this principle teachers are required to be sensitive to the social, political, economic and educational environment where the target language learning takes place. Kumaravadivelu (2003a) recommends that the use of native language as a rich resource enables the teacher to make a connection between the native language and the target language and for this reason, ensures social relevance. In addition, utilizing socially relevant teaching materials that not only reflect the English culture but also draw on learners' own life and culture also carry great importance in creating social relevance. This principle gives prime impotence on the socio-political, economic and cultural contextualization of second language teaching.

3.12.3 Integration of technologies into language learning and teaching

Minoo Alemi (2010) relevantly presents integration of technologies into language learning and teaching. She (2010:766) states, "With the emergence of socio-cultural theories regarding learning in general and concerning language learning in particular, the realm of applied linguistics is finding a new direction. A more dynamic view towards the nature of language turned scholars from the static view of competence towards more interactive and dynamic view towards explicating what the nature of language is (Young, forthcoming). Moreover, the integration of technologies into language learning and teaching contexts is indicative of coral attention to the facilitative role of technology at the service of dynamicity of competence; Games, E-pet scoring, E-portfolio, Self initiating and many other activities are among those that might dominate language classroom instruction."

3.12.4 From method to Post method

A dramatic change from the method era to post method era takes place in the field of language teaching which indicates a shift from a positivist-oriented perspective to a constructivist-oriented perspective and "a shift from transmission, product-oriented theories to constructivist, process-oriented theories of learning, teaching, and teacher learning" has been predominantly obvious (Crandall, 2000:34-35). According to Brown (2000) constructivism came into being as a key paradigm only in the last part of the twentieth century. Besides, he upholds that constructivists conceive of reality as socially-constructed and it is now an accepted practice to hold various constructions of knowledge. Therefore, this new conception of knowledge places the act of learning in an entirely different context. Cunningham (2001:2) clarifies, "constructivism views learning as an active process where learners reflect upon their current and past knowledge and experiences to generate new ideas and concepts." As a result, "a shift to a constructivist perspective of teaching and

teacher learning makes teachers a primary source of knowledge about teaching" (Crandall, 2000:35). This has created the path to liberal approaches of teaching. Consequently, language teaching remains no longer a mere technocratic enterprise. In this connection, Akbari (2005: 14) reviews "...the shift in paradigm is due to the change of scope observed in modern language teaching literature and a concern for disciplines and issues previously regarded as irrelevant by both practitioners and theoreticians". Thus, the persistent dissatisfaction with the notion of method and the technicist model of teacher education instigated the emergence of post method (Kumaravadivelu, 2001).

3.12.5 Role of Teachers in Post method Pedagogy

The main criticism against method is that it is very prescriptive, that means that teachers seem to have very little voice in what to teach and how to teach it. And this is also right about the roles of teachers and learners (Crandall, 2000; Kumaravadivelu, 1994; Pennycook, 1989; Richards and Rodgers, 2002). When the traditional teacher education is compared which "views teachers as passive recipients of transmitted knowledge rather than active participants in the construction of meaning … and which does not take into account the thinking or decision-making of teachers" (Crandall, 2000:35), the post method condition is a practice-oriented construct which raises question against the conventional conceptualization of teachers as a channel of received knowledge (Kumaravadivelu, 1994, 2003a); it also questions the traditional dichotomy between theorizers and practitioners in order to allow teachers to "theorize what they practise and practise what they theorize" (Kumaravadivelu, 2001:545). Now-a-day "it is teachers who have to act as mediators between theory and practice, between the domain of disciplinary research and pedagogy" (Widdowson, 1990:22).Teacher autonomy is indeed a key element of postmethod in a way that "it can be seen as defining the heart of postmethod pedagogy" (Kumaravadivelu, 2001:548).

According to Akbari (2005: *5*):

> The postmethod condition is a more democratic approach to language teaching profession since it assigns a voice to practitioners and respects the type of knowledge they possess. In addition, it is a libratory move which gives teachers more autonomy and confidence in the decisions they make in their classes.

In brief, teachers play a central role in language classes within this framework and increase and eagerness in taking teachers into account as the main point of education is evident in the increasing number of journal articles dealing with language teacher education (Clarke, 1994).

Khatib & Fat'hi (2012: 24) state, "postmethod pedagogy is characterized by leaving methods-only arguments to find effective strategies to teach in the most appropriate and effective way while considering the practicioner's views and roles in preparing and teaching language materials. Hence, according to the general perception of this era, instead of looking for which language teaching method is the best to follow, the language teacher must find the most effective strategies and techniques to enrich her or his teaching repertoire. This understanding of the individual journey of the language teacher has grown in contrast to the mainstream and widespread model of language teacher education programs which were characterized by imposing methodological concerns rather than inviting the individual language teacher to find her or his way to best teaching practices."

As Kumaravadivelu (2006) maintains, there seems to be a shift toward a post-method era that defines a new relationship between teachers and theorizers, which is pushing teachers towards the world of skills, knowledge, and autonomy. Through empowerment and pedagogical insights gained, teachers are able to theorize based on their practice and practice theories. As a result, some renewed attempts are being made to explore new educational patterns in Teaching English as a Foreign Language (TEFL).

3.12.6 Postmethod Implications for Teachers

After a prolonged debate on which method leads to optimal learning in a foreign or second language, many ELT theoreticians and practitioners reconciled that postmethod is a way out of the existing predicament. Nevertheless, the realization of a postmethod pedagogy needs the existence of an appropriate teacher education infrastructure over and above an acknowledgement of the limits teachers face in their classroom (Akbari, 2008). So, pragmatically, postmethod pedagogy contains several shortcomings and difficulties for teachers. Kumaravadivelu (2005) himself was conscious of the challenges of pedagogical and ideological barriers a postmethod pedagogy will bring about for a second language teacher education program.

Pedagogical barriers are connected with some conventional set of beliefs and models of teacher education which refer to "a set of predetermined, preselected, and presequenced body of knowledge from the teacher educator to the prospective teacher" (Kumaravadivelu, 2005:216). The ideological barrier refers to the mentality of teachers and what they think as valid and ideal knowledge.

Despite the fact that Kumaravadivelu mentioned the obstacles and probable problems for a postmethod pedagogy, he could not draw any solutions to such problems. Postmethod indeed fails to bring the actual practice of language teaching into account regardless of all its theoretical benefits. Thus, the social and professional limitations have been neglected in postmethod which the teachers confront in their daily conciliation of their identities and their practice (Akbari, 2008).

The main problem is that, in postmethod pedagogy, the teacher is assigned a sort of social, cultural, academic, political and professional role, but in practice the teacher is not allotted much elbow room to perform freely and to make his or her own decision. The ELT community is entirely conscious of the fact that teachers work within rigid administrative frameworks. They are concerned with

textbooks, tests and facilities. As the textbooks are gone with some severe methodologies the teachers' activities may hamper in the classroom. Besides, the institutes and administrative organizations may create barrier for postmethod teachers. Hence, Kumaravadivelu's concept of an ideal classroom environment does not exist in practical life. According to Akbari (2008), high work load and teaching hours practiced by some teachers in some countries and some contexts is definitely another limitation for applying postmethod. Some teachers do not have adequate time and energy to overcome the problems in language classroom owing to economic and professional constraints. The textbooks offer everything for the teachers and they frequently have teachers' guide where they have rarely any chance to perform freely in postmethod era. Being important educational instruments tests are, in fact, working as restricting factors for a postmethod practitioner. Because, most teachers are obliged to prepare students for a specific exam or test which will determine to apply a particular approach or method and will constrain the implication of teachers' autonomy.

According to Kumaravadivelu (2006), teachers will be provided autonomy to depend on their experiences in deciding teaching and learning activities without bothering "experts" advice. For this, a teacher ought to be a decisive and a reflective practitioner. But, in reality teachers are not identical in their skills, competence and confidence. Besides, owing to time and resources constraints and also for the reluctance of a postmethod teacher to bear the heavy responsibilities the theory of teacher autonomy is not possible to apply properly.

3.12.7 Conclusion

In conclusion, it can be stated that post-method is not a method as it emerged as an alternative to method in order to meet the limitations and the contextual challenges in the implementation of different methods. As a new trend in English language teaching, post-method pedagogy allows teachers to look at language teaching and learning from a new perspective and helps them realize their potentials as practitioners. Post-pedagogy does not imply the end of

methods the knowledge of which is contributing but requires teachers to understand the confines of method and at the same time to recognize their own powers as great sources in creating methods. Teachers should make use of their experiences and knowledge and share them, thus, becoming an explorer and a practitioner in order to move beyond idealism to realism. In doing so, they should be able to justify how they construct their own methods by referring to the macro-strategic and three-dimensional frameworks as general and flexible guidelines. These frameworks present principles that are applicable and adaptable in every context and guide both experienced and inexperienced teachers for professional development both as an explorer and a practitioner. In brief, the focus should be not on how methods work for teachers but on how teachers work to construct and implement methods (Arikan, 2006:7), or how they go beyond the existing methods in relation to the frameworks.

The concept of post-method pedagogy considers teachers and learners as very significant because they are the people to play the central role in a language teaching programme. Teachers have to carry the responsibilities of devising their own theories from their constant practical experiences, and then of applying those theories into practice. They are expected to be knowledgeable and skillful in their job, and should have adequate amount of information about both the theoretical and practical aspects of language teaching and learning. According to Kumaravadivelu (2006:173), they need to "develop the knowledge and skill, attitude, and autonomy necessary to construct their own context-sensitive theory of practice". On the other hand, learners should actively participate in pedagogical decision making to uphold the idea of learner autonomy.

3.13 Classroom Environment

Classroom is also a vital factor of language learning. In foreign or second language teaching classroom environment and its proper management deserve ample attention and concentration for the success of the entire teaching learning process. According to van Lier (1988 47) the classroom is "the gathering, for a

given period of time, of two or more persons (one of whom generally assumes the role of instructor) for the purposes of language learning". Gaies (1980 in Allwright and Bailey 1991) presents a new dimension to classroom, uttering, "The classroom is the crucible-the place where teaches and learners come together and language learning, we hope, happens. It happens, when it happens, as a result of the reactions among the elements that go into the crucible—the teachers and the learners." The notion of classroom contains classroom interaction, classroom management, teacher-student relationship, students' seating arrangements, teacher's position, ability of communication, eye contact, etc. Allwright and Bailey (1991: 19) give more importance on classroom atmosphere than syllabus and method and state, "... most teachers have a good idea of the sort of 'atmosphere' they would like to have in their classrooms, and do their best to plan to set up such an atmosphere (whether they want it to be relaxed and friendly, or brisk and business-like, or whatever)".

3.13.1 Teachers' Role in Classroom Interaction

Quader (1995: 3) says. "To bring about better and faster language learning, the classroom can give rise to interaction, particularly with qualified interlocutors who can give learners good quality input as well as accurate feedback for improvement." She further adds, "In the classroom, the input by the teacher should be as short as possible, allowing more time for students' interaction. Teaching should be devised around tasks where group work should be used extensively. Students should be encouraged to engage in as much interaction as possible in order to practise what they have learnt. The teacher's role here should be supervisory, overseeing that English is used, providing the appropriate word or structure when necessary (P. 18)."

Again, Rahman (1996-97: 5) claims, "Therefore, teachers' role is interrelated with the classroom." He also adds, "It is now accepted worldwide that the teacher is the vital component in the interactional process, the ultimate key to educational change and improvement". Further, he (1996-97: 6) presents rational

criticism saying, "This view of the teacher's role as an instrument in the curriculum process is simplistic and seriously inadequate considering the fact that teachers are the persons who translate educational concepts into practice and embody the curriculum in classroom event."

3.13.2 Students' Role

A rich and natural language classroom ensures an active environment for the students. According to Littlejohn (1985), a healthy classroom is one in which learners are active and teachers' lecture is reduced to a minimum scale. An extensive span of time is spent devising interaction that needs learners to group work, to role play, to fill in charts and to give their personal opinions and in general, to engage in more verbal work. Learners are to imagine practical context for language use, and they are asked to interact in that imagined context.

Breen (1985: 151) regards the second language classroom as "coral gardens" that has to be treated with "a socio cognitive frame of reference which will give access to mutual relationship between social activity and psychological changes." The function of classroom is versatile based on the way of the ideal of the classroom turned and linked to second language learning.

Stern (1983:493) mentioned,

"Flanders System of Interaction Analysis scheme developed in the fifties (Flanders 1970), is an offshoot of studies which tried to assess the social climate of classrooms and other educational groups. The underlying philosophy of the Flanders system was the belief that a 'democratic' classroom is preferable to an 'authoriterian' one, and observations were directed to this belief. Interaction analysis had originally been applied to classes in which general school subjects, for example, social studies or science, were taught. Some adaptations of Flanders to second language teaching have been developed. The investigators have of course realized that modifications and additions were needed if justice was to be done to the events of language classes; but the more basic question whether the

strategies of interaction which a Flanders system categorizes are the most significant in language teaching and learning has hardly been asked, let alone answered".

The most prominent adaptation among these in Stern (1983) is FLINT, the Foreign Language Interaction Analysis System which contains all the types of the Flanders system. Designing FLINT as a fruitful system Moskowitz (1976) applied this in teacher education very successfully. She has noticed that this system brings useful feedback to student teachers and can sensitize them to classroom interactions, to teacher talk and student talk correspondingly.

In this respect Fanselow (1977: 19) mentions, "I have developed a conceptual framework and set of terms for classifying, creating and evaluating communications in a range of settings. This system is called FOCUS, an acronym for Foci for observing communications used in settings. In this system, communications both inside and outside of the classroom are seen as a series of patterned events in which two or more people use mediums such as speech, gestures, noise, or writing to evaluate, interpret and in other ways communicate separate areas of content such as the meaning of words, personal feelings, or classroom procedure, for one of four pedagogical purposes: structuring, soliciting, responding, and reacting. Therefore, FOCUS distinguishes five characteristics of communications: the source, the medium, the use, the content and the pedagogical purpose. Though I do not have a technical language to code the settings in which communications are made I do note the setting and some details of it since the setting has such a strong effect on determining patterns of characteristics of communications. A bar produces patterns impossible in most teaching settings, and a confessional calls forth communications that could never be made in a toll booth. The word setting in the acronym FOCUS highlights the importance of noting the setting in which communications take place."

Stern (1983:494) again stated, "Another approach has been to apply to language classes is scheme of linguistic analysis, developed in Britain by Sinclair and Coulthard (1975) which analyzes a lesson in terms of discourse functions and moves. Whether schemes like this actually identify and distinguish different ways of language teaching with validity and reliability is still an open question. But undoubtedly in order to understand language teaching better categories of analysis and practical verification are needed."

3.13.3 Classroom management

In addition, successful Foreign or second language learning goes with a deep insight into the teacher–student relationship, the teacher's attitudes, the classroom environment and students' learning style and their motivation for learning English. To this extent, Wallace (1998:114) adds the following aspects regarding teacher behaviour relevantly linked with better classroom environment and its good management as well:

- Opening procedures

- Closing procedures

- Handling of critical incidents (e.g. discipline)

- Use of chalkboard

- Use of other teaching aids and resources

- Patterns of movement from one group to another

- Stance and posture

- Use of voice

- Eye contact

- Psychological projections (e.g. of confidence, uncertainty, anger, good humour)

- Management routines (for structuring class activities)

- Interaction with students

Besides, some other useful things such as how teachers used the pictures from textbook and for what purpose, how he/she presented vocabulary, how he/she focused on skills, how he/she involved students in activities, how he/she motivated students to do work and what sort of environment he/she created and how he/she managed time, are also important. These issues are significantly related with the classroom environment and playing a vital role in making second language learning a great success. So, classroom environment and its proper management carry an extra significance in foreign or second language learning and teaching as well.

3.14 Conclusion

This chapter presents the definition of language and various theories of language and language learning. All prominent methods and approaches of teaching a foreign or second language are thoroughly discussed. The methods and approaches which are well-known and used in our country in the teaching of English as a foreign language are specially focused here. A brief account of other methods and approaches which are not so familiar or used in our country are also illustrated. Each of the different approaches, discussed here, provides new insights. Communicative language teaching that is practiced in our country now at the secondary level is elaborated in detail. The limitations of the concept of method, eclecticism, the concept of Post method pedagogy by Kumaravadivelu have been discussed. Besides, Classroom environment and its different aspects are also presented.

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Chatper 4
Research Methodology

4.1   Introduction

It is important to get a clear idea of which methodology is going to be used when making a primary decision to carry out a research work. This step assists researchers to design the research in a particular way so that the requisite data can be collected and analysed to meet its purpose (Sekaran & Bougie, 2010). Leedy and Ormrod (2013, p. 4-5) hold that research "methodology directs the whole research endeavour which controls the study, dictates how the data are acquired, arranges them in logical relationships, sets up an approach for refining and synthesising them, suggests a manner in which the meaning that lie below the surface of the data become manifest, and finally yields one or more conclusion that lead to an expansion of knowledge".

Burns (1994) defines research methodology as an organized approach to problem-solving that involves continuing collection, analysis and interpretation of data. Davidson and Tolich (1999, p. 25) argue that "when we talk about methodology, what we are talking about is a certain order to of philosophical commitment". Leedy (1997, p.5) describes it as a procedure through which a researcher tries to "achieve systematically and with the support of data the answer to a question, the resolution of a problem or a greater understanding of a phenomenon".

This chapter presents the methodology used for a thorough investigation of the practical situations, experiences, liking, disliking, preferences, expectations, advantages and disadvantages of the teachers and students of Bangladesh about different aspects of language teaching. A proper and appropriate methodology always needs proper planning, designing, collecting, processing, analyzing and interpreting data that is very important for applying proper, suitable and effective

methodology and for the validity and reliability of the empirical investigation. This chapter explains the sampling plan of the empirical analysis, the design and construction of the research instruments, the process of administration of the empirical investigation and the methods of processing and analyzing the collected data in detail.

4.2 Purpose of the empirical investigation

In this study, an attempt is made to investigate the actual state of English language teaching specially the methods, approaches and classroom environment at the Secondary level in Bangladesh to find out the effectiveness, decorum and suitability of the present language teaching system and its impact on English language education at this level. So, the aims and objectives of the empirical investigation of this dissertation are to study and analyse and also to evaluate the present English teaching learning practices at the secondary level in Bangladesh in order to find out the solution.

For this purpose, empirical investigation of the practical situations, preferences, likings and dislikings, beliefs, expectations, experiences and achievements of the students and preferences, beliefs, teaching techniques, skills, achievements and experiences of the teachers and classroom observation are considered necessary.

4.3 Methodology of the empirical investigation

Considering the nature and purpose of this study, the survey method has been chosen for the empirical study. According to Cohen and Manion (1980:83) , for a descriptive study the survey method is very suitable. Three major techniques of the survey method - questionnaire survey, interview and observation have been used for the study. According to Wallace (1998:1300), by applying different processes of data collection reliability of the data can be increased. According to Seliger and Shohamy (1989:122), validity is facilitated by the use of a variety of methods of data collection. So, the methods of data collection employed for the study are 1. Students' Questionnaire survey 2. Students' Interview 3. Teachers'

Questionnaire survey 4. Teachers Interview and 5.Classroom Observation. Keeping these methods in mind, instruments for the dissertation have been carefully designed and administered.

The facilities of using questionnaires as data collection tools mostly come from the fact that with the help of questionnaires a big amount of data can be collected quickly and economically from a large sample (Krathwohl, 1998). Again, as a questionnaire is a common form of data collection tools, it can easily be assessed in terms of reliability. In this regard, reliability refers to the ability of a questionnaire to generate the same results in different implementations, leading to a consistency and fidelity of the results (Leftwich, 2007). Furthermore, the strengths of questionnaires usually consist of accuracy, generalizability, and convenience (Marshall & Rossman, 1999). Sometimes, data collected through questionnaires are reinforced by face-to-face interviews.

Interview is one of the familiar ways of gathering information for an ethnographic study (Saville-Troike, 1989: 4). Interview is a communicative event. Briggs states that "social roles assumed by interviewer and respondent(s) prove to be of special importance to the success of the interview" (Briggs 1986: 41).

Outside-evaluation is a significant part of plan and of quality improvement. In teaching-learning field, outside-evaluation is important as a basis of feedback and remarks on one's teaching practice. The vital part of outside-evaluation is to know the actual classroom teaching practices of teachers being evaluated, which is accurately possible through the direct observation that needs the presence of observers in classroom.

In this research, data have been collected from various sources through the use of different methods for corroborating the findings. Particularly, the questionnaire survey, interview and observation methods have been used for the survey to ensure triangulation and to enhance the accuracy, authenticity, validity and reliability of the data.

4.4   Instruments used for the Empirical Investigation

The instruments used in this study include - 1) Questionnaire for Students, 2) Questionnaire for Teachers and 3) A Classroom Observation Schedule. The same set of questions has been used for both Questionnaire survey and interview of the students and the teachers.

4.5   Construction of the Instruments used for the Empirical Investigation

The instruments used for the empirical investigation were constructed in accordance with the objectives of the study. As the purpose of this dissertation is to study and analyse and evaluate the present English language teaching system specially the methods, approaches and the classroom environment at the secondary level in Bangladesh, the present study attempts to investigate the practices, impact and effectiveness of the present English language teaching on the secondary students in our country.

Some instruments used for the empirical investigation in other studies in ELT were consulted to design the instruments for this study. Instruments of some experts like Allwright (1981), Harmer (1991), Weir and Roberts (1994) were consulted in this regard. Several books on research methodology in ELT, education, sociology, psychology and anthropology were consulted for insight and proper guidance. Some of them are *Research Methods in Education* (Cohen and Manion,1980) ,*Second Language Research Methods* (Seliger and Shohamy, 1989) , *An Introduction to Second Language Acquisition Research* (Freeman and Long, 1991), *Research Methods in Language Learning* (Nunan, 1992), *Action Research for Language Teachers* (Wallace,1998), and *Research Methodology in Social Sciences* (Thakur,1998). Besides, some instruments were modeled on previous instruments used by other researches in similar kinds of research.

In constructing the questionnaires, the intelligibility of the statements to the respondents is taken into consideration. Some statements are included only in the questionnaire for students finding their relevance to students. In the same way,

some statements having relevance to teachers are integrated in the teacher's questionnaire. Some other statements are included in the questionnaires for both students and teachers considering their relevance to both students and teachers.

To make the questionnaires acceptable and intelligible to the respondents, the language of the statements is made very easy and simple by avoiding difficult and jargon words and technical terms so far as possible. Before the final administration of the questionnaire survey and interview the instruments have been piloted on the students and teachers of some nearby secondary schools to check the suitability and practicability of the instruments. The questionnaires are modified according to the feedback received from the pilot study. Some statements of the questionnaires are omitted from the final version and many others are revised. Again, some statements are also included in the final version considering their importance for the study. Questionnaires are prepared in such a way that they will not create any confusion or misunderstanding.

Rating Scales have been used in the questionnaires for convenience of processing, analyzing, presenting and evaluating the data. It is also easy for the respondents to answer and it helps to show the exact position of the responses of the respondents between the negative and positive answers.

In the students' questionnaire different rating scales are used in the same section and also in different sections. A three- point rating scale has been used in sections C, D and E of the students' questionnaire. A four- point rating scale has been used in sections B, C, D and E of the students' questionnaire. A five- point rating scale has been used in sections F, G and H of the students' questionnaire and in sections B and C of the teachers questionnaire.

4.6 Detailed Description of the Students' Questionnaire

The students' questionnaire includes 100 variables or statements and 8 sections, each section seeking a separate type of data. A brief description of these sections is presented here.

4.6.1   Section –A: Personal Details

It is a brief section featuring the personal details of the respondents. The personal details include name, class roll, group, class, name and address of the school.

4.6.2   Section-B: Reading, Understanding and Summarizing Ability

A 4-point rating scale is used for each item of this section of the questionnaire. This section includes 10 statements, which are intended to collect information about students' ability to read, understand and summarize the written material which is related to English language teaching and learning.

Among the 10 statements, statements 1, 3, 4, 6, and 10 are concerned with students' reading and understanding ability based on different purposes of reading like scanning, skimming etc., statements 2, 5 and 8 are concerned with students' skill on different kinds of reading like loud reading, silent reading etc. and statements 7 and 9 are concerned with students' ability to read different kinds of texts and summarize written materials.

Results of this section are intended to show the present condition of students' reading ability and the difficulties associated with it which is closely connected with the current state of English teaching learning situation and practices and also with the effectiveness of the present method used in the secondary level in Bangladesh.

Here, statements have been presented randomly in the questionnaire to avoid any kind of bias from the respondents.

4.6.3   Section-C: Writing Ability

3- Point and 4- point rating scales are used for the items of this section of the questionnaire. This section includes 14 statements, which are intended to collect information about students' writing ability that is related to English language teaching and learning.

Among the 14 statements, statements 1 and 2 are concerned with students' ability to write things of different lengths, statements 3, 5 and 6 are concerned with students' skill of writing based on strong grammatical knowledge and sentence structures, statements 4 and 7 are concerned with students' ability to use vocabulary in writing, statement 8 is concerned with students' free hand writing, statements 9 and 10 are concerned with semi guided writing, statement 11 is about spelling, statement 12 is about punctuation, statement 13 is about hand writing, and statement 14 is about tidiness.

Results of this section are planned to show students' writing ability and the problems associated with it which are closely related to the present condition, practices and impacts of English language teaching currently administered at the secondary level in Bangladesh.

As in the earlier section, in this section also, statements have been presented randomly in the questionnaire to avoid any kind of bias from the respondents.

4.6.4   Section-D: Speaking Ability

3- point and 4- point rating scales are used for the items of this section of the questionnaire. This section includes 20 statements, which are intended to collect information about students' speaking ability that is related to English language teaching and learning.

Among the 20 statements, statements 1 and 3 are concerned with students' scope of speaking English in classes, statements 2, 4 and 5 are concerned with scope of using English as a means of communication between teachers and students and between students and students in classes, statement 7 is concerned with students' ability to speak English, statements 6, 9, 10, 11,13 and 14 are concerned with students' ability to practice English as a means of communication in classes, and statements 8 and 12 are about students' ability to take part in debates in English. Statements 15 and 17 are about students' hesitation and lack of self confidence

to practice spoken English, and statements 16, 18, 19 and 20 are about students' lack of speaking ability.

Results of this section are intended to show students' speaking ability and the difficulties related with it which are a part of English teaching learning situation in our country.

As in the previous section, in this section too, statements have been presented randomly in the questionnaire to avoid any kind of bias from the respondents.

4.6.5   Section-E: Listening and Understanding Ability

3- point and 4- point rating scale are used for the items of this section of the questionnaire. This section includes 14 statements, which are intended to collect information about students' ability to listen and understand the spoken English that is related to English language teaching and learning. Of them, statements 1, 2 and 3 are concerned with students' habit of taking notes in English classes in different methods and statements 4, 6, 7 and 9 are concerned with students' ability to understand spoken English. Statements 5, 8, 10 and 11 are about students' ability to understand spoken English in different speeds, different accents and different situations, statements 12 and 13 are about students' ability to recognize individual words and sentences in spoken English and statement 14 is about students' ability to understand and maintain coherence among the sentences in spoken English.

Results of this section are intended to show students' ability to listen and understand spoken English and the problems related with it which are inevitable parts of English language teaching learning situation in our country.

As in the previous section, in this section too, statements have been presented as far as possible randomly in the questionnaire to avoid any kind of bias from the respondents.

4.6.6 Section-F: Teaching Methods

A 5-point rating scale is used for each item of this section of the questionnaire. This section includes 17 statements, which are intended to gather information about the present teaching methods that are practiced for English language teaching and learning at the secondary level in Bangladesh. Among them, statements 1, 3, 4, 5, 7, 8, 9 and 15 are concerned with the role of the teachers, statements 2, 6, 11, 12 and 14 are concerned with tasks and activities of the students, statement 13 is about the mode of error correction, statement 14 is about role of the students and statements 16 and 17 are about the medium of interaction in the class.

Results of this section are intended to show the present state of English teaching learning practices, methods and approaches practiced at the secondary level in Bangladesh. As in the earlier sections, in this section also, statements have been presented as far as possible randomly in the questionnaire to avoid any kind of bias from the respondents.

4.6.7 Section-G: Syllabus Design

A 5- point rating scale is used for each item of this section of the questionnaire. This section includes 4 statements, which are planned to collect information about students' view and expectations about the content of the texts. Among them, statement 1 is concerned. with students' opinion about the topics of the texts, statement 2 is about students' expectations about the vocabulary of the texts, statement 3 is concerned with students' view about the meanings of new words from texts, and statement 4 is about students' expectations about pictures, charts, maps etc. in textbooks.

Results of this section are intended to show students' views, likings, opinions and expectations about the current texts practiced at the secondary level in Bangladesh.

4.6.8   Section-H: Testing System

A 5- point rating scale is used for each item of this section of the questionnaire. This section includes 20 statements, which are planned to collect information about student's preferences, beliefs, views and expectations about various aspects of the language tests currently administered in Bangladesh. Among the 20 statements, statement 1 is concerned with speaking and listening test, statement 2 is concerned with only speaking test, statement 3 is concerned with grammar and vocabulary test, statement 3 is concerned with only vocabulary test, statements 5,8 and 11 are concerned with reading tests, statements 6, 10, 12, 13, 15 and 16 are concerned with writing tests, statements 9 and 18 are concerned with reading and writing tests, statement 7 is concerned with cloze tests, statement 14 is concerned with objective tests, statements 17 and 19 are concerned with test environment and statement 20 is concerned with testing all items.

Results of this section are intended to show students' views about the present state and the function and impact of the current tests.

As in the earlier sections, in this section also, statements have been presented as far as possible randomly in the questionnaire to avoid any kind of bias from the respondents.

4.7   Detailed Description of the Teachers' Questionnaire

The teachers' questionnaire includes 40 statements and 3 sections, each section seeking a separate type of data. A brief description of these sections is presented here.

4.7.1   Section –A: Personal Details

It is a brief section featuring the personal details of the respondents. The personal details include their names, academic qualification, information about their training in ELT and names and addresses of schools where they teach.

4.7.2 Section-B: Teachers' Experiences in English Teaching and about Teaching- Learning Situation

A 5- point rating scale is used for each item of this section of the questionnaire. This section includes 20 statements, which are intended to collect information about the teaching experiences of the respondents and about the prevailing teaching- learning situation at the secondary level in Bangladesh.

Of the 20 statements, statement 1 is concerned with following lesson plan, statements 3 and 16 are concerned with mode of error correction, statements 4 and 8 are concerned with medium of instruction, statements 5, 6 and 9 are concerned with tasks and activities, statements 7 and 10 are about the role of the students, statements 2, 11, 12 and 15 are about the teaching methods, statements 13 and 14 are about the medium of interaction, statement 17 is about the role of the teachers, statement 18 is about the teaching –learning aids or facilities, statement 19 is about the classroom condition and statement 20 is about the number of the students in a class.

Results of this section are intended to show directly the current view of English teaching learning situation, methods and practices at the secondary level in Bangladesh.

Here also, statements have been presented randomly in the questionnaire to avoid any kind of bias from the respondents.

4.7.3 Section-C: Teachers' Beliefs, Expectations and Preferences

A 5- point rating scale is used for each item of this section of the questionnaire. This section includes 20 statements, which are intended to provide information about the beliefs, expectations and preferences of the English teachers teaching at the secondary level in Bangladesh about different aspects of language teaching and learning.

Among the 20 statements, statements 1, 2, 16 and 18 are concerned with teaching methods, statements 3 and 4 are concerned with accuracy-fluency debate, , statements 5, 6 and 7 are concerned with tasks and activities, statement

8 is concerned with the real achievement of the students, statements 9, 10 and 11 are concerned with interaction and the medium of interaction, statement 12 is concerned with language improvement or training, statement 13 is concerned with topics, statement 14 is concerned with teacher-student relationship, statement 15 is concerned with selection of content, statement 17 is concerned with students role and statements 19 and 20 are concerned with language tests.

Besides, statements 1, 3, 4, 8, 9, 13, 14, 15, 16, 17, 18 and 20 refer to teachers' beliefs, statements 2, 5, 6, 7, 10 and 11 refer to teachers' preferences and statements 2 and 19 refer to teachers' expectations.

Results of this section are intended to show teachers' beliefs, expectations and preferences about different aspects of language teaching.

As in the previous section, in this section too, statements have been presented randomly in the questionnaire to avoid any kind of bias from the respondents.

4.8   Instruments for students' and teachers' interviews

The questions used for students' questionnaire surveys have been used for students' interviews and the questions used for teachers' questionnaire survey have again been used for teachers' interviews. In the interviews with the teachers as well as the students, the written instructions on the survey have been used as verbal instructions. In short, the questions that have been used for teachers' questionnaires were presented orally to the respondents and the answers were recorded on the sheet.

4.9   Instruments for Classroom Observation

For classroom observation, an observation scheme was prepared, including statements on various aspects of teaching and learning English in the classroom, the competence and ability of the students and at the same time those of the teachers, teaching methods, teaching-learning aids, seating arrangements etc. The points which were considered for classroom observation are (1) size and

condition of the classroom,(2) seating arrangement in the classroom (3) method of teaching followed in the classroom, (4) teaching-learning activities and practices, (5) teaching-learning aids,(6) medium of instruction, (7) medium of interaction, (8) teaching-learning atmosphere, (9) standard of the students' English,(10) standard of the teachers' English, (11) number of the students in the classroom.

4.10 Sampling Plan

In this study, the cluster sampling method has been used to select the universe for the empirical investigation on consideration that Bangladesh is a monolingual country and the same curriculum, syllabuses, and textbooks are followed in all the secondary schools in Bangladesh. Moreover, the teaching-learning cultures in terms of examination systems, teaching methods and evaluation criteria in the secondary schools are identical except a small number of English medium schools which are not related to the mainstream education of the country.

However, there are some differences between govt. and non- govt. schools in their infrastructural facilities, teaching-learning aids, standard of teachers and students, teachers' recruitment system and learning opportunities. Maximum non-government schools are lagging behind the government ones in all these respects.

Even among the non-government schools there are some differences in respect of teaching-learning facilities and standard of teachers and students. The non-government schools which are situated in towns have better teaching-learning facilities and more qualified teachers than those which are situated in semi-towns. In the same way, the schools which are situated in semi-towns are usually better than those schools which are situated in villages in all these matters.

In every district of the country there are all these types of schools with at least two or three government schools and many non-government schools of different standards. Therefore, every district of the country can be considered as a microcosm of the whole country.

Rajshahi district has been chosen for the empirical investigation. As the researcher is an inhabitant of that area of the country, it has been easier for her to conduct the investigation in that region. Moreover, communication, accommodation, monetary expenditure and cooperation of the respondents are considered in selecting the region as the universe of the study.

After the selection of the universe, stratified sampling method is adopted to classify all *the* schools within the universe into four categories. Category-1 consists of the government schools in the district headquarters, Category-2 comprises the non-government schools in the district headquarters, Category-3 consists of the non-government schools in the upazila headquarters, and Category-4 comprises the non-government schools in the villages. As the English medium schools do not represent the mainstream education of the country, they have been left out from this study.

After categorizing the schools, the researcher used the lottery technique of random sampling method to select the required number of schools for questionnaire survey, interview and observation from each category.

For the questionnaire survey and interview of the students, the students of class nine and ten were particularly chosen from the selected schools as the respondents. The respondents have been chosen from science, arts and commerce groups to ensure the reliability and validity of data. As the respondents of the questionnaire survey and interview of the teachers, the English language teachers of the selected schools, both experienced and young, were chosen.

4.10.1 Sampling plan for Students' Questionnaire Survey

From the above four categories of schools, 25 schools have been selected for the questionnaire survey of students. In category-1, there are 6 schools in the area and out of these 6, 5 have been selected to represent this category. In category-2, there are 41 schools in the area and out of these 41, 5 have been selected to represent this category. From category-3, 5 schools out of a total of 45 have been selected and from category-4, 10 schools out of a total of 455 have been selected.

The survey was conducted on 500 students from all these 25 schools selected from Rajshahi district.

A detailed break-up of the total number of schools in the district and the number of schools chosen from them for students' questionnaire survey are presented in table 4.1.

Table 4.1
A detailed break-up of the total number of schools in the district and the number of schools selected for students' questionnaire survey

Category	Total No. of Schools	No. of Schools Selected	Percentage
Category 1	6	5	83.33
Category 2	41	5	12.20
Category 3	45	5	11.11
Category 4	455	10	20.20
Total	547	25	4.57

A detailed list of the schools chosen and the samples taken from them for students' questionnaire survey are presented in table 4.2.

Table 4.2
A detailed list of the schools selected and the samples taken from them for students' questionnaire survey

Category	Name of School	Total No. of Student in Class Ten	No. of Students Selected	Percentage
Category 1	Govt. P.N. Girls' High School	238	45	18.91
	Rajshahi Collegiate School	235	42	17.87
	Govt. Laboratory School	120	35	29.17
	Rajshahi Govt. Girls' High School	230	40	17.39
	Sheroil High School	180	20	11.11
Category 2	Shahid Nazmul Girls' High School	132	25	18.94
	Rajshahi Univesity School	138	30	21.74
	Ranibazar Girls' High school	20	5	25.00
	Rajshahi Mission High School	110	35	31.82
	Riverview Collectorate High School	75	15	20.00
	Chompoknagar High School	45	13	28.89
	Rajabarihat Girls' High school	46	16	34.78
	Mirgonj High school	60	10	16.67
	Khanpur Girls' High School	44	15	34.09
	Chokrajapur High School	51	18	35.29
Category 3	Rajshahi Jute Mill High School	108	28	25.92
	Shampur High School	60	12	20.00
	Sultangonj High School	75	16	21.33
	Mohishalbary Girls' High School	65	14	21.54
	Bagha High School	92	13	14.13
Category 4	Kashiadanga High School	55	12	21.82
	Kashiadanga Girls' High School	42	11	26.19
	Damkurahat High School	50	10	20.00
	Khorkhori Girls High School	38	10	26.32
	Goma high School	42	10	23.80
Total	25	2351	500	21.27

4.10.2 Sampling plan for Students' Interview

One hundred students of classes nine and ten of different groups were interviewed for the survey. The samples were chosen from the students of the selected 25 schools where the questionnaire survey was conducted to ensure more validity of the study. If different techniques are applied on the same students, the data will be more authentic.

The selection of 100 students for interview was conducted on a random basis and 4 students were selected from class x of the selected 25 schools that were chosen for questionnaire survey.

A detailed list of the schools chosen and the samples taken from them for students' interview are presented in table 4.3 below.

Table 4.3
A detailed list of the schools selected and the samples taken from them for students' interview

Category	Name of School	Total No. of Student in Class Ten	No. of Students Selected	Percentage
Category 1	Govt. P.N. Girls' High School	238	4	1.68
	Rajshahi Collegiate School	235	4	1.70
	Govt. Laboratory School	120	4	3.33
	Rajshahi Govt. Girls' High School	230	4	1.74
	Sheroil High School	180	4	2.22
Category 2	Shahid Nazmul Girls' High School	132	4	3.03
	Rajshahi Univesity School	138	4	2.90
	Ranibazar Girls' High school	20	4	20.00
	Rajshahi Mission High School	110	4	3.64
	Riverview Collectorate High School	75	4	5.33
	Chompoknagar High School	45	4	8.89

	Rajabarihat Girls' High school	46	4	8.70
	Mirgonj High school	60	4	6.67
	Khanpur Girls' High School	44	4	9.09
	Chokrajapur High School	51	4	7.84
Category 3	Rajshahi Jute Mill High School	108	4	3.70
	Shampur High School	60	4	6.67
	Sultangonj High School	75	4	5.33
	Mohishalbary Girls' High School	65	4	6.15
	Bagha High School	92	4	4.35
Category 4	Kashiadanga High School	55	4	7.27
	Kashiadanga Girls' High School	42	4	9.52
	Damkurahat High School	50	4	8.00
	Khorkhori Girls High School	38	4	10.53
	Goma high School	42	4	9.52
Total	25	2351	100	4.25

A category-wise break-up of the samples for students' interview is presented in table 4.4.

Table 4.4
A category-wise break-up of the samples for students' interview

Category	**No. of Schools Selected**	**No. of Students Interviewed**
Category 1	5	20
Category 2	5	20
Category 3	5	20
Category 4	10	40
Total	25	100

4.10.3 Sampling plan for Teachers' Questionnaire Survey

The teachers' questionnaire survey was conducted on 60 teachers of the selected 25 schools which have been selected for students' questionnaire survey. Teachers were selected randomly only on the basis of experience.

A detailed list of the schools chosen and the number of teachers selected for teachers' questionnaire survey are presented in table 4.5 below.

Table 4.5
A detailed list of the schools chosen and the number of teachers selected for teachers' questionnaire survey

Category	Name of Schools Selected	Total No. of English Teachers	No. of English Teachers Selected	Percentage
Category 1	Govt. P.N. Girls' High School	6	4	66.67
	Rajshahi Collegiate School	6	4	66.67
	Govt. Laboratory School	7	4	57.14
	Rajshahi Govt. Girls' High School	4	2	50.00
	Sheroil High School	5	3	60.00
Category 2	Shahid Nazmul Girls' High School	6	4	66.67
	Rajshahi Univesity School	6	4	66.67
	Ranibazar Girls' High school	2	1	50.00
	Rajshahi Mission High School	4	2	50.00
	Riverview Collectorate High School	3	2	66.67
	Chompoknagar High School	2	2	100.00
	Rajabarihat Girls' High school	2	2	100.00
	Mirgonj High school	3	2	66.67
	Khanpur Girls' High School	2	2	100.00
	Chokrajapur High School	2	2	100.00
Category 3	Rajshahi Jute Mill High School	4	2	50.00
	Shampur High School	3	2	66.67
	Sultangonj High School	3	2	66.67
	Mohishalbary Girls' High School	2	2	100.00
	Bagha High School	4	3	75.00
Category 4	Kashiadanga High School	3	2	66.67
	Kashiadanga Girls' High School	2	2	100.00
	Damkurahat High School	2	2	100.00
	Khorkhori Girls High School	2	2	100.00
	Goma high School	2	1	50.00
Total	25	87	60	68.97

4.10.3 Sampling plan for Teachers' Interview

45 teachers were interviewed among the selected 60 teachers for teachers' questionnaire survey from the 25 schools on consideration that the investigation on the same teachers by different techniques would increase the reliability of data. On the other hand, the researcher thought that as those teachers had already been known to her, they would feel more ease and comfort for the interviews and then, would assist her more.

A detailed list of the schools chosen and the samples taken from them for teachers' interview are presented in table 4.6 below.

Table 4.6
A detailed list of the schools selected and the samples taken from them for teachers' interview

Category	Name of Schools Selected	Total No. of English Teachers	No. of English Teachers Selected	Percentage
Category 1	Govt. P.N. Girls' High School	6	3	50.00
	Rajshahi Collegiate School	6	3	50.00
	Govt. Laboratory School	7	4	57.14
	Rajshahi Govt. Girls' High School	4	2	50.00
	Sheroil High School	5	3	60.00
Category 2	Shahid Nazmul Girls' High School	6	3	50.00
	Rajshahi Univesity School	6	3	50.00
	Ranibazar Girls' High school	2	1	50.00
	Rajshahi Mission High School	4	2	50.00
	Riverview Collectorate High School	3	2	66.67
	Chompoknagar High School	2	1	50.00
	Rajabarihat Girls' High school	2	1	50.00

	Mirgonj High school	3	1	33.33
	Khanpur Girls' High School	2	1	50.00
	Chokrajapur High School	2	1	50.00
Category 3	Rajshahi Jute Mill High School	4	2	50.00
	Shampur High School	3	1	33.33
	Sultangonj High School	3	2	66.67
	Mohishalbary Girls' High School	2	1	50.00
	Bagha High School	4	2	50.00
Category 4	Kashiadanga High School	3	2	66.67
	Kashiadanga Girls' High School	2	1	50.00
	Damkurahat High School	2	1	50.00
	Khorkhori Girls High School	2	1	50.00
	Goma high School	2	1	50.00
Total	25	87	45	51.72

4.10.4 Sampling plan for Classroom Observation

Classroom observation was done in all the 25 schools where the students' questionnaire survey and interview and also the teachers' questionnaire survey and interview had been done. Those schools were selected because the researcher became close with both the teachers and the students of those schools during the questionnaire survey and interview. So, the students and teachers of those schools did not consider the researcher as an outsider, which helped her in adopting participation observation technique. The researcher observed 25 lessons in total from the 25 selected schools.

A detailed list of the schools selected and the lessons observed is presented in table 4.7 below.

Table 4.7
A detailed list of the schools selected and the lessons observed

Category	Name of Schools Selected	No. of Lessons Observed
Category 1	Govt. P.N. Girls' High School	1
	Rajshahi Collegiate School	1
	Govt. Laboratory School	1
	Rajshahi Govt. Girls' High School	1
	Sheroil High School	1
Category 2	Shahid Nazmul Girls' High School	1
	Rajshahi Univesity School	1
	Ranibazar Girls' High school	1
	Rajshahi Mission High School	1
	Riverview Collectorate High School	1
	Chompoknagar High School	1
	Rajabarihat Girls' High school	1
	Mirgonj High school	1
	Khanpur Girls' High School	1
	Chokrajapur High School	1
Category 3	Rajshahi Jute Mill High School	1
	Shampur High School	1
	Sultangonj High School	1
	Mohishalbary Girls' High School	1
	Bagha High School	1
Category 4	Kashiadanga High School	1
	Kashiadanga Girls' High School	1
	Damkurahat High School	1
	Khorkhori Girls High School	1
	Goma high School	1
Total	25	25

Table 4.8
A Category wise Breakup of the Lessons Observed

Category	No. of Schools Selected	No. of Lessons Observed
Category 1	5	5
Category 2	5	5
Category 3	5	5
Category 4	10	10
Total	25	25

4.11 Administration of the Empirical Work

The empirical investigation was conducted according to the sampling plan of this study. Brief accounts of the administration process of the empirical investigation i.e. administration of the students' questionnaire survey and their interviews, administration of the teachers' questionnaire survey and their interviews, and finally classroom observations are presented here.

4.11.1 Administration of the Students' Questionnaire Survey

After taking the permissions and in consultation with the English teachers and the heads of the selected schools, time and dates were fixed for the students' questionnaire survey. According to the time schedule, the researcher visited the selected schools, introduced herself, and explained the purpose of the study to the students. She also explained the significance of their responses for the study. Then the researcher distributed questionnaires among the respondents, read out the statements of the questionnaire from first to last and told the meaning of every statement both in English and Bangla for their convenience, clarification and better understanding. Afterward, she investigated whether the students had any kind of problem with any statement or not. If they had any problem, the researcher explained that for the second time. When all the students had a clear perception about the statements, the researcher asked them to score their responses by ticking the appropriate number in the boxes against each statement in the questionnaire and if they had something more to mention they would write

down in the given place. Before collecting the questionnaires from the students, the researcher asked them to check again whether any of the statements was left out or not. At last, the questionnaires were collected from the students.

4.11.2 Administration of the Students' Interview

According to the sampling plan of students' interviews, the researcher asked the same group of students about their interest on discussing the matters in the questionnaire. She used the term 'discussion' instead of 'interview' to avoid students' fear about interview. Among the enthusiastic students, 4 were selected from class ten of the selected 25 schools by lottery.

She arranged the interviews in an informal way so that the respondents felt easy and relaxed in sitting with her. Though the respondents were previously familiar with various aspects of the questionnaire during the questionnaire survey, the researcher orally presented and explained those things once again for their better understanding. The statements of the questionnaire were presented one by one and the researcher noted down their responses in the boxes against the statements systematically.

4.11.3 Administration of the Teachers' Questionnaire Survey

The teachers' questionnaire survey was conducted through personal contact and visit to the schools selected for this purpose. According to the sampling plan for teachers' questionnaire survey, teachers were selected randomly only on the basis of experience. At least one experienced and one comparatively young teacher from each school was selected for the survey. . Most of the questionnaires were handed to the relevant teachers and a few to the head teachers in case of unavailability of English teachers at that time. The Questionnaires were collected later by personal contact from the selected schools.

4.11.4 Administration of the Teachers' Interview

According to the sampling plan for the teachers' interview 45 teachers out of 60 teachers selected for teachers' questionnaire survey from the chosen 25 schools

were selected for teachers' interview. Researcher's personal relationship with the teachers and their enthusiasm to take part in interview were considered to select the teachers for interview. For teachers' interview, the items of the questionnaire survey were presented orally to the selected teachers and explained by the researcher of needed. The responses of the respondents were recorded by the researcher by ticking the appropriate number in the boxes against each of the statements of the questionnaire.

4.11.5 Process of Classroom Observation

The classroom observation was conducted in the selected 25 schools after completing the questionnaire survey and interview with the teachers and the students because by this time the researcher became more familiar and intimate with the students and at the same time with the teachers. For this purpose permission was sought from the head teacher and the concerned teachers. After getting permission observations were conducted by taking seat with the students at the back of the classroom. The distinguishing features of English teaching-learning methods and practices in the classroom were observed and the right options of the statements on the observation scheme were ticked. In addition, some other aspects connected with classroom teaching like seating arrangement, teaching-learning aids, infrastructural condition of the classroom, class size etc. were noted down.

4.12 Processing and Analysing Data

The collected data were edited and entered in computer. SPSS computer package was used to analyse the data. Statistical measures, such as, Mean, Standard Deviations (SDs), Median and Mode were calculated. The results of the individual variables were used afterwards for study, analysis and evaluation of the teaching methods, practices and classroom environment at the secondary level in Bangladesh.

4.13 Conclusion

This chapter presents the design and administration of the empirical study. It provides detailed descriptions of the field of the study, sampling plan, number of respondents, constructions of the questionnaire and observation scheme, administration of the questionnaire survey and interviews, classroom observation, and processing and analysing the collected data. The detailed description of the design and administration of the empirical investigation has been presented for the sake of reliability and validity of the study.

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Chatper 5
Results of the Empirical Study

5.1 Introduction

This chapter presents the results and analysis of the empirical study. The results of the empirical survey undertaken to collect data on the students' ability in four major language skills, syllabus design, the present teaching methods and approaches used at the secondary level for teaching English, the issues associated with current testing system, the current English teaching-learning practices and situations and the different aspects of English language teaching and learning at the secondary level in Bangladesh and also the classroom environment at the secondary level in Rajshahi district are presented here in line with the objectives of the study. The results are discussed and analysed here in detail.

At first, the results of the students' questionnaire survey and interview are presented side by side along with the average of both for each item. In the same way, the results of teachers' questionnaire survey and interview are presented side by side along with the average of the two for each item. The results of different sections of the instruments are presented in clusters in separate tables and finally, the results of the classroom observation are presented in separate tables.

5.2 Interpretation Key

The rating scales used for the survey range between 1 and 3, 1 and 4, and 1 and 5, the Mean scores fell between 1 and 3, 1 and 4, and 1 and 5. When the 3- point rating scale is used, scores between 2 and 3 are considered 'high' and the scores between 1 and 1.99 are considered 'low'. When the 4- point rating scale is used, scores between 3 and 4 are considered 'high', scores between 2 and 2.99 are considered 'medium' and scores between 1 and 1.99 are considered 'low'. When

the 5- point rating scale is used, scores between 4 and 5 are considered 'very high.' Scores between 3 and 3.99 are considered 'considerably high.' Scores between 2 and 2.99 are considered 'considerably low' and scores between 1 and 1.99 are considered 'very low'.

5.3   Results of Students' Questionnaire Survey and Interview

i) Section B
There are 10 statements in this section of students' questionnaire and all the statements are concerned with students' ability of reading, understanding and summarizing written material which is related to English language teaching and learning at the secondary level of education in Bangladesh.

In this section, a four-point rating scale has been used. The maximum value of the rating scale is 4 and the minimum is 1. So, Mean scores between 3 and 4 are considered 'high', scores between 2 and 2.99 are considered 'medium' and scores between 1 and 1.99 are considered 'low'.

The Mean scores and the SDs of the statements of this section are presented in the table 5.1 below.

Table 5.1
Results of Students' Questionnaire Survey and Interview of Section B

No.	Statements	Results					
		Questionnaire Survey		Interview		Overall Results	
		Mean	SD	Mean	SD	Mean	SD
1	Careful reading to get all the information in a text	2.72	0.94	2.93	0.89	2.83	0.92
2	Reading loudly	1.16	0.75	1.333	0.94	1.25	0.85
3	Reading to receive information needed for MCQ, gap-filling, open ended questions etc.	2.92	1.22	2.56	1.12	2.74	1.17
4	Reading maps, charts, graphs to identify locations and describe or justify opinions	3.32	0.98	3.52	1.23	3.42	1.11
5	Reading quickly	3.14	1.12	2.44	0.95	2.79	1.04
6	Reading to receive the main information from a text	2.48	0.99	2.14	1.27	2.31	1.13
7	Preparing notes from textbooks	2.22	0.86	2.12	1.01	2.17	0.94
8	Reading silently	2.32	0.57	2.68	0.39	2.50	0.48
9	Reading texts where the subject matter is difficult	3.24	1.12	3.6	0.98	3.42	1.05
10	Reading to get one's own point of view	3.12	1.07	2.34	0.59	2.73	0.83

N=500 for students' questionnaire survey, and 100 for students' interview. The rating scale ranges from 1 to 4.

The above table shows similarities between the results of data collected from students' questionnaire survey and interview. The mean scores of most of the statements are almost the same in both groups, however, only in a few cases the mean scores of questionnaire survey and interview are found somewhat different. In both questionnaire survey and interview of students, 2 statements (4 and 9) have 'high' Mean scores, which is above 3, 5 statements (1.3,6,7, and 8) have 'medium' mean scores, which is between 2 and 2.99, and 1 statement (No. 2) has 'low' Mean scores, which is below 2 in questionnaire survey and interview.

However, the Mean scores of students' questionnaire survey and interview of 2 statements (5 and 10) differ to a certain extent. Statement 5 has 'high' Mean score in questionnaire survey but it has 'medium' Mean score in interview. Similarly, statement 10 has 'high' Mean score in questionnaire survey but it has 'medium' Mean score in interview.

The overall results of the Students' questionnaire survey and interview show that the statements that have high score refer representatively to purposes of reading and understanding of reading where the subject matter is difficult. The results imply that students face a lot of difficulties where the purposes of reading are to find out or locate any place or describe or justify their opinion and where the subject matter of reading texts is difficult. Statements 1,3,5,6,7,8 and 10 have 'medium' Mean scores, and they refer to careful reading to get all information of texts, reading to attend the items like MCQ, Gap-Filling, Open Ended Questions etc., quick reading, reading to get main information from texts, reading to prepare notes, silent reading and reading to get writer's point of view. The results imply that learners sometimes face difficulties with careful reading where

the purpose of it is to get all information, sometimes they face problem with attending the items like MCQ,

Gap-Filling, Open Ended Questions through reading, sometimes they cannot read quickly, they are not always able to get main information through reading, they sometimes fail to prepare notes from reading texts, sometimes they cannot read silently and from time to time they do not understand writer's point of view. The only statement that has low Mean score is on loud reading which implies that learners are habituated with loud reading and they have almost no difficulty with it.

The table also shows that the statements have quite low SDs about their results which seem to suggest that the students of the secondary schools in Bangladesh have considerable similarity in their ability of reading, understanding and summarizing written material.

ii) Section C

There are 14 statements in this section of students' questionnaire and all the statements are concerned with students' writing ability which is closely related with English language teaching and learning at the secondary level in Bangladesh.

In this section, a three point and a four-point rating scales have been used. When the 3- point rating scale is used, scores between 2 and 3 are considered 'high' and the scores between 1 and 1.99 are considered 'low'. When the 4- point rating scale is used, scores between 3 and 4 are considered 'high', scores between 2 and 2.99 are considered 'medium' and scores between 1 and 1.99 are considered 'low'.

The Mean scores and the SDs of the statements of this section are presented in the table 5.2 below.

Table 5.2

Results of Students' Questionnaire Survey and Interview of Section C

No.	Statements	Results					
		Questionnaire Survey		Interview		Overall Results	
		Mean	SD	Mean	SD	Mean	SD
1	Producing short-pieces of writing in classes and examinations	2.86	0.94	2.42	0.89	2.64	0.92
2	Producing longer-pieces of writing in classes and examinations	1.58	0.75	1.92	0.94	1.75	0.85
3	Writing grammatically correct sentences	3.25	1.34	2.83	1.24	3.04	1.29
4	Using perfect vocabulary	3.44	1.02	2.64	1.23	3.04	1.13
5	Using perfect grammatical structures	2.58	1.18	2.88	1.31	2.73	1.25
6	Using various grammatical structures	3.88	0.99	3.36	1.27	3.62	1.13
7	Completing story	2.94	0.86	2.78	1.01	2.86	0.94
8	Expressing what you intend to say	3.13	0.57	2.12	0.39	2.63	0.48
9	Dialogue writing	2.96	1.61	2.78	1.42	2.87	1.52
10	Rearranging sentences	2.79	1.07	2.28	0.59	2.54	0.83
11	Spelling	2.11	0.96	2.04	1.05	2.08	1.01
12	Punctuation	2.92	1	2.42	0.92	2.67	0.96
13	Hand writing	2.12	0.86	1.94	1	2.03	0.93
14	Neatness	1.85	0.3	1.59	1.15	1.72	0.73

The above table shows similarities between the results of data collected from students' questionnaire survey and interview. The mean scores of most of the statements are almost the same in both groups. However, only in a few cases the mean scores of questionnaire survey and interview are found somewhat different. In both questionnaire survey and interview of students, 1 statement (No. 1) has 'high' Mean score (using 3 point rating scale) which is above 2 and 1 statement (No.2) has 'low' mean score (using 3 point rating scale) which is below 2. In both questionnaire survey and interview of students, 2 statements (4 and 6) have 'high' Mean scores, (using 4 point rating scale) which is above 3; 7 statements (5, 7, 9, 10, 11, 12 and 13) have 'medium' Mean scores, which are between 2 and 2.99, and 1 statement (No. 14) has 'low' Mean score, which is below 2 in questionnaire survey and interview.

However, the Mean scores of students' questionnaire survey and interview of 2 statements (3 and 8) differ to a certain extent. Statement 3 has 'high' Mean score in questionnaire survey but it has 'medium' Mean score in interview. Similarly, statement 8 has 'high' Mean score in questionnaire survey but it has 'medium' Mean score in interview.

The overall results of the Students' questionnaire survey and interview show that the statements that have high score refer representatively to writing short-pieces in classes and examinations, the application of perfect vocabulary, and the use of a variety of grammatical structures which signify that learners often produce short-pieces of writing both in classes and examinations, they have a lot of difficulty to use appropriate vocabulary and they can very rarely use a variety of grammatical structures. Statements 3,5,7,8,9, 10, 11, 12 and 13 have 'medium' Mean scores, and they refer to writing grammatically correct sentences, application of perfect grammatical structures, completing story, saying what they intend to say, writing dialogues, arranging and improving sentences, spelling, punctuation and hand writing. The result imply that they sometimes cannot write grammatically correct sentences, from time to time they cannot apply

appropriate grammatical structures, sometimes they face difficulty in completing a story, they are at times unable to say what they intend to say, they sometimes have difficulties with dialogue writing, arranging and improving sentences, spelling, punctuation and hand writing. Two statements which have low Mean score are on producing longer-pieces of writing in classes and examinations (using 3 point rating scale) and on neatness which signify that learners rarely produce longer-pieces of writing in classes and examinations and they have almost no difficulty with neatness.

The table also shows that the statements have quite low SDs about their results which seem to suggest that the students have considerable similarity in their writing ability which is closely related with English language teaching and learning at the secondary level in Bangladesh. The high SD of one statement (SD 1.52 of No. 9) indicates that variation of opinions of the students under investigation regarding the point that statement represents is wide. It may happen due to the fact that the students under investigation have different experiences about this point.

iii) Section D
There are 20 statements in this section of students' questionnaire and all the statements are concerned with students' speaking ability which is also a part of English language teaching and learning in our country.

In this section, a three point and a four-point rating scales have been used. When the 3- point rating scale is used, scores between 2 and 3 are considered 'high' and the scores between 1 and 1.99 are considered 'low'. When the 4- point rating scale is used, scores between 3 and 4 are considered 'high', scores between 2 and 2.99 are considered 'medium' and scores between 1 and 1.99 are considered 'low'.

The Mean scores and the SDs of the statements of this section are presented in the table 5.3 below.

Table 5.3

Results of Students' Questionnaire Survey and Interview of Section D

No.	Statements	Results					
		Questionnaire Survey		Interview		Overall Results	
		Mean	SD	Mean	SD	Mean	SD
1	How often are you bound to talk in your English classes?	1.98	0.94	1.78	0.89	1.88	0.92
2	How often do you participate in discussion directly in your class?	1.92	0.75	1.72	0.94	1.82	0.85
3	How often do you ask your English teachers questions?	2.46	1.25	1.33	1.22	1.90	1.24
4	How often do your English teachers ask you questions?	1.98	1.02	1.86	1.23	1.92	1.13
5	How often do you use English as a medium of communication while participating with other students?	2.38	1.38	2.44	1.31	2.41	1.35
6	How often do you Ask questions to teachers?	2.42	0.99	1.35	1.27	1.89	1.13
7	How often do you provide oral report?	2.26	0.86	2.58	1.01	2.42	0.94
8	How often do you express counter argument to point raised by other students in conversation?	3.12	0.57	2.92	0.39	3.02	0.48
9	How often do you ask questions to other students?	1.12	1.21	1.36	1.12	1.24	1.17
10	How often do you answer questions raised by other students?	2.58	1.07	2.84	0.59	2.71	0.83
11	How often do you answer questions asked by teachers?	2.14	0.96	1.92	1.05	2.03	1.01

12	How often do you express counter arguments to points raised by teachers in discussions?	3.68	0.98	3.12	0.92	3.40	0.95
13	How often do you use English as a medium of communication while doing pair work or group work with other students?	2.84	0.86	1.90	0.95	2.37	0.91
14	How often do you state your point of view in discussions?	2.62	0.3	2.12	1.15	2.37	0.73
15	How often do you think about your way of saying that you intend to say immediately?	1.78	1.15	1.59	0.9	1.69	1.03
16	How often are you ignorant of saying something in English?	2.68	1.01	2.96	0.85	2.82	0.93
17	How often are you anxious about saying something because you have the chance of making mistake in your English?	1.04	0.86	1.12	0.96	1.08	0.91
18	How often are you ignorant of the best way of saying something in English?	2.14	1	2.18	0.9	2.16	0.95
19	How often are you ignorant of the subject matter to give answers to the questions?	2.24	1.78	1.28	1.29	1.76	1.54
20	How often are you finding it difficult to enter the discussion?	1.68	1.19	1.26	1.05	1.47	1.12

The above table shows similarities between the results of data collected from students' questionnaire survey and interview. The mean scores of most of the statements are almost the same in both groups. However, only in a few cases the mean scores of questionnaire survey and interview are found somewhat different. In both questionnaire survey and interview of students, 3 statements (5,

16 and 18) have 'high' Mean scores (using 3 point rating scale) which are above 2. 6 statements (1, 2, 4, 15, 17 and 20) have 'low' mean scores (using 3 point rating scale) which are below 2 in both questionnaire survey and interview of students, 2 statements (8 and 12) have 'high' Mean scores, (using 4 point rating scale) which are above 3, 4 statements (7, 10, 11, and 14) have 'medium' Mean scores, which are between 2 and 2.99, and 1 statement (No.9) has 'low' Mean score, which is below 2 in questionnaire survey and interview.

However, the Mean scores of students' questionnaire survey and interview of 4 statements (Nos. 3, 6, 13 and 19) differ to a certain extent. Statement 3 has 'high' Mean score in questionnaire survey but it has 'low' Mean score in interview. Statement 6 has 'medium' Mean score in questionnaire survey but it has 'low' Mean score in interview. Similarly, Statement 13 has 'medium' Mean score in questionnaire survey but it has 'low' Mean score in interview. Statement 19 has 'high' Mean score in questionnaire survey but it has 'low' Mean score in interview.

The overall results of the Students' questionnaire survey and interview show that the statements that have high scores refer representatively to the use of English as a medium of communication while participating with other students, countering arguments, to points raised by other students, countering arguments to points raised by teachers, being ignorant of saying something in English and being ignorant of the best way of saying something in English. These imply that students very rarely use English as a medium of communication while participating with other students, they have a lot of difficulties to give counter arguments to points raised by other students and also by teachers, they do not think in general that they are ignorant of saying something in English and they believe that they are not ignorant of the best way of saying something in English. Statements7, 10, 11, 13 and 14 have 'medium' Mean scores, and they refer to difficulty of providing oral report, to difficulty of answering questions raised by other students, to difficulty of answering questions asked by teachers,

to difficulty of using English as a medium of communication while doing pair work or group work with other students and to difficulty of stating their point of view in discussions. The results imply that sometimes they have difficulty of providing oral report, from time to time they cannot answer questions raised by other students, sometimes they fail to answer questions asked by teachers, they do not always use English as a medium of communication while doing pair work or group work with other students and sometimes they face difficulty in stating their point of view in discussions.10 statements (Nos. 1,2,3,4, 6, 9, 15, 17, 19 and 20) which have low Mean scores are on bindings of students talking in English classes, participation of students in discussion directly in classes, asking English teachers questions, asking questions of teachers, students' asking of questions to their teachers, asking questions to other students, thinking about students' way of saying that they intend to say immediately, thinking that students' are anxious about saying something because they have the chance of making mistakes in their English, thinking that students' are ignorant of the subject to give answers to the questions and on finding it difficult to enter the discussion which signify that they are often bound to talk in their English classes, they frequently take part in the class-discussion, they often ask their teacher questions, their teacher also often ask them questions, they work together asking other students questions, they over and over again think about their way of quick response, they often show their anxiety regarding their possibility of making mistakes, they often think that they are not competent to answer the questions about the subject and they repeatedly face difficulty to participate in the discussion in the class as well.

The table also shows that the statements have quite low SDs about their results which seem to suggest that the students have considerable similarity in their speaking ability which is closely related with English language teaching and learning at the secondary level in Bangladesh. The high SD of one statement (SD 1.54 of No. 19) signifies that on that point the students under investigation significantly differed in their opinion.

iv) Section E

There are 14 statements in this section of students' questionnaire and all the statements are concerned with students' listening ability which is also a part of English language teaching and learning in our country.

In this section, a three point and a four-point rating scales have been used. When the 3-point rating scale is used, scores between 2 and 3 are considered 'high' and the scores between 1 and 1.99 are considered 'low'. When the 4-point rating scale is used, scores between 3 and 4 are considered 'high', scores between 2 and 2.99 are considered 'medium' and scores between 1 and 1.99 are considered 'low'.

The Mean scores and the SDs of the statements of this section are presented in the table 5.4 below.

Table 5.4
Results of Students' Questionnaire Survey and Interview of Section E

No.	Statements	Results					
		Questionnaire Survey		Interview		Overall Results	
		Mean	SD	Mean	SD	Mean	SD
1	How often do you take notes by copying charts, graphs, tables, diagrams, written notes etc?	2.12	0.94	1.12	0.95	1.62	0.95
2	How often do you take down notes dictated to you by the teacher?	2.26	0.75	1.52	0.85	1.89	0.80
3	How often do you take down the main points from your teachers' lecture?	1.88	1.25	2.19	0.19	2.04	0.72
4	How often do you understand spoken description?	2.21	1.02	2.61	0.32	2.41	0.67
5	How often do they talk too fast?	2.66	1.38	1.74	0.32	2.20	0.85

6	How often do you understand spoken instruction?	1.74	0.99	1.69	0.06	1.72	0.53
7	How often do you understand informal language?	2.96	0.86	1.72	0.90	2.34	0.88
8	How much difficulty do you face when your teachers talk very quickly?	1.66	0.57	1.28	0.36	1.47	0.47
9	How much difficulty do you have in understanding what is being talked about?	1.98	1.21	1.79	0.16	1.89	0.69
10	How much difficulty do you face when their pronunciation is different from yours?	2.52	1.07	2.12	0.21	2.32	0.64
11	How much difficulty do you have in understanding when some people are speaking as in a group discussion?	3.47	0.96	2.72	0.41	3.10	0.69
12	How much difficulty do you have in recognizing individual words in what is being said?	2.78	0.98	2.44	0.26	2.61	0.62
13	How much difficulty do you have in recognizing where sentences end and begin?	2.64	0.86	2.22	0.24	2.43	0.55
14	How much difficulty do you have in understanding what the speaker is saying?	1.48	0.3	1.16	0.18	1.32	0.24

The above table shows similarities between the results of data collected from students' questionnaire survey and interview. The mean scores of most of the statements are almost the same in both groups. However, only in a few cases the mean scores of questionnaire survey and interview are found somewhat different. In both questionnaire survey and interview of students, 1 statement (No. 3) has 'high' Mean score (using 3 point rating scale) which is above 2. In

both questionnaire survey and interview of students, 5 statements (Nos. 4,5,10,12 and 13) have 'medium' Mean scores, which are between 2 and 2.99, 4 statements (6,8,9 and 14) have 'low' Mean scores, which are below 2 in questionnaire survey and interview.

However, the Mean scores of students' questionnaire survey and interview of 4 statements (Nos. 1, 2, 7 and 11) differ to a certain extent. Statement 1 has 'high' Mean score in questionnaire survey but it has 'low' Mean score in interview. Similarly, Statement 2 has 'high' Mean score in questionnaire survey but it has 'low' Mean score in interview. Statement 7 has 'medium' Mean score in questionnaire survey but it has 'low' Mean score in interview. Statement 11 has 'high' Mean score in questionnaire survey but it has 'medium' Mean score in interview.

The overall results of the Students' questionnaire survey and interview show that the statements that have high scores (3 and 11) refer representatively to students' taking notes from teacher's lecture and to talk together in group discussion which signify that students rarely take notes from teachers' lecture and they have difficulties when more than one person talk together in group discussion. Statements 4, 5, 7, 10, 12 and 13 have 'medium' Mean scores which refer to students' problem in understanding oral description, to have difficulty when teacher speaks very fast, to hardship in understanding informal language, to trouble in understanding the accent or pronunciation of the speaker different from the learners**,** to recognition of individual words of a speech and recognize sentences' starting and ending. The results imply that at times the students have difficulties in understanding oral description, they sometimes face trouble when teacher speaks very fast, from time to time, they face difficulty in understanding informal language, they every now and then cannot understand the accent or pronunciation of the speaker which is different from the learners**,** sometimes

they fail to recognize individual words of a speech and at times they cannot mark the starting and ending of sentences. 6 statements (1,2, 6, 8 9, and 14) which have low Mean scores are on taking notes from the blackboard/whiteboard, taking notes from dictation of teachers, understanding oral instruction, understanding calm speaking, understanding the topic of the lecture and understanding the whole speech which signify that students often take notes by copying charts, graphs, tables, diagrams, written notes etc. from the blackboard/whiteboard, they frequently take notes dictated by their teachers, they face almost no difficulty in understanding oral instruction, they have no problem when their teachers or other students speak very quietly they understand the topic of the lecture well and they have almost no problem in understanding the whole speech.

The table also shows that the statements have quite low SDs about their results which seem to suggest that the students have considerable similarity in their speaking ability which is also a part of English language teaching and learning in our country.

v) Section F
There are 17 statements in this section of students' questionnaire and all the statements are concerned with teaching methods and approaches of English language teaching and learning at the secondary level in Bangladesh.

In this section, a five-point rating scale has been used. The maximum value of the rating scale is 5 and the minimum 1. So, Mean scores between 5 and 4 are considered 'very high', scores between 3 and 3.99 are considered 'considerably high', scores between 2 and 2.99 are considered 'considerably low' and between 1 and 1.99 are considered ' very low'.

The Mean scores and the SDs of the statements of this section are presented in the table 5.5 below.

Table 5.5

Results of Students' Questionnaire Survey and Interview of Section F

No.	Statements	Results					
		Questionnaire Survey		Interview		Overall Results	
		Mean	SD	Mean	SD	Mean	SD
1	Your teachers talk mainly in the classroom and you talk only when you are asked to answer questions	4.21	0.15	4.02	0.11	4.12	0.13
2	You practice group work in the class room	4.07	0.75	3.15	0.55	3.61	0.65
3	Your teachers are friendly and you can ask them questions without any hesitation	4.34	0.21	4.12	0.11	4.23	0.16
4	Your teachers use Bangla to explain something in detail in the classroom	4.28	0.33	3.86	0.26	4.07	0.30
5	Your teachers decide what you learn and how you learn in the class room	4.20	0.08	4.12	0.04	4.16	0.06
6	You practice pair work in the class room	3.40	1.24	2.72	0.74	3.06	0.99
7	Your teachers give instructions in English	4.12	0.22	3.69	0.38	3.91	0.30
8	Your teachers are not friendly and you are afraid of telling them about your problems	1.72	0.13	1.96	0.21	1.84	0.17
9	Your teachers motivate you	3.74	0.36	3.32	0.24	3.53	0.30
10	You decide what you learn and how you learn	3.94	1.07	2.48	0.99	3.21	1.03
11	You practice different tasks individually in the classroom	3.56	0.18	3.92	0.32	3.74	0.25
12	You learn English by memorizing grammatical rules and vocabulary	3.74	0.56	4.47	0.24	4.15	0.40

13	Your teachers correct your errors immediately	3.86	0.48	4.38	0.26	4.12	0.37
14	You learn English through skill practice.	3.98	0.18	3.76	0.14	3.87	0.16
15	Your teachers read out the listening texts to make you listening practice	2.08	1.15	2.18	0.90	2.13	0.07
16	You use English in interacting with your teachers in the class	4.02	1.01	3.02	0.85	3.52	0.71
17	You use English in interacting with other students in the class	2.98	1.12	2.71	0.98	2.85	0.19

The table shows similarities between the results of data collected from students' questionnaire survey, and interview. In both groups, the mean scores of most of the statements are almost the same. However, in a few cases the mean scores of questionnaire survey and interview are found somewhat different. In both the questionnaire survey and interview 5 statements (Nos. 1, 3, 4, 5 and 13) have 'very high' Mean scores which is above 4, 3 statements 9, 11 and 14) have 'considerably high' mean scores which is between 3 and 3.99, 2 statements (Nos. 15 and 17) have 'considerably low' Mean scores which is between 2 and 2.99 and 1 statement (8) has 'very low' Mean score that is below 2.

However, the Mean scores of students' questionnaire survey and interview of 6 statements (Nos.2, 6, 7, 10, 12 and 16) differ to a certain extent. Statement 2 has 'very high' Mean score in questionnaire survey but it has 'considerably high' Mean score in interview. Statement 6 has 'considerably high' Mean score in questionnaire survey but it has 'considerably low' Mean score in interview. Statement 7 has 'very high' Mean score in questionnaire survey but it has 'considerably high' Mean score in interview. Statement 10 has 'considerably high' Mean score in questionnaire survey but it has 'considerably low' Mean

score in interview. Statement 12 has 'considerably high' Mean score in questionnaire survey but it has 'very high' Mean score in interview. Statement 16 has 'very high' Mean score in questionnaire survey but it has 'considerably high' Mean score in interview.

The overall results of the Students' questionnaire survey and interview show that the statements that have 'very high' Mean scores (1, 3,4,5, 12 and 13) refer representatively to teachers' mode of teaching, teachers friendliness, teachers using Bangla in explanation, teachers decision in students' learning, learning by memorizing grammatical rules and vocabulary and correction of errors. These imply that teachers in general follow lecture mode of teaching, teachers are very friendly and students ask them questions without any hesitation, usually teachers use Bangla when they explain something in detail in the classroom, frequently teachers decide about students' learning, they learn English by memorizing grammatical rules and vocabulary and teachers often correct their errors at once. 8 statements (2, 6, 7, 9, 10, 11, 14 and 16) have 'considerably high' Mean scores, and they refer to practicing group work in the class room, practicing pair work in the class room, the language of teachers' instruction, teachers' motivation, students' decision about their learning, practicing different tasks individually, learning English through skill practice and using English in interacting with teachers imply that they very often practice group work in the classroom, they frequently practice pair work in the classroom, teachers give instructions in English, teachers motivate students repeatedly, students decide what they learn and how they learn, they practice different tasks individually in the classroom, they learn English through skill practice and they use English when interact with their teachers in the class. 2 statements (Nos. 15 and 17) have 'considerably low' Mean scores, refer to reading out the listening texts for

listening practice and using English while interacting with other students in the class signify that the teachers very often read out the listening texts to make the students listening practice and the students very often use English in interacting with other students in the class. Only one statement (No. 8) has 'very low' Mean score, refers to teachers friendliness and telling about the students' problems imply that teachers are very friendly and students are not afraid at all to tell about their problems to their teachers.

The table also proves that the statements have quite low SDs about their results which appear to suggest that the students have substantial similarity in their experiences about teaching methods and approaches of English language teaching and learning at the secondary level in Bangladesh.

vi) Section G

There are 5 statements in this section of students' questionnaire and all the statements are concerned with students expectations about the syllabus used at the secondary level in Bangladesh.

In this section, a five-point rating scale has been used. The maximum value of the rating scale is 5 and the minimum 1. So, Mean scores between 5 and 4 are considered 'very high', scores between 3 and 3.99 are considered 'considerably high', scores between 2 and 2.99 are considered 'considerably low' and between 1 and 1.99 are considered ' very low'.

The Mean scores and the SDs of the statements of this section are presented in the table 5.6 below.

Table 5.6
Results of Students' Questionnaire Survey and Interview of Section G

No.	Statements	Results					
		Questionnaire Survey		Interview		Overall Results	
		Mean	SD	Mean	SD	Mean	SD
1	You expect the contents of your text related with your own culture.	4.45	0.44	4.58	0.71	4.52	0.58
2	You expect a vocabulary list with meanings in your text.	4.22	0.75	4.76	0.94	4.49	0.85
3	You want to learn by discovering the meanings of new words from texts.	4.49	0.45	4.72	0.56	4.61	0.51
4	You expect many pictures, charts, maps etc. to understand the text and talk on these.	4.45	0.32	3.66	0.23	4.06	0.28
5	You expect the re-design and re- organization of your text.	3.92	0.98	2.56	0.72	3.24	0.85

The above table shows similarities between the results of data collected from students' questionnaire survey, and interview. The mean scores of most of the statements are almost the same in both groups. However, in a few cases the mean scores of questionnaire survey and interview are found somewhat different. In both the questionnaire survey and interview 3 statements (Nos. 1, 2 and 3) have 'very high' Mean scores which is above 4.

However, the Mean scores of students' questionnaire survey and interview of 2 statements (Nos.4 and 5) differ to a certain extent. Statement 4 has 'very high' Mean score in questionnaire survey but it has 'considerably high' Mean score in interview. Statement 5 has 'considerably high' Mean score in questionnaire survey but it has 'considerably low' Mean score in interview.

The overall results of the Students' questionnaire survey and interview show that the statements that have 'very high' Mean scores (Nos. 1, 2, 3 and 4) refer representatively to the contents of the text related with their own culture, a vocabulary list with meanings in their text, discovering the meanings of new words from texts and having many pictures, charts, maps etc. to understand the text and talk on them. These imply that the students highly expect the contents of the text related with their own culture, they like to have a vocabulary list with meanings in their text, they ardently want to learn by discovering the meanings of new words from texts, and they highly expect many pictures, charts, maps etc. to understand the text and talk on them. One statement (no. 5) has 'considerably high' Mean score refers to students' expectations about the re-designing and re-organization of their text. This implies that they often expect the re-designing and re- organization of their text.

The table also shows that the statements have quite low SDs about their results which seem to suggest that the students have considerable similarity in their expectations about syllabus design at the secondary level in Bangladesh.

vii) Section H

There are 20 statements in this section of students' questionnaire and all the statements are concerned with students' opinion about the testing system of English at the secondary level in Bangladesh.

In this section, a five-point rating scale has been used. The maximum value of the rating scale is 5 and the minimum 1. So, Mean scores between 5 and 4 are considered 'very high', scores between 3 and 3.99 are considered 'considerably high', scores between 2 and 2.99 are considered 'considerably low' and between 1 and 1.99 are considered ' very low'.

The Mean scores and the SDs of the statements of this section are presented in the table 5.7 below.

Table 5.7

Results of Students' Questionnaire Survey and Interview of Section H

No.	Statements	Results					
		Questionnaire Survey		Interview		Overall Results	
		Mean	SD	Mean	SD	Mean	SD
1	Speaking and listening skills of the students should be tested in internal and public examinations	4.78	0.94	4.98	0.89	4.88	0.92
2	Students' English pronunciation and fluency should be tested with speaking	4.52	0.75	4.16	0.94	4.34	0.85
3	Present contextualized grammar and vocabulary tests are good	3.44	1.22	3.38	1.12	3.41	1.17
4	Vocabulary tests with clues are more useful than vocabulary tests without clues	4.44	1.02	4.12	1.23	4.28	1.13
5	Multiple choice test items are not really helpful for increasing students' proficiency in English	4.02	1.18	3.62	1.25	3.82	1.22
6	The present composition tests are good	3.78	0.99	3.35	1.27	3.57	1.13
7	Cloze tests cannot test students' productive skills	3.58	0.86	2.98	1.01	3.28	0.94
8	Seen comprehension can test students' reading skill	3.12	0.57	3.34	0.39	3.23	0.48
9	Students' comprehensive understanding of texts can be developed through summarizing	4.54	1.61	4.68	1.42	4.61	1.52
10	Guided writing composition is good	4.16	1.07	4.08	0.59	4.12	0.83

11	True/False test items are not helpful for the development of students' reading skills	3.16	0.96	3.56	1.05	3.36	1.01
12	Students who get good grades can write English automatically	2.85	1	3.02	0.92	2.94	0.96
13	The situational dialogues in the present tests are very effective.	4.13	0.86	4.33	1	4.23	0.93
14	Objective tests cannot test students' productive skills	3.12	0.3	2.62	1.15	2.87	0.73
15	The topics of the letter writing should not be common	3.73	1.15	3.88	0.9	3.81	1.03
16	Rearrangement does not develop students' writing skill	3.04	1.01	3.18	0.85	3.11	0.93
17	The tests are administered in a calm environment	4.12	1	4.34	1	4.23	1.00
18	Summary writing tests are both reading and writing tests	4.26	1	4.16	0.9	4.21	0.95
19	There is no scope for doing unfair means in the examination	3.52	1.28	4.16	0.98	3.84	1.13
20	The test covers all the items of the syllabus	3.04	1.19	3.28	1.05	3.16	1.12

The above table shows similarities between the results of data collected from students' questionnaire survey, and interview. The mean scores of most of the statements are almost the same in both groups. However, in a few cases the mean scores of questionnaire survey and interview are found somewhat different. In both the questionnaire survey and interview 8 statements (Nos. 1, 2, 4, 9, 10, 13, 17and 18) have 'very high' Mean scores which is above 4, 7 statements (Nos. 3,6, 8,11,15,16 and 20) have 'considerably high' mean scores which is between 3 and 3.99.

However, the Mean scores of students' questionnaire survey and interview of 6 statements (Nos. 5, 7, 12, 14 and 19) differ to a certain extent. Statement 5 has 'very high' Mean score in questionnaire survey but it has 'considerably high' Mean score in interview. Statement 7 has 'considerably high' Mean score in questionnaire survey but it has 'considerably low' Mean score in interview. Statement 12 has 'considerably low' Mean score in questionnaire survey but it has 'considerably high' Mean score in interview. Statement 14 has 'considerably high' Mean score in questionnaire survey but it has 'considerably low' Mean score in interview. Statement 19 has 'considerably high' Mean score in questionnaire survey but it has 'very high' Mean score in interview.

The overall results of the Students' questionnaire survey and interview show that the statements that have 'very high' Mean scores (Nos. 1, 2,4,9,10, 13,17 and 18) refer representatively to teachers' mode of teaching, teachers friendliness, teachers using Bangla in explanation, teachers decision in students' learning, learning by memorizing grammatical rules and vocabulary and correction of errors. These imply that teachers in general follow lecture mode of teaching, teachers are very friendly and students ask them questions without any hesitation, usually teachers use Bangla when explain something in detail in the classroom, frequently teachers decide about students' learning, they learn English by memorizing grammatical rules and vocabulary and teachers often correct their errors at once. 10 statements (3,5, 6, 7, 8, 11,15,16, 19 and 20) have 'considerably high' Mean scores refer to practicing group work in the class room, practicing pair work in the class room, the language of teachers' instruction, teachers' motivation, students' decision about their learning, practicing different tasks individually, learning English through skill practice and using English in interacting teachers imply that they very often practice group work in the classroom, they frequently practice pair work in the classroom, teachers give instructions in English, teachers motivate students repeatedly, students decide what they learn and how they learn, they practice different tasks individually in the classroom, they learn English through

skill practice and they use English when interact with their teachers in the class. 2 statements (Nos. 12 and 14) have 'considerably low' Mean scores, refer to reading out the listening texts for listening practice and using English while interacting with other students in the class signify that the teachers very often read out the listening texts to make the students listening practice and the students very often use English in interacting with other students in the class.

The table also shows that the statements have quite low SDs about their results which seem to suggest that the students have considerable similarity in their opinions about the testing system of English at the secondary level in Bangladesh.

The high SD of one statement (SD 1.52 of No. 9) signifies that on that point the students under investigation significantly differed in their opinion.

5.4   Results of Teachers' questionnaire survey and interview

i) Section B
There are 20 statements in this section of teachers' questionnaire and all the statements are concerned with teachers' experiences in teaching English and about teaching- learning situation at the secondary level of education in Bangladesh.

In this section, a five-point rating scale has been used. The maximum value of the rating scale is 5 and the minimum 1. So, Mean scores between 5 and 4 are considered 'very high', scores between 3 and 3.99 are considered 'considerably high', scores between 2 and 2.99 are considered 'considerably low' and between 1 and 1.99 are considered ' very low'.

The results of the teachers' questionnaire survey and interview are presented in table 5.8

Table 5.8

Results of Teachers' Questionnaire Survey and Interview of Section B

No.	Statements	Results					
		Questionnaire Survey		Interview		Overall Results	
		Mean	SD	Mean	SD	Mean	SD
1	You follow lesson-plan while teaching in the class room.	3.92	0.94	3.52	0.89	3.72	0.92
2	You follow the lecture mode of teaching in the class room.	3.38	0.75	3.96	0.94	3.67	0.85
3	You correct all the errors of your students immediately in the class room.	4.12	0.65	4.24	0.76	4.18	0.71
4	You use Bangla as the medium of instructions in the class room	3.47	0.96	3.78	0.56	3.63	0.76
5	You teach your students by giving practice of individual work.	3.48	0.85	2.96	0.98	3.22	0.92
6	You teach your students by giving practice of pair work and group work.	4.41	1.14	3.81	1.12	4.11	1.13
7	Your students decide what they learn and how they learn.	2.10	0.86	2.18	1.01	2.14	0.94
8	You use English as the medium of instructions in the class room.	4.32	0.57	4.56	0.68	4.44	0.63
9	You teach your students by role playing.	2.24	1.12	2.18	0.64	2.21	0.88
10	Your students are free enough to ask you necessary questions and discuss their problems with you.	4.42	1.07	3.88	0.59	4.15	0.83
11	You give importance of memorization of grammatical rules.	2.31	0.94	2.11	0.89	2.21	0.92

12	You say the Bangla meaning of unknown and difficult English words.	3.34	0.75	3.94	0.94	3.64	0.85
13	You communicate with your students in English in the class room.	4.22	1.32	3.93	1.25	4.08	1.29
14	You communicate with your students in both bangla and English in the class room.	4.44	1.02	3.96	1.23	4.20	1.13
15	You give importance of teaching grammar.	3.88	1.12	4.24	1.02	4.06	1.07
16	You overlook the errors of your students.	2.34	0.99	2.12	0.86	2.23	0.93
17	You decide about your students learning and the way of learning.	4.36	0.86	3.98	1.01	4.17	0.94
18	You have multimedia/over head projector in your institution.	4.32	1.56	3.12	1.32	3.72	1.44
19	Your class rooms are well-furnished, equipped, spacious and clean.	3.94	1.45	2.82	1.22	3.38	1.34
20	The number of students in your class is more than 30.	4.78	1.07	4.62	0.59	4.70	0.83

N=60 in the questionnaire survey, and 45 for the interview. The rating scale ranges from 1 to 5.

The above table shows similarities between the results of data collected through teachers' questionnaire survey, and interview. The mean scores of most of the statements are almost the same in both groups. However, in a few cases the mean scores of questionnaire survey and interview are found somewhat different. In both the questionnaire survey and interview 3 statements (Nos. 3,8 and 20) have 'very high' Mean scores which is above 4, 4 statements (Nos. 1, 2, 4 and12) have 'considerably high' mean scores which is between 3 and 3.99, 4 statements (Nos. 7, 9, 11and 16) have 'considerably low' Mean scores which is between 2 and 2.99.

A summary of the result is presented in table 5.9:

Table 5.9
Results of the Similarities and Differences traced in Questionnaire Survey and Interview

Similarities traced in Questionnaire Survey and Interview				Differences traced in Questionnaire Survey and Interview
Very High	Considerably High	Considerably Low	Very Low	
3	4	4	0	9

However, the Mean scores of teachers' questionnaire survey and interview of 9 statements (Nos. 5, 6, 10, 13, 14, 15, 17, 18 and 19) differ to a certain extent. Statement5 has 'considerably high' Mean score in questionnaire survey but it has 'considerably low' mean score in interview. Statement 6 has 'very high' Mean score in the questionnaire survey but it has 'considerably high' mean score in interview. Statement 10 has 'very high' Mean score in questionnaire survey but it has 'considerably high' Mean score in interview. Similarly, statement 13 has 'very high' Mean score in questionnaire survey but it has 'considerably high' Mean score in interview. Statement 14 has also 'very high' Mean score in questionnaire survey but it has 'considerably high' mean score in interview. Statement 15 has 'considerably high' Mean score in questionnaire survey but it has 'very high' Mean score in interview. Statement 17 has 'very high' Mean score in questionnaire survey but it has 'considerably high' Mean score in interview. Statement 18 has 'very high' Mean score in questionnaire survey but it has 'considerably high' Mean score in interview. Statement 19 has 'considerably high' Mean score in questionnaire survey and but it has 'considerably low' Mean score in interview.

The overall results of the teachers' questionnaire survey and interview show that the statements that have 'very high' Mean scores (Nos. 3, 6, 8, 10, 13, 14, 15, 17 and 20) refer representatively to error correction, practicing of pair work

and group work, using English as the medium of instructions, teacher-student relationship, English as mode of communication, using both English and Bangla for communication, giving importance on teaching grammar, taking decision on students' learning and the way of learning and the number of students in a class. These imply that teachers usually correct the errors of the students immediately; they teach the students by giving practice of pair work and group work, they frequently use English as the medium of instructions in the class room,

students are free enough to ask them necessary questions and discuss their problems with them, they communicate with their students in English in the class room, they also communicate with their students in both Bangla and English in the class room, they always give importance on teaching grammar, they decide what their students' learn and how they learn and the number of students in their class is for all time more than 30.

The statements that have 'considerably high' Mean scores (1, 2, 4, 5, 12, 18 and 19) refer to follow lesson-plan, follow the lecture mode of teaching in the class room, use Bangla as the medium of instructions, teach through giving practice of individual work, say the Bangla meaning of unknown and difficult English words, have multimedia/over head projector and the condition of classrooms. These signify that teachers often follow lesson-plan while teaching in the class room; they frequently go after the lecture mode of teaching in the class room, they habitually use Bangla as the medium of instructions in the class room, they regularly teach their students by giving practice of individual work, they often say the Bangla meaning of unknown and difficult English words, they have multimedia/over head projector in their institution and often their class rooms are well-furnished, equipped and spacious.

Statements that have 'considerably low' Mean scores (7, 9, 11 and 16) refer to decision about what the students' learn and how they learn, teaching by role playing, giving importance of memorization of grammatical rules and overlooking the errors of the students. These imply that students rarely decide what they learn and how they learn, teachers hardly ever teach their students by role playing, they seldom give importance of memorization of grammatical rules and they rarely overlook the errors of your students.

The table also shows that the statements have quite low SDs about their results which seem to suggest that the teachers have considerable similarity in their experiences in teaching English and about teaching- learning situation at the secondary level of education in Bangladesh.

ii) Section C

There are 20 statements in this section of teachers' questionnaire and all the statements are concerned with teachers' likings and disliking, expectations and beliefs regarding different aspects of English language teaching and learning at the secondary level of education in Bangladesh.

In this section, a five-point rating scale has been used. The maximum value of the rating scale is 5 and the minimum 1. So, Mean scores between 5 and 4 are considered 'very high', scores between 3 and 3.99 are considered 'considerably high', scores between 2 and 2.99 are considered 'considerably low' and between 1 and 1.99 are considered ' very low'.

The results of the teachers' questionnaire survey and interview are presented in table 5.10

Table 5.10

Results of Teachers' Questionnaire Survey and Interview of Section C

No.	Statements	Results					
		Questionnaire Survey		Interview		Overall Results	
		Mean	SD	Mean	SD	Mean	SD
1	You believe that teaching grammatical rules is very important for teaching a foreign language.	4.45	0.85	3.86	0.98	4.16	0.92
2	You like lecture mode of teaching in the classroom.	2.89	0.96	2.72	0.56	2.81	0.76
3	You believe that errors should be corrected immediately.	2.43	1.02	2.12	0.95	2.28	0.99
4	You believe that fluency should be given priority over accuracy in language teaching.	4.08	0.72	4.25	0.68	4.17	0.70
5	You like teaching by providing your students through individual work.	2.69	1.08	2.96	0.96	2.83	1.02
6	You like teaching by providing your students through pair work.	4.24	0.96	4.63	0.78	4.44	0.87
7	You like teaching by providing your students through group work.	4.62	0.96	4.78	0.56	4.70	0.76
8	You believe that students having good grade can use English skillfully in practical situation.	3.36	1.22	2.28	1.78	2.82	1.50
9	You believe that interaction between teachers and students is very significant for teaching.	4.76	1.25	3.98	1.12	4.37	1.19
10	You prefer Bangla when interact with students.	4.44	1.12	3.87	0.79	4.16	0.96

11	You prefer English when interact with students.	4.38	0.96	4.64	0.89	4.51	0.93
12	You think that you need language improvement or training	4.26	0.94	3.94	0.76	4.10	0.85
13	You believe that topics or language teaching materials should be entertaining	4.52	0.96	4.32	0.76	4.42	0.86
14	You believe in friendly relationship between students and teachers	4.12	0.94	4.64	0.64	4.38	0.79
15	You believe in culture related teaching materials	4.33	0.76	4.21	0.56	4.27	0.66
16	You believe in teachers' decision about students learning and the way of learning.	4.45	1.12	3.92	1.23	4.19	1.18
17	You believe in students' decision about students learning and the way of learning.	2.56	0.86	2.98	0.56	2.77	0.71
18	You believe in practice as a medium of teaching foreign language.	4.90	0.62	3.61	0.95	4.25	0.79
19	You expect the proper inclusion of spelling and listening tests.	4.52	0.86	4.12	0.95	4.32	0.91
20	You consider the contextualized grammar and vocabulary tests effective.	3.72	0.96	3.22	0.56	3.47	0.76

The above table shows similarities between the results of data collected through teachers' questionnaire survey, and interview. The mean scores of most of the statements are almost the same in both groups. However, in a few cases the mean scores of questionnaire survey and interview are found somewhat different. In both the questionnaire survey and interview 8 statements (Nos.4, 6, 7, 11, 13, 14, 15 and 19) have 'very high' Mean scores which is above 4, 1

statement (No.20) has 'considerably high' mean score which is between 3 and 3.99, 4 statements (Nos. 2, 3, 5 and 17) have 'considerably low' Mean scores which is between 2 and 2.99.

A summary of the result is presented in table 5.11:

Table 5.11
Results of the Similarities and Differences traced in Questionnaire Survey and Interview

Similarities traced in Questionnaire Survey and Interview				Differences traced in Questionnaire Survey and Interview
Very High	Considerably High	Considerably Low	Very Low	
8	1	4	0	7

However, the Mean scores of teachers' questionnaire survey and interview of 7 statements (Nos. 1, 8, 9, 10, 12, 16 and18) differ to a certain extent. Statement 1 has 'very high' Mean score in questionnaire survey but it has 'considerably high' mean score in interview. Statement 8 has 'considerably high' Mean score in the questionnaire survey but it has 'considerably low' mean score in interview. Statement 9 has 'very high' Mean score in questionnaire survey but it has 'considerably high' Mean score in interview. Similarly, statement 10 has 'very high' Mean score in questionnaire survey but it has 'considerably high' Mean score in interview. Statement 12 has 'very high' Mean score in questionnaire survey but it has 'considerably high' mean score in interview. Similarly, statement 16 has 'very high' Mean score in questionnaire survey but it has 'considerably high' Mean score in interview. Statement 18 has also 'very high' Mean score in questionnaire survey but it has 'considerably high' Mean score in interview.

The overall results of the teachers' questionnaire survey and interview show that the statements that have high mean scores (Nos. 1, 4, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 18 and 19) refer to teaching grammatical rules, fluency over

accuracy, teaching through pair work, teaching through group work, interaction between teachers and students, preference of Bangla in interaction with students, preference of English in interaction, necessity of training, entertaining teaching materials, friendly relationship between students and teachers, culture related teaching materials, teachers' decision about students learning and the way of learning, practice as a medium of teaching foreign language and the proper inclusion of spelling and listening tests. These imply that they strongly believe that teaching grammatical rules is very important for teaching a foreign language; they prefer fluency to accuracy in language teaching, they like teaching by providing your students through pair work, they are fond of teaching by providing your students through group work, they stoutly believe that interaction between teachers and students is very significant for teaching, they like Bangla very much when interact with students, they like English also when interact with students, they strongly believe in language improvement or training, they firmly believe that topics or language teaching materials should be entertaining, they believe in teachers' decision about students learning and the way of learning, they think that practice is a medium of teaching foreign language and they highly expect the proper inclusion of spelling and listening tests.

The only statement that has 'considerably high' Mean score (No. 20) refer to the effectiveness of contextualized grammar and vocabulary tests. This signifies that the teachers regard the contextualized grammar and vocabulary tests as effective.

Statements that have 'considerably low' Mean scores (2, 3, 5, 8 and 17) refer to lecture mode of teaching in the classroom, immediate error correction, teaching through individual work, students having good grade can use English skillfully in practical situation and students' decision about students learning and the way of learning. These imply that they rarely like lecture mode of teaching in the classroom, they seldom believe that errors should be corrected immediately, they

hardly ever like teaching by providing their students through individual work, they almost never think that students having good grade can use English skillfully in practical situation and they have almost no believe in students' decision about students learning and the way of learning.

The table also shows that the statements have quite low SDs about their results which seem to suggest that the teachers have considerable similarity in their likings and disliking, expectations and beliefs regarding different aspects of English language teaching and learning at the secondary level of education in Bangladesh.

5.5   Results of Classroom Observation

To get the real picture of the prevailing condition of the English language teaching learning situation in the classrooms at the secondary level of the country 25 classes were observed from 25 schools divided into four categories. One lesson in each school was observed.

The following table (No. 5.12) shows the total number of available students from the total number of students.

Table 5.12
Rate of the available students from the total number of students

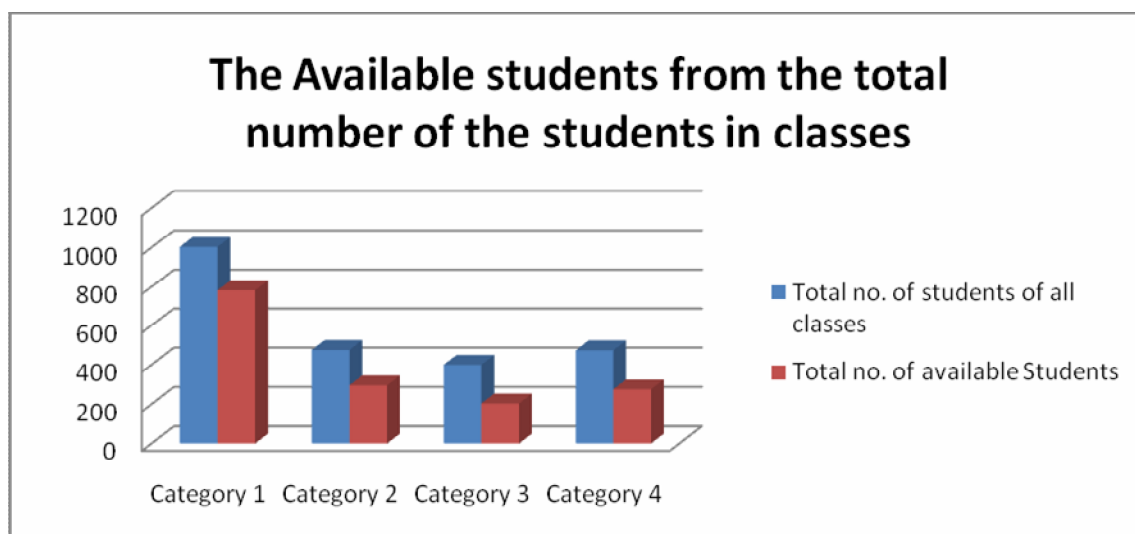| Category of schools	Total no. of schools	Total no. of observed classes	Total no. of students of all classes	Total no. of available Students	Percentage %
Category 1	5	5	1003	782	78
Category 2	5	5	475	295	62
Category 3	5	5	400	204	51
Category 4	10	10	473	275	58
Total	25	25	2351	1556	66

Chart 5.1

During observing the class teachers' behaviour as well as students' behaviour was observed and what they actually do in the way of interaction in the classroom was also taken into account. Results of classroom observation are presented under the following headings:

5.5.1 Size and Condition of the Classroom

The number of students in almost all the 25 classes observed for this study was more than 30. Only in 1 class, the number of students was below 30. And in 9 Classes, the number of students was above 80. However, considering the total enrollment of the students in class ten it would not be easy to accommodate the learners if all attended regularly.

Physical facilities of the secondary schools (both government and non-government) were not satisfactory in terms of space, lighting, and ventilation. It was found that most of the classes were less spacious, ventilated, clean and furnished. Some of them were sufficiently spacious, ventilated, clean and furnished. Five classrooms out of twenty five were found quite inadequate in these respects.

The following Picture (Pic. No.5. 1) shows the less spacious, ventilated, clean and furnished classroom of Bagha High School from category 3.

Picture 5.1: Bagha High School (category 3)

The following Picture (Pic. No. 5.2) shows spacious, well-ventilated, clean and furnished classroom of Rajshahi University School from category 2.

Picture 5.2: Rajshahi University School (category 2)

5.5.2   Seating Arrangement in the Classroom

It was found that in all of the 25 classes observed benches, chairs or desks were not fixed to floors that means they were moveable. Students sit in rows and teachers sit in front of them. Very few raised platforms were found in the observed classes for teachers' sitting.

The following Picture (Pic. No.5.3) shows students sitting in rows and no raised platform was found in Mirgonj High School from category 4.

Picture 5.3: Mirgonj High School (category 4)

5.5.3 Teaching-Learning Aids

In most cases, the teachers did not use any audio-visual materials. Blackboards, chalk and dusters were mainly used in almost all the classes observed. Computers and multi media were found in many secondary schools but those were not used regularly and extensively as the facilities were very limited and at the same time, many of the English teachers were not skilled enough to handle that equipment properly. Only in 3 classes out of 25 classes these modern equipment were used for English language teaching. Furthermore, no language laboratory was found in any of the schools selected for class observation.

The following Picture (Pic. No. 5.4) shows only Blackboard and the teacher who is using chalk and duster as teaching-learning aids in Khorkhori Girls' High School from category 4.

Picture 5.4: Khorkhori Girls' High School (category 4)

The following Picture (Pic. No. 5.5) shows the use of computer and multimedia as teaching-learning aids in Ranibazar Girls' High School from category 2.

Picture 5.5: Ranibazar Girls'High School (category 2)

5.5.4   Method of teaching followed in the classroom

In 14 classes out of the 25 classes observed, teachers were found to follow the traditional method of teaching. In 6 classes, teachers were found to follow some of the techniques of the conventional method and some of the techniques of the communicative language teaching. And in 5 classes, teachers were found to use

the techniques and procedures of the Communicative Language Teaching. No variation in teaching method was found.
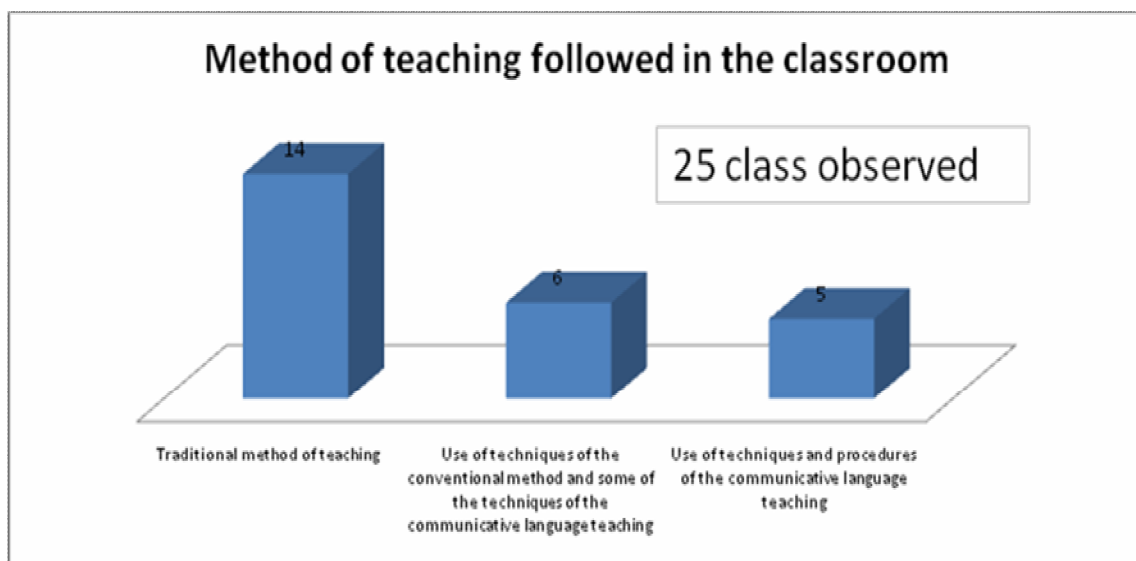

Chart 5.2

5.5.5   Lesson Plan

A lesson plan is like a roadmap to reach a goal and teachers are expected to enter the classroom with a lesson plan which tells them what to teach and how to teach. While observing it is found that only in 4% classes teachers entered with a lesson plan whereas in 96% classes teachers did not have any lesson plan with them. In the following table (No. 5.13 it is shown that in how many classes teachers entered with a lesson plan.

Table 5.13
The rate of teachers with and without Lesson Plan

Category of schools	Total no. of schools	Total no. of observed classes	Teachers with lesson plan	Percentage %	Teachers without lesson plan	Percentage %
Category 1	5	5	1	4%	4	80%
Category 2	5	5	0	00%	5	100%
Category 3	5	5	0	00%	5	100%
Category 4	10	10	0	00%	10	100%
Total	25	25	1	4%	24	96%

Chart 5.3

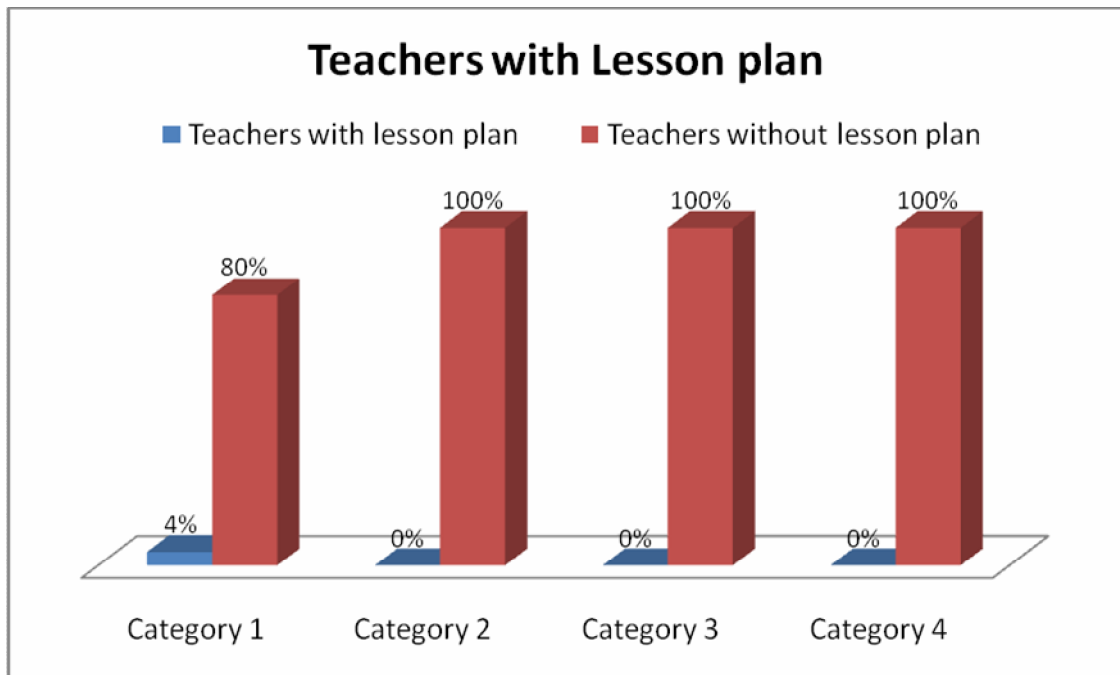### 5.5.6   Medium of Instruction

On the basis of the class observation, 40% teachers were found to use English as the medium of instruction in English language class. These teachers were also found to use Bangla to spell out meaning of difficult and unfamiliar words when they considered it necessary for language learning. While, about 60% teachers were found to use Bangla as the medium of instruction in the classroom.
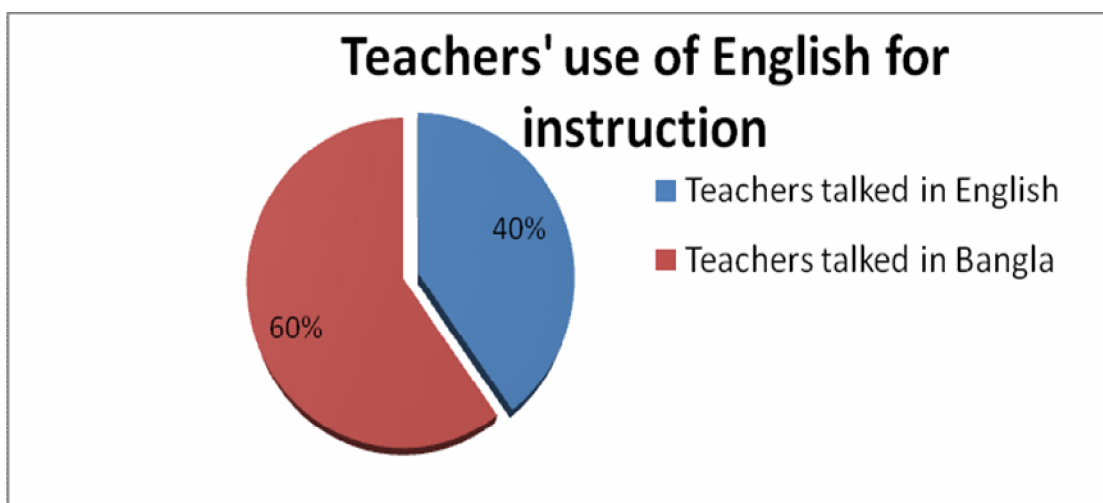

Chart 5.4

5.5.7   Medium of interaction:

3% students only used English as the medium of interaction with their teachers in the classroom. On the contrary, 97% students liked to use Bangla as the medium of interaction with their teachers in the classroom. At the same time, nearly all the students used Bangla as the main medium of interaction with their classmates in the classroom.
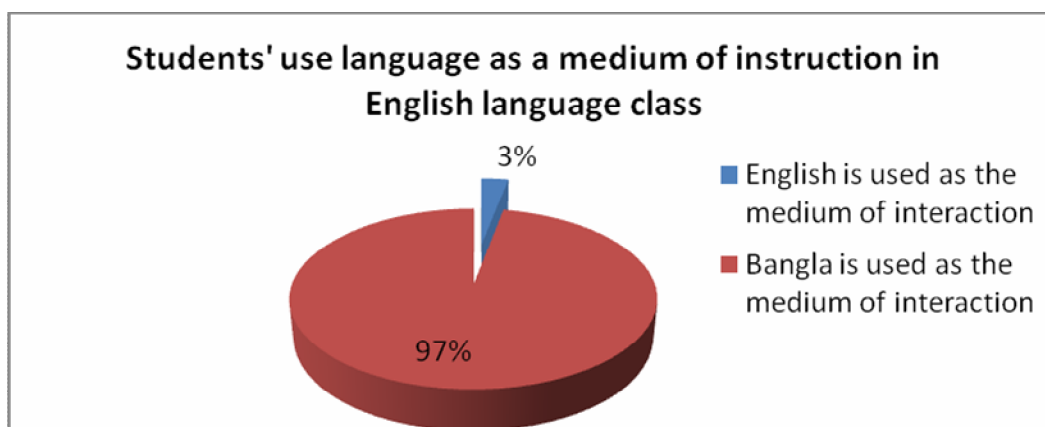

Chart 5.5

5.5.8   Teaching-learning activities and practices

The teaching learning activities and practices are discussed below.

5.5.8.1   Teaching-learning practices

Learner centred English language class was not usually found at our secondary schools. 70% English language classes were found to be entirely teacher centred or teacher dominated, Skills were not focused; instead, lessons were followed traditionally, while 30% classes, though teacher dominated and directed , were observed to use learner- centred learning activities such as pair work and group work.

5.5.8.1.1   Pair work and Group work

Only 30% classes were observed to practice pair work and group work. As the students sat on benches arranged in long rows it was difficult for them to arrange group work. Students of the front bench sat turning behind and took part in group discussion. Arranging Pair work was less difficult. As students had no need of moving from their own seats to do it they made pairs with their nearest partners.

The following Picture (Pic. No.5.6) shows how students were engaged in group work.

Picture 5.6: Shahid Nazmul Huq School (category 2)

The following Picture (Pic. No.5.7) shows how students were engaged in pair work.

Picture 5.7: Khorkhori Girls'High School (category 4)

5.5.8.1.2   Individual work

40% classes were observed where individual work had been done. For individual work seating arrangement in long rows or large class-size does not matter.

The following Picture (Pic. No.5.8) shows how students were engaged in individual work.

Picture 5.8: Rajshahi Collegiate School (category 1)

5.5.8.1.3   Role-Playing

None of the classes was observed where role-playing was found. The large class-size, the seating arrangement in long rows, the time constraint for English classes and the shyness of the students are considered barriers for role-playing.

5.5.8.2   Classroom interactions

35% classes were observed as interactive classes. Interaction was lesson based. In the English language class, 35% teachers interacted with their students. Contradictorily, in 65% classes students did not interact with their teachers. They remained inactive during the class and replied only when their teachers asked them something. In 45% classes students were given the privilege to learn English through interaction among themselves, 15% students prefer to learn English through practicing and using it among themselves in the classroom. Others did not utilize the chance offered by their teachers.
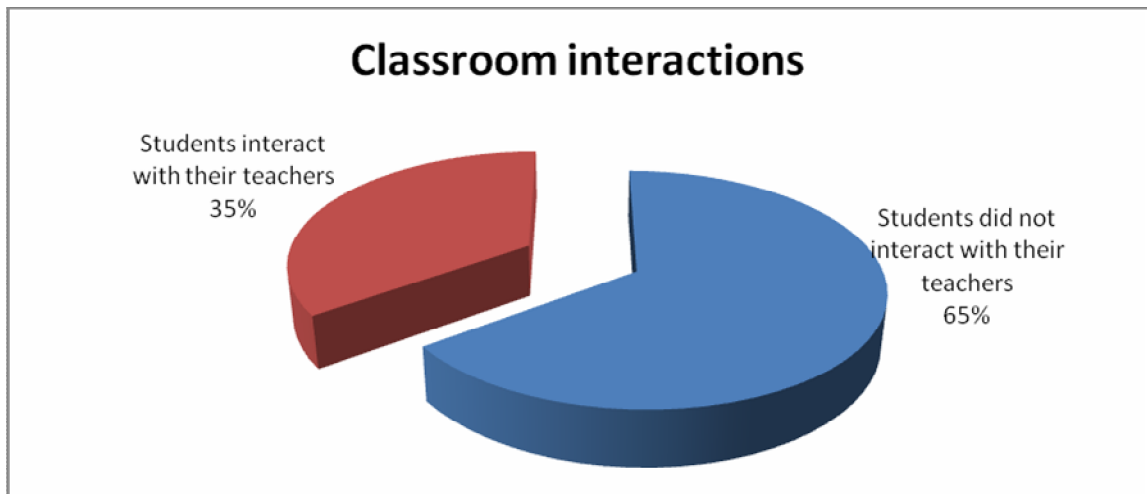
Chart 5.6

The following Picture (Pic. No.5.9) shows how students were inactive in the classroom.

Picture 5.9: Mirgonj High School (category 4)

5.5.8.3   Students' Feedback

40% of the English language teachers offered their students positive feedback. 45% teachers gave the students negative feedback. And 15% teachers like to use positive and negative feedback together. They generally provided positive feedback but sometimes they used negative feedback.

5.5.8.4   Mode of Error correction

To overcome students' errors in language learning 70% teachers were found correcting their errors immediately whereas 30% teachers overlooked the errors of the students and they were mainly concerned with the accuracy of content. There was no feedback session over the performance of the students.

5.5.9   Teaching Grammar

Grammar was taught through lecturing and giving exercises. Most of the teachers like to teach English grammar inductively.

5.5.10 Teaching Vocabulary

15% teachers taught meaning and usage of English words and phrases in English using proper context in the classroom. 25% teachers used both English and Bangla to teach a new English word to their students. But, 60% teachers taught only Bangla equivalents of English words and phrases.
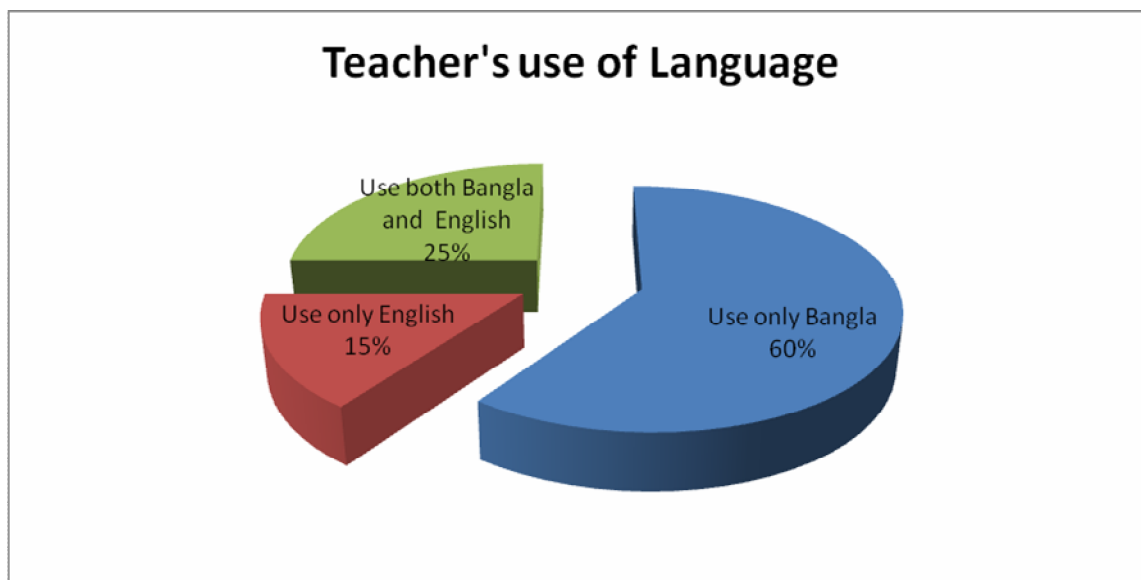

Chart 5.7

60% teachers taught vocabulary with pronunciation which is very important for effective communication though 40% teachers did not teach vocabulary with pronunciation in the classroom.
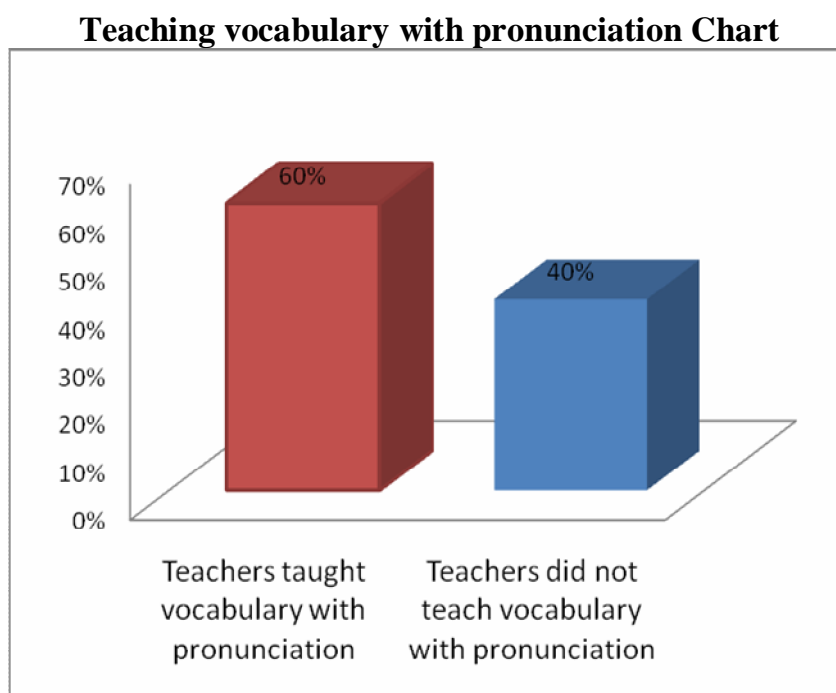
Teaching vocabulary with pronunciation Chart

Chart 5.8

5.5.11 Teaching of four basic language skills

On the basis of the empirical study derived from classroom observation the four basic language skills were taught in the following technique in the secondary schools which were observed.

5.5.11.1 Teaching Reading

Teachers paid no attention to teaching the proper strategies of reading. Almost all the teachers read the text himself/herself at first, and then explained and interpreted it to the students. Most of the teachers preferred loud reading. In some cases, silent reading was observed. No teacher was found to teach the students to develop the abilities to read for various purposes in English. All the teachers preferred to engage their students to study and memorize the contents of their lessons in the class to teach them reading in English.

The following Picture (Pic. No.5.10) shows how teachers read the text himself at first.

Picture 5.10: P.N. Govt. Girls High school (category 1)

The following Picture (Pic. No.5.11) shows teachers preference of loud reading.

Picture 5.11: Rajshahi University School (category 2)

The following Picture (Pic. No.5.12) shows students' silent reading.

Picture 5.12: Bagha High School (category 3)

5.5.11.2 Teaching Writing

In the case of teaching writing in English, 65% teachers just engaged the students in the activities of memorizing and the reproduction of the memorized contents in the classroom. They think that these orthodox activities are the suitable ways of developing the writing skill of their students. On the contrary, 35% teachers talk about the topic of writing composition and ideas that the students should develop in their composition before asking them to write in the classroom.
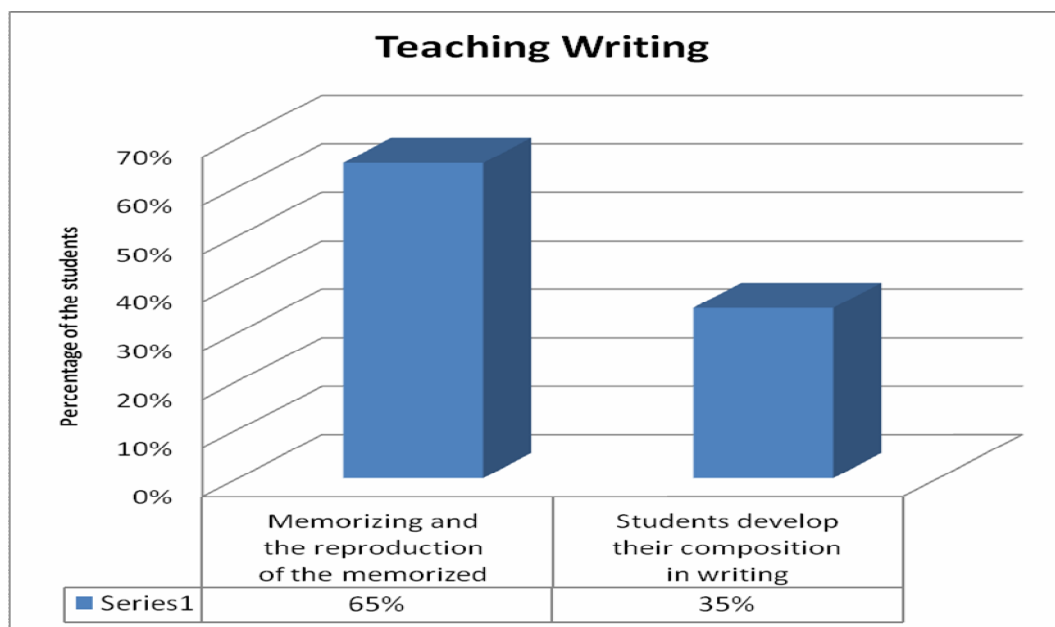
Chart 5.9

The following Picture (Pic. No.5.13) shows students' practicing of writing skill.

Picture 5.13: Rajshahi Collegiate School (category 1)

30% teachers involved students in guided and free writing. On the other hand, 70% teachers did not involve students in guided and free writing. However, they taught what to write, but they did not teach their students how to develop their writing composition appropriately, freely, methodically and efficiently for communicative purposes. No teacher was observed to teach the proper techniques of writing English in the classroom.
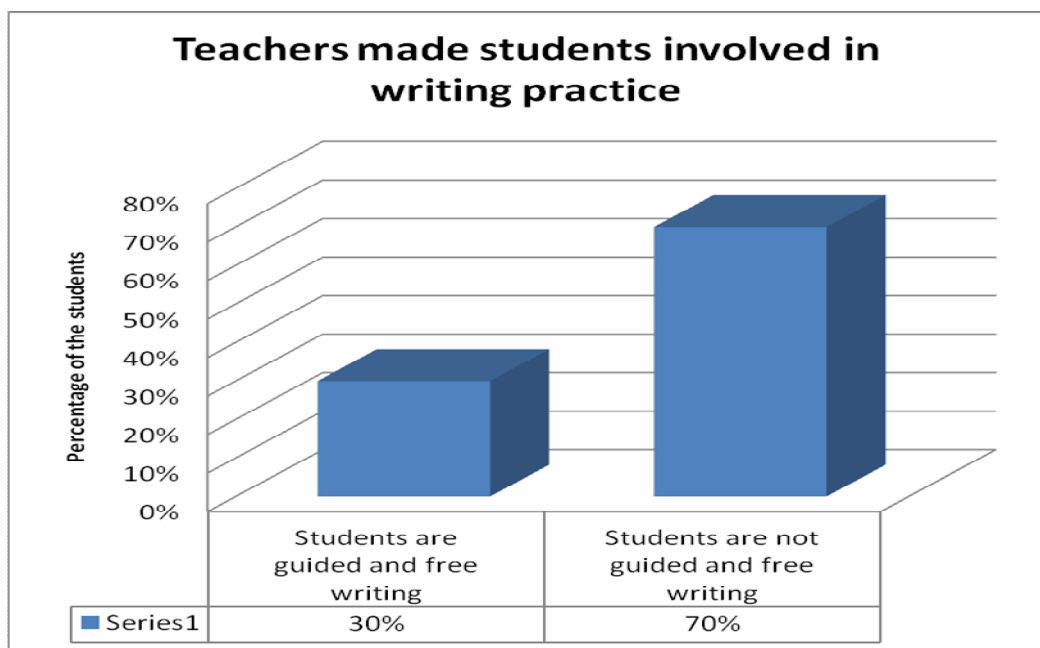
Chart 5.10

5.5.11.3 Teaching Speaking

25% teachers involved their students to directly take part in speaking practice with their classmates and teachers. 30% teachers liked to give them practice of writing dialogues as the students are bound to do so in the examinations. Conversely, 45% teachers overlooked the development of the speaking skill of the students in the classroom. They were neither interested to speak in English nor concerned about teaching their students to speak English as this skill is ignored in testing.

Chart 5.11

5.5.11.4 Teaching Listening

Teachers were not found to use any audio-visual materials for teaching listening. They simply overlooked the lessons on listening as this skill is not included in internal examinations and public examinations.

5.5.12 Teaching Learning Atmosphere

In most classes teaching – learning atmosphere was found formal during classroom observation. Learning was mainly teacher-centred. Teache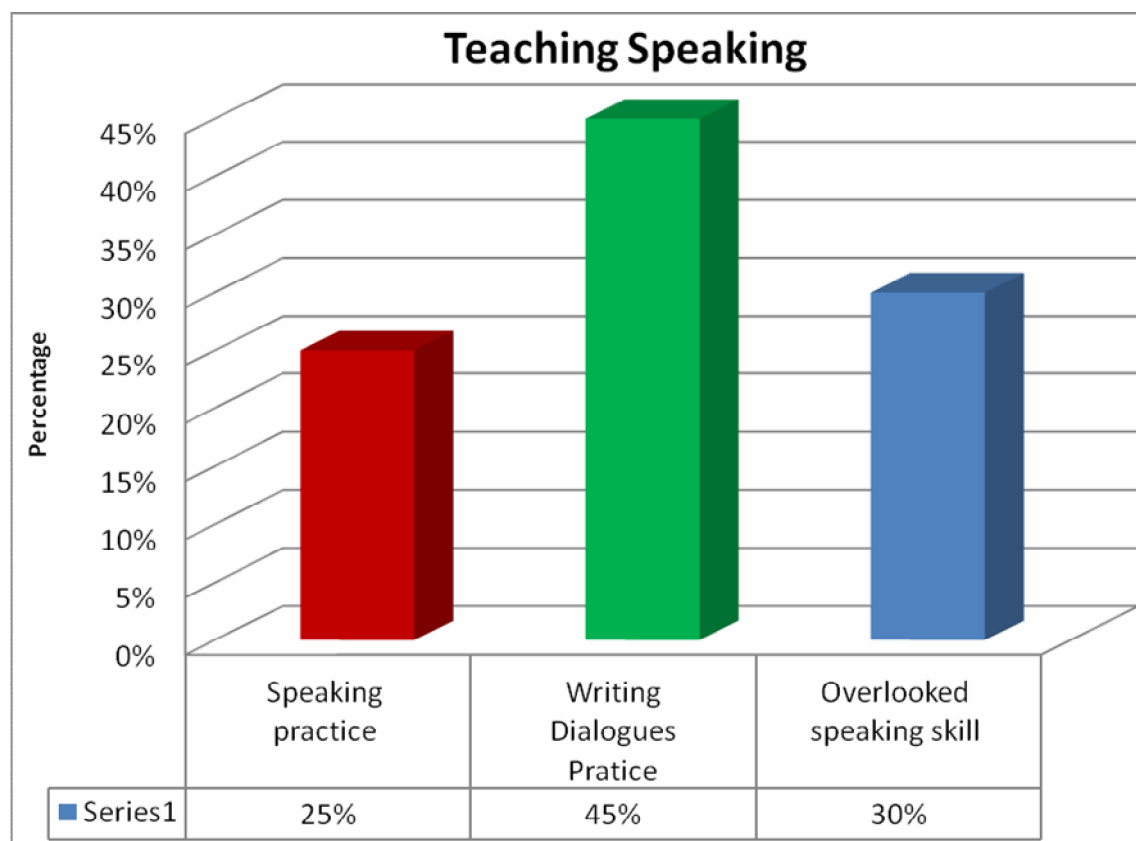rs were seen considerably sympathetic and friendly with their students. They were found encouraging their students to ask questions in almost all the classes. But most of the students were found reluctant to ask any question or participate in any discussion. In very few classes the environment of learning was found informal.

The following Picture (Pic. No.5.14) shows formal and teacher-centred classroom.

Picture 5.14: Chokrajpur High School (category 4)

5.5.13 Classroom management

Classroom management is a very important factor in the process of teaching and learning. In 80% classes teachers were able to maintain discipline in the classroom. But in 20% classes teachers faced difficulty to maintain discipline properly in the classroom. In most cases, the classes were large in size and noisy and many students tried to speak together. Individual and equal attention towards the back-benchers and weak and shy students was not observed rather the teachers paid full attention to the bright and enthusiastic students.
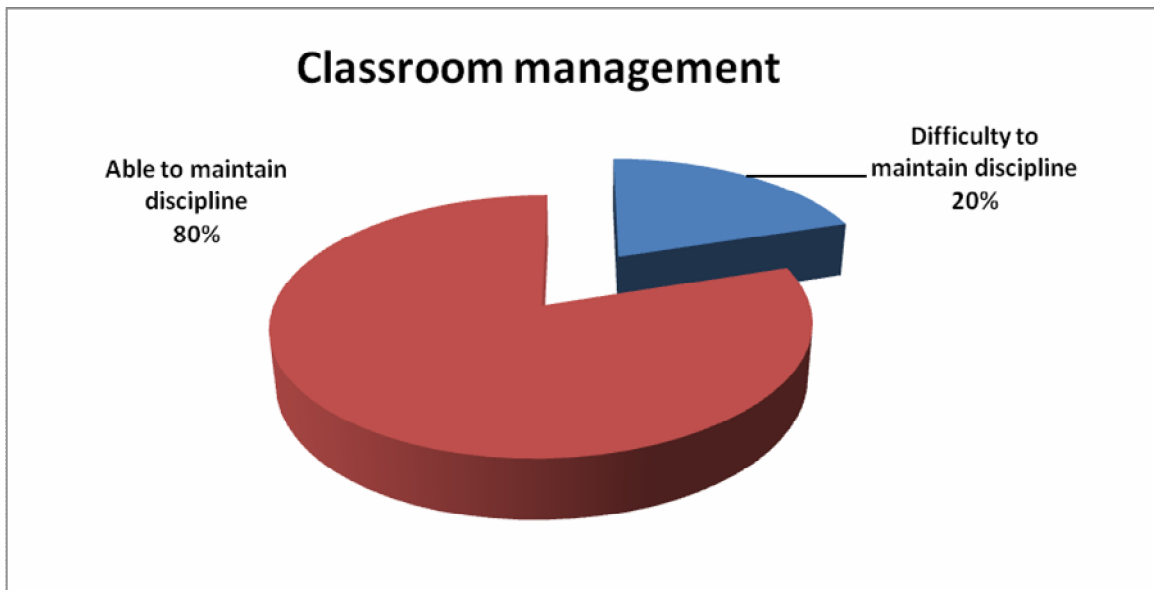
Chart 5.12

Only 30% teachers properly monitored and ensured all students' participation in pair work or group work. On the other hand, 70% teachers could not monitor accurately and ensure all students' participation. Large class-size was also a factor there.
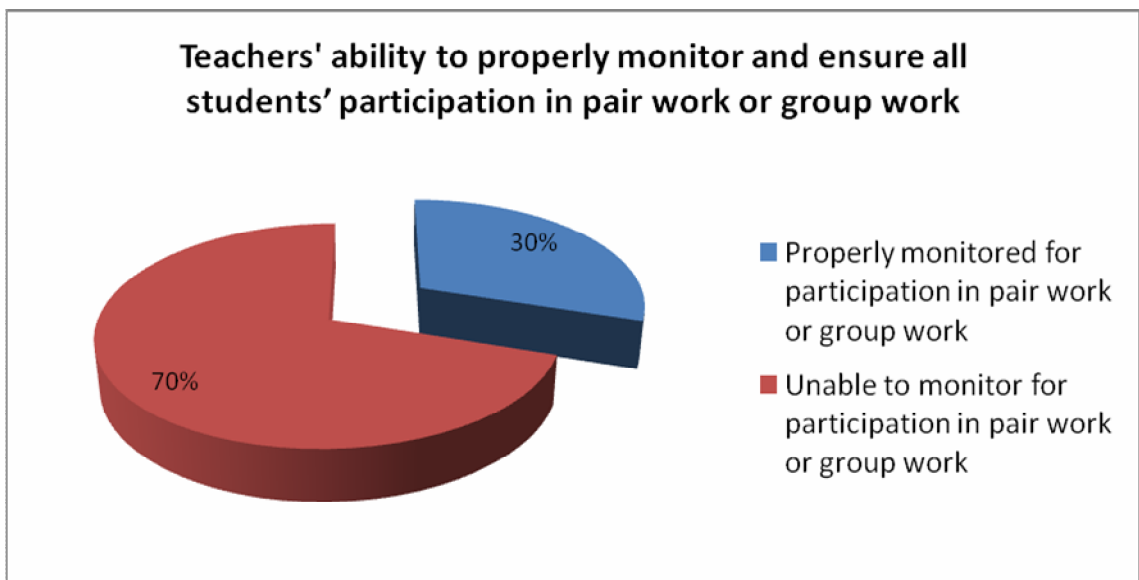
Chart 5.13

The following Picture (Pic. No.5.15) shows a disciplined classroom.

Picture 5.15: Rajshahi University School (category 2)

5.6　Conclusion

In this chapter, the results of the empirical study have been presented, analysed and discussed in detail. The findings of the empirical study help to evaluate the present teaching-learning condition of English at the secondary level in Bangladesh in general and the methods, approaches and classroom condition at that level in Rajshahi district particularly and at the same time help to find out suitable methods and approaches appropriate and effective for our country. The results of questionnaire survey and interview of the students' and teachers' have been presented in terms of Mean and SD, but the results of the classroom observation have been presented in percentage.

Chatper 6
Evaluation of Teaching Methods and Approaches currently used at the Secondary Level and the classroom condition existing at that Level in Bangladesh

6.1 Introduction

Teaching methodology is significantly an important issue to ensure desired outcomes concerning English language teaching. Communicative language teaching was introduced at the secondary level in Bangladesh to attain the communicative competence of the students in English language focusing on the four basic language skills. The key objective of adopting this teaching approach is to acquire competence of the students in using English for communicative purposes in real life situations. So, the currently practiced teaching method is expected to fulfill the objectives of gaining the communicative competence of the students in using the basic language skills as well as their knowledge of English grammar and vocabulary. Earlier the methods used in the country were not skill based, and they were content based and grammar and structure focused which were practiced to gain the knowledge of the rules of English grammar, vocabulary and understanding of literary texts.

Nevertheless, the implementation of CLT approach in Bangladesh has not resulted in the expected outcomes for achieving communicative competence in English. Bangladesh is mostly a monolingual country. As a western and recent approach, the application of CLT in Bangladesh faces many obstacles and problems. Various kinds of obstacles and problems like teacher-oriented problems, student-oriented problems, problems associated with the testing system, and CLT-oriented problems held up the proper application of CLT in Bangladesh and the expected results. The improvement of the teaching of English as a Second Language (ESL) in Bangladesh through the implementation

of CLT has started substantial debate. This chapter tries to evaluate whether and how far the present teaching methods and approaches used at the secondary level in Bangladesh and the classroom environment associated with it provide and fulfill the objectives of acquiring communicative competence focused on four major language skills.

6.2   Communicative Language Teaching

The present English curriculum at the secondary level in our country is based on the communicative approach to second or foreign language teaching. According to communicative curriculum, English is not a content-based subject; rather it is a skill-based subject. So, it is expected to teach the subject through regular and long-term practice of the four major language skills.

Communicative language teaching is a learner-centred approach where students practise the major language skills in pairs or groups with the supervision of the teachers. Along with the principles of this approach, the secondary English language classes are expected to be learner-centred. Students are expected to be involved in practising the basic language skills through the learner-centred tasks and activities in the classroom. These learner-centred tasks and activities must be interesting and applicable to our real life situation for its far-reaching effect. This approach combines the knowledge of the target language with the ability of using it. So, the teachers are expected to offer drills and practices of different forms and functions of the target language.

Secondary English classes are expected to have various pleasant and lively skill-practices because these are very much needed for acquiring communicative competence and using these in different situations for different purposes. In this regard R. L. Alwright considers, "……communication practice in the classroom represents a necessary and productive stage in the transfer of classroom learning to the outside world." (Alwright,1984:156). Practice in the classroom is very important in our context because our students hardly ever get any chance to use

English outside the classroom. Therefore, teachers are required to provide the students adequate chance and time for practicing English in the classroom. In this regard, English textbooks are expected to provide the students with various practice materials like dialogues, pictures, diagrams and so forth for practicing major language skills.

In Grammar-Translation method, teaching of the grammatical rules and the techniques of translation are the chief means of teaching English to the students. But in Audio-lingual method, teaching of the basic structural patterns and functional vocabulary is the major means of teaching English to the students whereas in Communicative language teaching the focus is on the development of the ability to use the language naturally, innovatively and freely. Hence, the students are expected to be able to use the language spontaneously and creatively.

After more than a decade of implementation of CLT in Bangladesh the improvement of the students' proficiency level is not acceptable (Afroze, Kabir & Rahman, 2008). Practically CLT techniques and principles are not exactly applied and followed in our language classes. Though according to CLT curriculum English is a skill-based subject, it is mainly treated as content-based subject. Students are sometimes taught to memorize the contents of the textbooks or helpful materials. They memorize some chosen answers and ready compositions to get good grades in exams.

English teachers mainly teach grammatical rules, structural patterns, vocabulary, reading and writing skills in classes at the secondary level as the tests are basically grammar-based and these two skills are tested in the exam.

6.3   Teaching of the four major language skills

Among the four major language skills, listening skill and reading skill are called receptive skills or passive skills and the other two skills, namely speaking skill and writing skill are called productive skills or active skills. These four major

language skills are very closely interrelated and as a whole express a total communication. Students cannot be organized in productive skill if they are not systematic in receptive skills. The whole thing happens and develops within the linguistic, socio-linguistic and cultural borders of the concerned country where the target language is practiced. Students become proficient in different language skills only when the teaching-learning process goes cohesively with proper and effective curriculum, syllabus, text books, teaching methodology, suitable and favourable teaching-learning condition, efficient and enthusiastic teachers, appropriate and effective testing system and so on.

6.3.1 Teaching of the Listening Skill

The development of the listening skill is mentioned in National Curriculum as one of the major objectives of teaching English at the secondary level in Bangladesh. But no specific guideline is provided for the teaching and learning of this skill in the classroom. Even in assessment system this skill is paid very low attention.

In our country, very few English teachers use English as the means of communication or interaction. Most of the time, they use Bangla in the classroom. As a result, students are deprived of developing the listening skill. Besides, when they talk in English, their English speech is frequently troubled with incorrect pronunciation, imperfect accent, wrong expression, lack of fluency and so on. Moreover, they frequently use academic and mechanical English which is far different from actual spoken English or conversational English. Thus, they are deprived of getting chance of developing listening skill. Again, they are mostly devoid of any kind of audio-visual aids or audio cassettes that would be very helpful for direct practice of listening skill.

There are some reasons behind this miserable condition of teaching listening skill in the classroom. There is no provision for testing this language skill in the examination and our students and teachers are very much exam-oriented. This scenario affects their motivation to practise the skill in the classroom and they pay very little attention to develop it.

The teachers who take the English classes at the secondary level in our country have different educational backgrounds in English. Most of them have a B.A. degree, some of them have Honours or Masters Degree in English and others have higher degrees in subjects other than English. So, in most cases their proficiency level in English is not sufficient enough to conduct the class in English. As a result they often conduct the class in Bangla or in a mixture of Bangla and English.

On the contrary, many students are not proficient enough to understand their teachers' English. So, it is difficult to teach them in English throughout the class. In contrast, they show their reluctance to their teachers' interaction or communication in English and they prefer their teacher to use Bangla . As a result, they are, sometimes, bound to conduct the class in Bangla.

Again, in our country, most educational institutes lack audio-video facilities. Therefore, they suffer from inadequacy of teaching materials for practicing listening skill. It is one of the major causes of not developing the listening skill in our country.

Another problem of not practicing this language skill in classes is large class-size. When the number of students is huge, it is difficult to ensure each student's participation. It is impossible to maintain, monitor and address each individual's problem.

Another cause of not improving this language skill is the limited class duration. The teachers get only 40 minutes for practicing all the major language skills. It is difficult to practice all language skills equally in a short span of time.

6.3.2   Teaching of the Speaking Skill

The Speaking skill is considered as a basic skill necessary for a learners' success in life. Sometimes, learners' fluency in speaking measures their proficiency in that language. If students are unable to develop their speaking skill, they bear

lifelong costs because of their inability (Wilson 1997; in Smith, 2003:3). Without having a good knowledge of grammar, sentence structure, pronunciation and listening skill one may successively read, write and listen; but without having a total knowledge of a language i.e. grammar, vocabulary, sentence structure, listening etc one cannot speak well (Matin, 2011: 237). Speaking skill has a vital role in developing reading and writing skills. Speaking skill is needed everywhere, from simple talk to formal public speech. According to Wilson (1997: 9), talking is used to connect with others, notice and identify the world, make sense of the world, and depict you.

For speaking, students should be capable of giving instructions, taking part in conversations, narrating a series of events, describing people and places, communicating according to the context, expressing own point of view, participating in debates and so on.

Although the development of the speaking skill is mentioned in National Curriculum (N.C.) as one of the major objectives of teaching English at the secondary level in our country students fail to attain the minimum level of proficiency in this skill. Some practical reasons are traced behind this failure. Students obtain very few opportunities to practice and develop this skill. In most of the secondary schools in our country students get little chance to practice it directly in the classroom. Teachers usually talk most of the time in the class. Quader (1993) observes that in our country the students get only one third of the total time whereas the teachers seize the remaining two thirds in the classroom. Students are allotted the least time to practice speaking.

In our secondary English classes most of the time teachers use Bangla or a mixture of English and Bangla. Indeed, maximum teachers in our country prefer to speak in Bangla. On the other hand, students usually speak in their mother tongue except answering the questions asked by their English teachers on the text.

Students are given practice of writing dialogues as the test item that leads the students to write a dialogue to test their skill in spoken English amusingly. So, students are asked to write a dialogue in informal English rather than developing their speaking English in ELT classroom.

Again, they seldom ask any question to their teachers. Moreover, they get very few opportunities of pair work or group work where they have the chance of practising the speaking skill, but they rarely get the opportunity of practicing it.

There are many reasons behind this undesirable condition of the speaking skill in our country at the secondary level. These are discussed under following headings:

Imperfect Testing System: Speaking skill of the students is not yet tested in internal and public examinations like S.S.C. examination. As our students and teachers are very much exam-oriented, they show a sort of reluctance to the development of this untested skill. They are mainly concerned with good result, not sincere about developing language skill.

Inadequate teaching aids: Teaching aids play a vital role in the current education system. The communicative approach emphasizes on using various teaching aids in the classroom for facilitating learning. Though the language classes should be ready with a variety of teaching aids it has been found set with only black boards or whiteboards in most of the cases for teaching English. In a few cases facilities of Multi Media are found though not adequate in number and for lack of training English teachers are, sometimes, unable to use it for teaching English which is very much essential for developing speaking and listening skills. Besides modern equipment like overhead projector (OHP), display board, audio-cassettes, tape recorder, video clips, computer, internet etc. are unavailable in our secondary schools.

Incompatible teaching method: Successful teaching and learning of English ultimately depends on an effective teaching methodology. The chief aim of such a

methodology must be to give learners as much practice as possible in the use of English. Since language is a participatory activity, a successful language teacher will have a close personal relationship with his/her students, both as a group and as individuals. In language learning based on communication, therefore, good classroom relationships are of particular importance. In Bangladesh English language teaching-learning practices are still revolving round the conventional concept of a method. That is, Bangladesh like many other countries of the world is still suffering from the CLT phobia and, therefore, has not been able to come out of the method paradigm. Before the introduction of CLT, it was the Grammar-Translation Method that was traditionally followed for teaching English in the country. As with other methods, dissatisfaction was also with this method, especially for its failure to impart communicative competence to learners. Therefore, the switch over from this method to the CLT approach was made on the expectation that this change would improve the quality of English teaching and learning in the country as a whole. Thereupon, new textbooks compatible with the principles of CLT were written for the students of the primary to the higher secondary levels of education, and training on this new approach was given to the English teachers so that they could properly apply the principles of this approach to the classroom teaching. But in spite of all these efforts, the desired result is yet a far cry. Even after fourteen years of the introduction of CLT in the country the quality of English education here has not improved at all. A number of studies/investigations done on the application of CLT for teaching English in Bangladesh report that the quality of English education has alarmingly deteriorated after the introduction of CLT. According to the report of a baseline study done by English in Action (EIA) project in 2008-09, a significant number of students even after many years of schooling have not progressed beyond initial level of competence in spoken English (p. 26).

In the report, it is also mentioned that the overall competence in spoken English of the teachers, learners and community adults of the country is very frustrating (p. 14). Neither the teachers nor the learners of Bangladesh are enthusiastic to follow the principles of CLT. In teacher training programmes, seminars,

workshops, and textbooks ELT teachers are advised to apply the principles of CLT in the classroom, but in actual practices there is no reflection of this instruction or advice. Islam (2011:384), in a study on the practice of CLT in the country, finds that teachers here are very reluctant to promote the ideals of CLT and therefore avoid its application. The new English textbooks based on the principles of CLT contain a lot of communicative tasks and activities in the forms of pair work, group work, role-play and so forth, but the learners do not practise them in classrooms. What they do in the classroom is nothing more than translating the reading texts available in these textbooks into Bangla. In addition to this, what they care most is practising the answers to the model questions from notebooks or guidebooks to prepare themselves for examinations. The teachers on their part do not teach by following the lesson-plans of the textbooks. Instead, they are mainly seen using 'Bangla translations to explain the meaning of the text' (Haider and Chowdhury 2012) or helping the learners solve the model questions of the guidebooks. Observably, one kind of chaotic situation is prevailing in the name of CLT in Bangladesh.

Lack of teachers' training: Language teachers should be familiar with the four major language skills all together and the ways of conducting the different lessons and units of *English for Today* in the classroom. But in our country teachers are not trained enough to conduct the ELT classes successfully. Besides after completing their short-term training they again go back to their traditional method of teaching and cannot apply the outputs of their training. Many of them consider it as a part of their job. Teachers should be familiar with different techniques of teaching like pair work, group work, individual work, chain drill and the like to give four basic language skills equal importance. Many teachers lack patience, self-confidence, eagerness, controlling power, friendly attitude and all that which can be acquired through proper and effective training.

Large class size: For teaching - learning procedure favourable class environment is necessary. In our country most of the secondary classes have a large number of students who sit closely and a teacher has to conduct the class

with a large number of students alone. As a result, the class becomes overcrowded and chaotic. In this situation both the teacher and the students are unable to concentrate on teaching -learning activities. It is not possible for a language teacher to make them practise speaking skill individually in such a clumsy situation. In most cases, the teacher-student ratio is nearly 1:50. Class size should be limited within 30-40 students.

Insufficient class duration: Teachers do not get enough time for practicing four language skills adequately. They only get 40-45 minutes for teaching English which is totally insufficient for practicing speaking skill in a large class with 50-60 students.

Seating arrangement: Practicing speaking skill in pair work or group work is problematic because of the seating arrangement in our secondary classes. In most of the classes the seating arrangement is in long rows. Students sit on benches set in long rows. Students cannot always sit in pair on a single bench rather they have to sit in long rows which is also problematic for group work.

6.3.3   Teaching of the Reading Skill

It has been observed that teachers usually follow the traditional techniques of teaching the reading skill to the students at the secondary level. Teachers generally use reading aloud technique in the class to practice the reading skill. One of the students stands up and reads loudly a reading text for comprehension according to the teacher's will in the class. Later the reading text is translated by the teacher in Bangla. Very few teachers summarize it in English. Unknown or difficult English words are generally explained in Bangla instead of in English. But according to communicative language teaching, unknown or difficult words should be explained by using the synonyms and antonyms of the words in the target language and by giving examples of their use in sentences.

Sometimes, students are given time for silent reading and this is followed by asking questions to the students from the reading text. Students try to find out

the answers from the text and to provide the correct answers. From time to time, teachers also help the students in finding correct answers by giving them clues and suggestions.

Teachers are mainly concerned with the accuracy of the students' answer, not about their own understanding of the reading text. They are not concerned about appropriate reading strategies and transfer of these strategies or sub-skills into reading skill by regular and effective reading practice. Our secondary students cannot use different sub-skills for various reading purposes and they are hardly ever very good readers.

There are many reasons behind this miserable condition of the reading skill in our country at the secondary level. These are as follows:

Lack of vocabulary: The main problem of reading is the lack of vocabulary of the students. They fail to understand the text for unknown and new words. Students mainly depend on dictionary meaning instead of contextual meaning of words. That is also a reason for not understanding the text properly. Furthermore, many students fail to understand the long sentences in a text. They have also troubles with syntax and text organization.

Lack of attention: It is another mentionable factor of students' poor reading skill. Shaw (1959) mentioned, "Comprehension of a text results from reading with concentration. But students, in most cases, cannot or do not concentrate properly while reading, or they cannot hold their attention for a long time due to their lack of practice and patience. The situation results in the frustration and unwillingness, and prevents them to read further which causes in inefficiency in writing skill also." (1959:ix)

Syntactic disparity: This is also responsible for students' poor reading skill as it creates confusion among the readers. For instance, in Bengali, the structure of simple sentence is 'subject + obj + verb' but in English the sentence structure is

'subject + verb + obj'. Hence the sentence in English 'He eats rice' is, in Bangla 'He rice eats' (Rahman, 2004).

Imperfect syllabus, materials and texts: In the syllabus and texts there are some lower order sub-skills of reading like scanning, skimming, predicting and the like but higher order sub-skills like writer's point of view, critical evaluation, tone, mood and all that are not present in the syllabus, materials and texts. Again, the scope of practicing the sub-skills is very limited.

Defective teaching methods: In our country, classes of secondary level are mainly teacher-oriented, not student-centred. In most of the cases, teacher reads out the text instead of making the direct involvement of the students. Because of time constraints or for a large number of students teachers cannot make them engaged with individual practice of reading skill. As a result, students' reading skill is not developed properly.

According to Grellet (1996), merely the teachers or the students should not practice reading in the classroom occasionally. He, also, suggests that reading aloud in the classroom should not be done by the students only as it is a very tough exercise and students hardly follow the punctuations, intonations and other technical terms while reading. Teachers should lead them properly. According to Williams (1996), for practicing reading skill effectively in the classroom, teachers should divide the lesson into three successive phases named pre-reading, while-reading and post-reading.

6.3.4   Teaching of the Writing Skill

In our country very few teachers try to develop writing skills of the students at the secondary level for communicative purposes. Generally for writing students either memorize or take preparation on some particular or selected model answers made by others. Teachers guide the students to memorize those things in order that they can reproduce the prepared things and get high marks in the examination. Therefore, the teachers do not teach the students the proper way of developing the writing skill.

As a result, students are unable to develop any composition separately, correctly and coherently. On the other hand, students get little liberty to practise writing skill in classes. Again, the writing of the students is seldom checked by the teachers in classes on account of limited time and large class- size. Thus, the mistakes and the problems in writing of the students remain present and continue in the long run.

6.4   Teaching Grammar

The present curriculum and syllabus of NCTB has a lot of importance of grammar. To a certain extent, an ample and wisely planned grammar is included in different elements of the revised textbooks.

Grammar can be taught either inductively or deductively. In the inductive approach, grammar is presented through texts in order that learners can internalize the rules. But in the deductive approach, grammar or language rules are clearly stated to the learners so that they can easily understand the rules and later can use them in making correct sentences.

According to the principles of Communicative language Teaching, English grammar should be taught inductively. The promoters of communicative approach consider deductive approach as 'dry' and 'technical.' But several language experts regard the deductive approach easier than the inductive approach (Cunnings worth 1995:99). In our country, generally teachers like to teach language rules deductively in the classroom.

 Since grammar teaching is not explicit, teachers frequently feel difficulty in identifying the grammar focus of a lesson from the particular context. They have also misunderstanding about the functional use of grammar inside proper contexts and practical communicative situations. Realizing this crisis, NCTB has included formal grammar teaching in Second Paper from class VI to XII.

6.5   Teaching Vocabulary

Students require adequate word stock of the target language to communicate with others in that language. While teaching vocabulary at the secondary schools in our country, the most commonly used technique is translating the word in Bangla or providing Bangla equivalent of the word. Very few teachers explain the new words in English with examples of their uses. Some trained teachers at first write vocabulary items on the board, then show the syllables and later pronounce them. But they do not provide any kind of drilling and cannot check whether they learn it or not for time constraint. They generally use English to English meaning. Some of them apply inference to make students understand new words. They rarely use any visual aid for presenting new vocabulary items. Generally our secondary students memorize English vocabulary with meaning. Basically they have no idea of word formation and origination of English words.

6.6   The Roles of the Teachers

In Communicative Language Teaching teachers are needed to facilitate English teaching-learning process in the classroom. So, our language teachers are highly expected to work as facilitators of practising skills to increase the communicative competence of the students in English. Communicative language teachers should motivate and inspire their students to learn English by practicing basic language skills. At the same time, teachers are required to give gentle correction of the errors made by the students. They are expected to prefer fluency to accuracy in the language classroom without interrupting the eagerness and spontaneity of the learners.

Positive feedback is also desired from the language teachers. Teachers' encouragement or praise is very much needed for developing students' progressive mood of learning.

As the communicative language teaching approach is mainly student-centred, teachers are required to involve the students in practising different skills by applying various teaching techniques like pair work, group work, role-play, question-answer and so on. They have to monitor students' activities very minutely in the classroom.

On the other hand, according to this approach, teachers have to establish a friendly relationship with students so that they can ask any question or make any query they have to their teachers without any fear or hesitation. Thus, teachers can create a friendly environment where teaching-learning activities may run smoothly.

6.7   The Role of Students

In Bangladesh teachers apprehend the view that learners are the passive receivers of knowledge. On the other hand, the learners believe that they have nothing much to do, as their teacher is responsible for doing everything. In a learning culture like this, teachers here are like guardians and "asking too many questions to and entering into a debate or argument with the teachers is a sign of disrespect and teachers hardly appreciate it" (Islam 2000).

At the secondary levels of education in Bangladesh the cultural phenomena assert that the teachers here have to remain at the centre of the classroom, control all the classroom activities and also take the responsibilities of the learners for their learning. It is the teachers who need to introduce the required interactions in the classroom and to ensure the learners' practice of using English. As a result, the learners feel timid and reluctant to speak out. Therefore, learners like to remain silent and keep listening to their teachers most of the time.

6.8   Dealing with Errors

In a communicative classroom, learners' errors are seen as healthy steps towards perfection. Teachers need to encourage their learners to use the language fluently instead of interrupting them for any mistake they make. Thus, a communicative classroom creates the opportunity of encouraging the shyer and weaker students

to speak out. While responding to the question about dealing with students' errors, majority of the teachers said that they do not have enough time to give constructive feedback to the learners. It is also evident from classroom observation that the teachers of Bangladesh have neither the skills nor the patience of correcting their students' errors gently. By doing this, they are causing serious damages to the very spirits of a communicative classroom.

6.9   The problems of Secondary English Education system in Bangladesh:

The Secondary English Education has met and has been encountering an enormous number of difficulties. The difficulties are originated in the economic, socio-cultural and education system in the EFL countries. Teachers who are in the implementation process of this teaching approach also support perceptions, beliefs and probabilities about CLT, some of which are either right or wrong. These perceptions and beliefs have direct impact on their teaching practice in the classroom. However, there is an on-going debate about whether a blend of content-based approaches and CLT could reduce the challenges of teaching English in Bangladesh.

The main obstacle to the use of CLT appears to be the mostly grammar-based examination system. The difficulties and constraints that held up the teachers' attempts to adopt CLT in Bangladesh were divided into four main categories: teacher-oriented difficulties, student-oriented difficulties, difficulties on the part of the educational system, and CLT-oriented difficulties. However, some promoters of (ESL) in Bangladesh through the adoption of CLT have provoked considerable debate. Islam (2011:384) observes the teachers' reluctance to promote CLT and indicates that many teachers avoid the few ideas of CLT that they held. There are some other reports confirming the similar facts about implementation of CLT in the classroom (Rahman, 1999; Hamid, 2005; Hamid & Baldauf, 2008). Some

students have responded negatively to communicative activities, while some teachers have not been confident about using CLT pedagogies.

The National Curriculum and Textbook Board (NCTB) introduced CLT in teaching English at the secondary level in Bangladesh in 1996. The impact of such an educational innovation was implemented through teacher training, materials development, and testing practices.

Bangladesh is largely a monolingual country and the various dialects of different areas are not much difficult to understand for any Bangladeshi. Hence, there is no need for any *lingua franca* other than the standard colloquial form of Bangla. Therefore, these young students find no direct, real scope to use English in their practical life.

Bangladesh is a poor country. She cannot provide all her citizens with all the facilities needed for education. Here the number of teachers is small. The teacher-student ratio is not ideal. The classrooms are poorly furnished and over populated. Ideal classroom set-up is absent here. Students are also deprived of the modern equipment of a classroom e.g. overhead projector (OHP), CD, DVD, cassette player, white board, multimedia system, display board and so on. Even some of the classrooms in rural areas do not have proper seating arrangements. Books are not colourful and hence less attractive. In the learning process, learners face difficulties. They get trouble catching the actual sounds of the foreign language. They try to understand each and every single word, if they miss anything, they get worried. There is another problem; they cannot understand English accent and intonation properly. As a result, they need to hear the same thing repeatedly. They find it difficult to continue with all the information and they cannot think forward.

6.10 Conclusion

This chapter evaluates the techniques and procedures used in English language teaching at the secondary level in Bangladesh. It focuses on the learning activities used to achieve language competence by our students. Again, techniques and strategies of teaching the students to develop the four basic language skills along with learning grammar and vocabulary have also been examined closely. The roles of the teachers, as well as the students in the process of education are discussed minutely and considerations have been made regarding the procedures and principles of Communicative approach followed in practice and the reason behind the recent practices of teaching and learning.

This chapter through its critical analysis puts light on the inadequacy and the deplorable state of English education in the secondary level in Bangladesh which is far away from its desired goal. The study and the analysis also clarify the facts that Communicative Approach has not yet worked effectively and not got the widespread acceptance of our secondary English language teachers and the Communicative Language teaching is not widely implemented in teaching English at the secondary level in Bangladesh.

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Chatper 7
Recommendations and Conclusion

7.1 Preamble

This chapter concludes the Ph.D. dissertation on *An Evaluation of English Language Teaching in Bangladesh: A Case Study of Teaching Methods, Approaches and Classroom Environment at the Secondary Level in Rajshahi District.* So*,* the chapter sums up the entire thesis. The major findings of the research are outlined and the recommendations have been made in the light of the findings. The research also suggests measures to be taken by the concerned authorities for ensuring better teaching and learning process. Again, the chapter makes inferences so that further research (es) can be conducted in the field.

7.2 Research Summary

The introductory chapter (chapter 1) of the thesis defines and interprets the research problem in detail. It gives an overview of the importance of English in Bangladesh, historical background of English Language Teaching in our country and its gradual ups and downs and failure in the country as well. It also provides the recent developments in language teaching-learning theories and practices. The prevailing condition and the causes of failure of English Language Teaching at the secondary level in Bangladesh have been discussed here. Objectives of the study have also been discussed with some research questions in researcher's mind to explore the developments in English language teaching and to evaluate the present English language teaching in general in Bangladesh in that light. More specifically, to examine the methods of and approaches to teaching English in Bangladesh and to observe the classroom environments at the secondary level in Bangladesh are also the objectives for recommending suitable teaching methodology to be used to bring significant effects and changes on teaching and learning of English in Bangladesh. Justification (rationale),

methodology and limitations of the study have been thoroughly explained and the literature of the relevant field has been reviewed properly. On the basis of the discussions presented in the first chapter the other chapters of the study are planned and designed. The chapter, thus, provides the guideline of the whole research.

Chapter two presents the background and development of English language in Bangladesh. This chapter shows the pre and post colonial expansion of the use of English as an official language all over the world as well as in Bangladesh. Besides, different initiatives taken in different phases of time by Bangladesh government and the gradual progress of English language teaching and its present scenario have also been discussed to pave the scope of the study.

Chapter three basically constructs the conceptual framework of the thesis. It starts with the definition of the terms- 'Methods' and 'Approaches' and explains theoretical concepts of classroom environment. A language teaching method is a set of procedures which teachers are to follow in the classroom. On the other hand, Approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. The chapter discusses a series of language teaching theories and shows that all methods represent a particular language teaching belief and put emphasis on a particular aspect of the central issue of language teaching and learning. In Foreign or second language teaching classroom environment and its proper management deserves ample attention and concentration for the success of the entire teaching learning process. The notion of classroom contains classroom interaction, classroom management, teacher-student relationship, students' seating arrangements, teacher's position, ability of communication, eye contact and so on. The chapter also upholds various principles for teachers to involve students in practices of language activities considering their needs and interest.

Chapter four presents the methodology used for thorough investigation of the practical situations, experiences, liking, disliking, preferences, expectations, advantages and disadvantages of the teachers and students of Bangladesh about different aspects of language teaching. A proper and appropriate methodology always needs proper planning, designing, collecting, processing, analyzing and interpreting data that is very important for applying proper, suitable and effective methodology and for the validity and reliability of the empirical investigation. This chapter explains the sampling plan of the empirical analysis, the design and construction of the research instruments, the process of administration of the empirical investigation and the methods of processing and analyzing the collected data in detail.

Chapter five provides the results and analysis of the empirical study. The results of the empirical survey undertaken to collect data on the students' ability in four major language skills, the present teaching methods used at the secondary level for teaching English, the issues associated with current testing system, the current English teaching-learning practices and situations and the different aspects of English language teaching and learning at the secondary level in Bangladesh are presented here corresponding to the objectives of the study. The results are discussed and analysed here in detail.

Chapter six evaluates teaching Methods and Approaches used at the Secondary Level and the classroom environment at the same Level in Bangladesh. The implementation of CLT methods in Bangladesh has not effectively resulted in the expected outcomes to achieve communicative competence in English. Bangladesh is mostly a monolingual country. On the other hand, as a western and recent method, the application of CLT in Bangladesh faces many obstacles and problems. Various kinds of obstacles and problems like teacher-oriented problems, student-oriented problems, problems associated with the testing system, and CLT-oriented problems held up the proper application of CLT in Bangladesh and the expected results. This chapter tries to evaluate whether and

how far the present teaching methods and approaches used at the secondary level in Bangladesh and the classroom environment associated with it provide and fulfill the objectives of acquiring communicative competence focused on four major language skills.

Chapter seven concludes the dissertation with findings and recommendations of the research. It suggests necessary measures to consider those recommendations for ensuring better teaching and learning. The chapter in addition makes inferences so that further research (es) can be conducted in the field.

7.3   Findings of the Research

The study finds a lot of problems associated with English language teaching at the secondary level in Bangladesh. For these problems the present teaching methods and approaches cannot match with the present situation and fail to bring the expected results. So, it is necessary to rethink about the teaching methods and approaches so that English language teaching learning condition at the secondary level reach its desired destination and at the same time find out the appropriate and effective teaching methods and approaches that will be suitable and applicable in our context. Simultaneously, classroom environment at the secondary level is found to some extent troublesome. Steps should also be taken to overcome the problems associated with classroom environment. In this regard, the study has discovered a number of findings. The findings of the study are presented below under the following sub-headings:

7.3.1   Students' Reading Skill

Students face a lot of difficulties where the purposes of reading are to find out or locate any place or describe or justify their opinion and where the subject matter of reading texts is difficult. Learners sometimes face difficulties with careful reading where the purpose of it is to get all information, sometimes face problems with attending the items like MCQ, Gap-Filling, Open Ended Questions through reading, sometimes they cannot read quickly, they are not always able to get main information through reading, they sometimes fail to

prepare notes from reading texts, sometimes they cannot read silently and from time to time they do not understand writer's point of view. Learners are habituated with loud reading and they have almost no difficulty with it.

7.3.2 Students' Writing Skill

Learners often produce short-pieces of writing both in classes and examinations, they have a lot of difficulty to use appropriate vocabulary and they can very rarely use a variety of grammatical structures. They sometimes cannot write grammatically correct sentences, from time to time they cannot apply appropriate grammatical structures, sometimes they face difficulty in completing a story, they are at times unable to say what they intend to say, they sometimes have difficulties with dialogue writing, arranging the series of sentences, spelling, punctuation and hand writing. Learners rarely produce longer-pieces of writing in classes and examinations and they have almost no difficulty with neatness.

7.3.3 Students' Speaking Skill

Students very rarely use English as a medium of communication while participating with other students, they have a lot of difficulties to give counter arguments to points raised by other students and also by teachers, they do not think in general that they are ignorant of saying something in English and they believe that they are not ignorant of the best way of saying something in English. sometimes they have difficulty of providing oral report, from time to time they cannot answer questions raised by other students, sometimes they fail to give answer to the questions asked by teachers, they do not always use English as a medium of communication while doing pair work or group work with other students and sometimes they face difficulty to state their point of view in discussions that they are often bound to talk in their English classes, they frequently take part in the class-discussion, they often ask their teachers questions, their teachers also often ask them questions, they work together asking other students questions, they over and over again think about their way

of quick response, they often show their anxiety regarding their possibility of making mistakes, they often think that they are not competent to answer the questions about the subject and they repeatedly face difficulty to participate in the discussion in the class as well.

7.3.4   Students' Listening skill:

Students rarely take notes from teachers' lecture and they have difficulties when more than one person talk together in group-discussion at times the students have difficulties in understanding oral description, they sometimes get distressed when teacher speaks very fast, from time to time they face difficulty in understanding informal language, they every now and then cannot understand the accent or pronunciation of the speaker which is different from the learners, sometimes they fail to recognize individual words of a speech and at times they cannot recognize the starting and ending of the sentences. Students often take notes by copying charts, graphs, tables, diagrams, written notes etc. from the blackboard/whiteboard, they frequently take notes dictated by their teachers, they face almost no difficulty in understanding oral instruction, they have no problem when their teachers or other students speak unhurriedly, they understand the topic of the lecture well and they have almost no problem in understanding the whole speech.

7.3.5   Teaching Methods and Approaches:

Teachers in general follow the lecture mode of teaching, teachers are very friendly and students ask them questions without any hesitation, usually teachers use Bangla when they explain something in detail in the classroom, frequently teachers decide about students' learning, they learn English by memorizing grammatical rules and vocabulary and teachers often correct their errors at once. They very rarely practise group-work in the classroom, they frequently practice pair work in the classroom, teachers give instructions in English, teachers motivate students repeatedly, students decide what they learn and how they learn, they practice different tasks individually in the classroom, they learn English through skill practice and they use English when interact with their

teachers in the class. Teachers very often read out the listening texts to make the students accustom to listening practice and the students very often use English in interacting with other students in the class. Teachers are very friendly and students are not afraid at all to share their problems with their teachers.

7.3.6   Syllabus Design

The students highly expect the contents of the text related with their own culture, they like to have a vocabulary list with meanings in their text, they ardently want to learn by discovering the meanings of new words from texts, and they highly expect many pictures, charts, maps and so on. To understand the text and talk on them. They often expect the re-designing and re- organization of their text.

7.3.7   Testing System

Speaking and listening should be tested with prime importance. Isolated test of grammatical items should be included; students getting good marks in Grammar can not use grammar properly. Multiple choice test items do not increase student's proficiency in English. Though summarizing helps Students' comprehensive understanding of tests, yet students write letters from memorization, they understand text but they are not able to express their understanding in writing. Students learn English not to develop their competence in English but to get good marks. Objective tests fail to test student's productive skills; though these are good for carrying marks, students practice model questions for tests and the present tests cannot really test student's skill of using English. Teachers in general follow lecture mode of teaching, teachers are very much concerned with examination and students are also interested to learn regarding their examination. Teachers usually use Bangla when explain something in detail in the classroom, frequently teachers decide about students' learning, they learn English by memorizing grammatical rules and vocabulary and teachers often correct their errors at once. They very often practice group work in the classroom, they frequently practice pair work in the classroom, teachers give instructions in English, teachers motivate students repeatedly, students decide what they learn and how they learn, they practice

different tasks individually in the classroom, they learn English through skill practice and they use English when interact with their teachers in the class. The teachers very often read out the listening texts to make the students listening practice and the students very often use English in interacting with other students in the class. So, the testing system should be changed on the basis of modern theoretical developments in the field to enhance student's proficiency of English.

7.3.8   Teaching English and Teaching Learning Situation

Teachers usually correct the errors of the students immediately; they teach the students by giving practice of pair work and group work; they frequently use English as the medium of instructions in the class room, students are free enough to ask them necessary questions and discuss their problems with them, they communicate with their students in English in the class room, they also communicate with their students in both Bangla and English in the class room, they always give importance to teaching grammar, they decide what their students' learn and how they learn and the number of students in their class is for all time more than 30. Teachers often follow a lesson-plan while teaching in the class room; they frequently go after the lecture mode of teaching in the class room, they habitually use Bangla as the medium of instructions in the class room, they regularly teach their students by giving practice of individual work, they often say the Bangla meaning of unknown and difficult English words, they have multimedia/over head projector in their institution and often their class rooms are well-furnished, equipped and spacious. Students rarely decide what they learn and how they learn, teachers hardly teach their students by role playing, they seldom give importance on memorization of grammatical rules and they rarely overlook the errors of their students.

7.3.9   Teachers' view on different aspects of English Language Teaching

Teachers strongly believe that teaching grammatical rules is very important for teaching a foreign language; they prefer fluency to accuracy in language teaching, they like teaching their students through pair work, they are fond of teaching their

students through group work, they strongly believe that interaction between teachers and students is very significant for teaching, when they interact with students they like Bangla very much, they like English also in their interaction with students, they strongly believe in language improvement or training, they firmly believe that topics or language teaching materials should be entertaining, teachers rely on their decision about students learning and the way of learning, they think that practice is a medium of teaching foreign language and they highly expect the proper inclusion of spelling and listening tests. Teachers consider the contextualized grammar and vocabulary tests as more effective tests. They seldom like lecture mode of teaching in the classroom, they not often believe that errors should be corrected immediately, they hardly like teaching by providing their students through individual work, they almost never think that students having good grade can use English skillfully in practical situation and they have almost no faith in students' decision about learning and the way of learning.

7.3.10 Findings from Classroom observation

The findings of the Classroom observation are presented below under the following sub-headings:

7.3.10.1 Size and Condition of the Classroom

The number of students in almost all the 25 classes observed for this study was more than 30. Only in 1 class, the number of students was below 30. And in 9 Classes, the number of students was above 80. Physical facilities of the secondary schools (both government and non- government) were not satisfactory in terms of space, lighting, and ventilation.

7.3.10.2 Seating Arrangement in the Classroom

In all of the 25 observed classes, it was found that the benches, chairs or desks were not fixed to floors that mean that these were moveable. Students sit in rows and teachers sit in front of them. Very few raised platforms were found in the observed classes for teachers' sitting.

7.3.10.3 Teaching-Learning Aids

In most cases, the teachers did not use any audio-visual materials. Blackboards, chalk and dusters were mainly used in almost all the classes observed. Computers and multi media were found in many secondary schools but those were not used regularly and extensively. No language laboratory was found in any of the schools selected for class observation.

7.3.10.4 Method of teaching followed in the classroom

In 14 out of the 25 classes observed, teachers were found to follow the traditional method of teaching. In 6 classes, teachers were found to follow some of the techniques of the conventional method and some of the techniques of the communicative language teaching. And in 5 classes, teachers were found to use the techniques and procedures of the Communicative Language Teaching. No variation in teaching method was found.

7.3.10.5 Lesson Plan

Only in 4% classes teachers entered with a lesson plan whereas in 96% classes teachers did not have any lesson plan with them.

7.3.10.6 Medium of Instruction

40% teachers were found to use English as the medium of instruction in English language class. About 60% teachers were found to use Bangla as the medium of instruction in the classroom.

7.3.10.7 Medium of interaction

3% students only used English as the medium of interaction with their teachers in the classroom. On the contrary, 97% students liked to use Bangla as the medium of interaction with their teachers in the classroom. At the same time, nearly all the students used Bangla as the main medium of interaction with their classmates in the classroom.

7.3.10.8 Teaching-learning practices

70% English language classes were found to be entirely teacher centred or teacher dominated. 30% classes were observed to use learner- centred learning activities such as pair work and group work. Only 30% classes were observed to practice pair work and group work.

7.3.10.9 Individual work

40% classes were observed where individual work had been done.

7.3.10.10 Role-Playing

None of the classes was observed where role-playing was found.

7.3.10.11 Classroom interactions

35% classes were observed as interactive classes. Interaction was lesson based. In 65% classes students did not interact with their teachers.

7.3.10.12 Students' Feedback

40% of the English language teachers offered their students positive feedback. 45% teachers gave the students negative feedback. And 15% teachers like to use positive and negative feedback together.

7.3.10.13 Mode of Error correction

70% teachers were found correcting their errors immediately whereas 30% teachers overlooked the errors of the students.

7.3.10.14 Teaching Grammar

Grammar was taught through lecturing and giving exercises. Most of the teachers like to teach English grammar inductively.

7.3.10.15 Teaching Vocabulary

15% teachers taught meaning and usage of English words and phrases in English using proper context in the classroom. 25% teachers used both English and Bangla to teach a new English word to their students. But, 60% teachers taught

only Bangla equivalents of English words and phrases. 60% teachers taught vocabulary with pronunciation. 40% teachers did not teach vocabulary with pronunciation in the classroom.

7.3.10.16 Teaching Reading

Most of the teachers preferred loud reading. On some occasions, silent reading was observed. All the teachers preferred to engage their students to study and memorize the contents of their lessons in the class to teach them reading in English.

7.3.10.17 Teaching Writing

30% teachers involved students in guided and free writing. On the other hand, 70% teachers did not involve students in guided and free writing.

7.3.10.18 Teaching Speaking

25% teachers involved their students directly to take part in speaking practice with their classmates and teachers. 30% teachers liked to give them practice of writing dialogues as the students are bound to do so in the examinations. Conversely, 45% teachers overlooked the development of the speaking skill of the students in the classroom.

7.3.10.19 Teaching Listening

Teachers were not found to use any audio-visual materials for teaching listening.

7.3.10.20 Teaching Learning Atmosphere

In most classes teaching – learning atmosphere was found formal during classroom observation. Learning was mainly teacher-centred. Teachers were seen considerably compassionate and friendly with their students. But most of the students were found reluctant to ask any question or participate in any discussion.

7.3.10.21 Classroom management

In 80% classes teachers were able to maintain discipline in the classroom. But in 20% classes teachers faced difficulty to maintain discipline properly in the classroom.

7.4   Recommendations

This research started with the main objectives to evaluate the existing methods and approaches used for English language teaching at the secondary level in Bangladesh and at the same time, to assess the classroom environment at that level in Rajshahi district for teaching English. On the basis of the empirical survey some suggestions and recommendations are made that would be helpful to bring significant changes and improvements in the overall teaching-learning practices in Bangladesh.

7.4.1   Recommendations for Methods and Approaches

After nineteen years of introducing CLT in Bangladesh English language teaching-learning practices are still suffering tremendously and the quality of English education has not improved satisfactorily. Before the introduction of CLT, the Grammar-Translation Method was followed conventionally to teach English in our country. Like other methods, frustration came with this method for its failure to enhance communicative competence of English among the learners. Therefore, the CLT approach took the place of GTM method with the expectation of improving the overall English language teaching-learning situation and of achieving communicative competence of the target language. Then, new textbooks well-matched with the principles of CLT were published and training on CLT approach was provided for the English teachers so that they could rightly apply the principles of CLT in the classroom. In spite of ceaseless efforts, the expected result has not been achieved yet. Even, after the introduction of CLT instead of improving the quality of English education it has frighteningly fallen down.

The teachers and the students of our country are not eager to follow the principles of CLT because of the different socio-cultural context. Though in seminars, workshops, teacher training programmes application of the principles of CLT in the classroom is emphasized no evidence of this instruction or guidance is found.

Certainly, one kind of chaotic condition is found in the name of CLT in the present English language teaching-learning situation in our country.

Considering the shortcomings of the present condition of English language teaching in Bangladesh it becomes inevitable to construct effective language pedagogy. For this, Language teaching methodology should be constructed in accordance with the contextual realities of the country not with the imported and imposed concepts. In this respect, the concept of post-method pedagogy proposed by Kumaravadivelu (2001) can be used. The methodology should be developed for Bangladesh on the basis of the key ideas of the pedagogical concept namely particularity, practicality and possibility. Simultaneously, it is necessary to think about those methods and approaches which are practical and applicable in our context.

The Parameter of Particularity can be used in our context to ensure effective language teaching and learning. According to the concept of particularity, language teaching practices should be context-related so that they do not have any disagreement with the local variables. In every context there are some local oddities or peculiarities. When language pedagogy is constructed for a particular context these local oddities, peculiarities and priorities must be considered in particular. Bangladesh has its own socio-cultural individualities or peculiarities which are different from those of the other countries. Not only that, the necessity of learning English, the socio-cultural background of the teachers and the students, the competence of both the teachers and the students in English, the ratio of the teachers and the students in the classroom of Bangladesh are also different from those of the other countries. The teaching-learning practices of Communicative Language Teaching do not correspond with the cultural and practical realities of our country. As a result, the teachers and the students could

not accept the teaching-learning practices assigned by CLT from the very core of their heart. According to CLT approach, the roles of the teachers and students in the classroom, the teaching-learning practices, the outline of interaction etc. have disparity with our cultural beliefs and practices. Bangladeshi learners like to depend on teachers for their learning as they are habituated with it and they have a deep-rooted and traditional belief and value about it. They do not like the independent and self-directed learning approach designed by CLT. Bangladeshi students like to get the explanation of grammatical rules from their teachers explicitly. In Bangladesh communicative language teaching has not brought desired success in teaching English mainly due to overlooking the parameter of particularity. So, ELT methodology should be designed for teaching English in Bangladeshi context on the basis of this concept of particularity to minimize those particular contextual peculiarities of language teaching in Bangladesh.

The language teaching pedagogy for a particular context should be based on the theories which are applicable in reality. But in Bangladesh the current language teaching theories of CLT lack this quality of practicality. The Parameter of Practicality may be implemented in Bangladesh context. Along with the concept of practicality, when any theory is selected for any pedagogy it must have the quality of application in practice (Kumaravadivalu 2001). According to the learning theory of CLT, language can be learnt through communication. The process of target language learning is the similar to the way a child acquire competence in its mother tongue which is regarded as natural approach. Through this approach students can pick up the language elements absolutely without knowing the language rules consciously. But this natural approach of language learning becomes successful only when students get ample opportunity of using the target language in the classroom and outside the classroom equally. If students fail to get enough opportunity of using the target language like a child's access to

using its mother tongue, this mission or this approach will be totally a failure. When there is a scope of using the target language extensively as a medium of everyday communication and as a medium of instruction in the classroom only then students can get adequate opportunity of using the target language to pick up its element naturally. Usually we can get enough opportunity of using the target language where it is used as a second language or a first language.

But in our country the situation is quite different. Here, English is used as a foreign language. There is very limited scope of using it for everyday communication as Bangladesh is a monolingual country. So, there is no option of using English as a second language like India or Pakistan where multilingual people live together. Moreover, our official language is Bangla. So, its official use is also confined. Besides, our students do not get supportive atmosphere of using English outside the classroom. Even in the classroom also, they have little provision of using English for different reasons.

English is not the medium of instruction in our country. It is used as a medium of instruction in English classes only. Even at the secondary level in our country English is not used and practiced properly and adequately for the lack of skilled and competent English teachers.

In this situation CLT approach cannot be successful. So, we have to think about an alternative teaching approach which is suitable and at the same time, applicable in Bangladeshi context. In this regard, the teaching approach of English cannot be based on communication but it can be based on learning its rules and structures. Therefore, Bangladeshi students can learn English through learning its rules and structures. But to meet the communicative purposes in real life, they also need the practices of communication altogether in the target language. So, the approach of English language learning in our country may be 'learning to communicate' rather than 'communicating to learn'. In this connection, it should be kept in mind that in real practice of second language teaching there are not only second language acquisition theories but also many

realistic and influential things like the socio-cultural background of the students which has a great impact on classroom teaching.

From the empirical investigation it is found that Bangladeshi students like to learn English by knowing grammatical rules and at the same time, they like to be involved in communicative practices. So, keeping in mind these things language teaching theory should be moderate and improved. Otherwise, English teaching-learning situation of Bangladesh cannot be developed and successful.

In Bangladeshi context the parameter of possibility is very essential for English language teaching. Bangladesh is a sovereign country with its own language, culture, history, tradition, beliefs and so on. Simultaneously, she is also a part of different international organizations and as a whole, a part of the global world. So, English has to be used in different national and international spheres for different purposes. No doubt, ELT has to offer the learners the opportunities of discovering their new identities based on their local and global outlook. So, when ELT methodology will be constructed or developed these things have to be taken into consideration.

ELT methodology has to provide the learners with the opportunities of presenting their own culture, history, tradition and so on at the international sphere with their linguistic competence and at the same time, these have to make them aware of the cultures, traditions and outlook of the other nations and thus they will reconstruct their own identities based on their new awareness. To fulfill this purpose a notable quantity of literary texts, together with other kinds of texts have to be included in the syllabus exercised for the secondary level of the country. The literary texts must contain both local and global culture and tradition though the local culture has to be preferred. But in our country no local or global literary text is included in the present syllabus used for the secondary level. Mainly non-literary texts are included in the present syllabus and the amount of the texts is not adequate according to the requirements. Particularly

the reading texts are not sufficient for reading purposes. But to learn a language reading texts have paramount importance. So, the present syllabus used for the secondary level should be revised giving priorities to local or global literary text with adequate reading materials.

7.4.2   Recommendations for Classroom Environment

- The concept of classroom includes classroom interaction, teacher-student relationship, students' seating arrangements, teacher's position, classroom management, ability of communication, eye contact and so on. The function of classroom is multipurpose based on the way of the perfect learning of target language in the classroom by rotation and strong involvement in second language use. So, all these matters should be taken into account with prime importance to ensure successful English language teaching and learning in Bangladesh.

- More importance should be given on classroom atmosphere than syllabus and method. Classroom environment must ensure the teachers to design their best plan to set up such a teaching atmosphere where they will feel relaxed and friendly.

- To facilitate better and faster language learning, the classroom environment should be made easy to create interaction, mostly with competent interlocutors who can offer learners good quality teaching with perfect feedback for improvement.

- Teachers should provide input as short as possible for allowing more time for students' interaction in the classroom. Teaching should be set up around activities where group work should be used comprehensively.

- In order to practise what they have learnt in the classroom they should be given facility to engage themselves in a lot of interaction. The teacher's role in the classroom should be supervisory. They will just keep an eye on the fact that English is used in the classroom activities and will provide the appropriate word or structure if it is necessary.

- The second language classroom is regarded as 'coral gardens'. So, the classroom environment should be managed with a socio-cognitive frame of reference which will give access to mutual relationship between social activity and psychological changes.

- Drawings, graphs, pictures and visual aids may be used in the classroom activities to make language learning enjoyable and participatory.

- Problems of class size should be minimized and seating arrangement in classes should be updated for pair work or group work.

- As the classes are large in general and the class size exceeds from 50 to 80 students and in some classes at secondary level in Bangladesh where the students number is more than 100, teachers must be well trained to deal with such large classes and make their teaching effective as the situation cannot be changed overnight.

- For better management of the classroom, there should be a plan of a variety of activities that appeal to students with different learning styles and interests.

- To ensure friendly environment in the classroom students should be encouraged to show mutual respect when they work in groups or when they are reporting to the whole class.

- Classroom activities can be made achievement- oriented so that students can participate enthusiastically in almost all tasks with their feeling of confidence and high motivation.

- There are some other situational variables like large class-size, short duration of classes, poor infrastructure, and unavailability of teaching-learning aids, unskilled and untrained teachers which are responsible for the failure of effective teaching. So, steps should be taken to overcome those limitations.

- For effective classroom teaching resource materials are very essential. To develop the students' motivation and to engage them in the activities and to make the classroom more lively teachers need to use teaching aids frequently. However, the classrooms in the secondary schools in Bangladesh in most cases are not well equipped with resources/teaching materials. Because of financial constraints of the governments/institutes, the authority/teachers cannot provide/manage these materials. As a result, teachers sometimes fail to provide effective learning opportunities. Therefore to ensure quality teaching more support from the part of the governments and private sectors is immediately needed.

- To develop listening and speaking skills of the students, the education authority should create better opportunities for the students to practise in the classroom using modern technology such as audio/video, and TV, multi-media projector and so forth.

- A language laboratory can be established in secondary schools where students can practice in their free time.

- Secondary Language classroom environment in Bangladesh is not psychologically safe as there exists anxiety in shy and weak students. In this regard Zhu (2010:38) states, "An emotionally safe environment is good for learning, so it is desirable to create a low–anxiety climate in the classroom."

7.4.3   Recommendations regarding Teachers' Role

- Teacher's role is interrelated with the classroom. It is now accepted worldwide that the teacher is the vital component in the interactional process, the ultimate key to educational change and improvement. This view of the teacher's role as an instrument in the curriculum process is simplistic and seriously inadequate considering the fact that teachers are the persons who translate educational concepts into practice and embody the curriculum in classroom event.

- Teachers in our country are habituated with controlling the class activities directly and they like this authoritarian attitude very much. But the teacher should work as a facilitator or a monitor or a guide in a classroom instead of a ruler or a controller.

- Asking teachers too many questions and arguing with the teachers is contradictory with the beliefs and values of our cultural context. The teachers and the students in our country strongly believe that knowledge should be transferred to students from teachers. So, the teachers and students of Bangladesh do not accept the theories of CLT whole heartedly. As a result, the English teachers of secondary schools need to explore the best approach for students.

- According to this concept, a teacher has to take a lot of accountability for performing his/her duty properly. In this regard they have to "understand and identify problems, analyze and assess information, consider and evaluate alternatives, and then choose the best available alternative that is then subjected to further critical evaluation" (Kumaravadivelu 2006:173).

- According to this concept every teacher has to plan his/her pedagogical strategies and afterward develop his/her own technique for effective classroom teaching. But in our country the teachers cannot accomplish all these duties properly for different reasons. So, this theory of post-method pedagogy is not possible, practical or applicable in our country.

- Not all English teachers at the secondary level in our country are skilled and qualified enough to develop their own teaching strategies and technique through regular investigation. In our country English teachers at the secondary level have many limitations like time constraint, opportunities, heavy workload, economic constraint, lack of teaching aids, job-related constraint, personal limitations and so on. They do not have enough time and energy for continual experiment on teaching practices.

- Actually, here teachers get very limited liberty which is one of the main obstacles for developing their own pedagogy. Here, teachers are bound to maintain strict and fixed executive and economic structure of the institutions. They have to maintain the time schedule allotted for them for completing the fixed syllabus and textbooks. They have very limited scope of overlooking these margins. They are often provided with particular lesson-plan and strategies concerning what to teach, how to teach and how long to teach in the classroom. Hence, they are unable to implement their own individual strategies.

- Besides, in our country education system is mainly exam-oriented, not learning-oriented. As a result, teachers are very much busy in most of the time preparing students for examinations with model questions that may come in the examinations. So, here also they have very little scope of implementing their own pedagogy.

- Therefore, though the teachers' authority and sovereignty are highlighted in post-method pedagogy but, as a matter of fact, teachers do not have much freedom and authorized power to employ his/her own decision. Akbari (2008) echoes the same thing and states that the post-method pedagogy has abandoned the communal and professional limitations of the teachers which they tackle through daily compromise.

- If the suitability of implementing the post-method pedagogy in Bangladeshi context is considered, it is said that the concepts of the parameters of particularity, practicality and possibility are quite acceptable and pragmatic and therefore, can be applied in ELT field in our country. But the concept of the role of a teacher as to 'theorize from their practice' or to 'be engaged in constant research' recommended by Kumaravadivelu (2001) cannot be applicable in our country for several major constraints.

- Rather this accountability can be assigned to the ELT experts or the researchers who are competent enough to continue considerable research. The researchers need to explore the attitudes, experiences, outlooks, likings, disliking of both the teachers and the students as all these subjects are very closely related with the culture of the country.

- Teachers' role is also very important here. They can assist the researchers by sharing their own thoughts, experiences, outlooks, values and so forth. These can be taken into consideration with great importance. In our country teachers' role can be considered as the role of a moderator or the role of a mediator. In this regard Widdowson (1990:22) said, "It is teachers who have to act as mediators between theory and practice, between the domain of disciplinary research and pedagogy."

- Teachers should be responsive about the positive or negative attitudes of the learners to the cultural modules they are learning through cultural education and encourage the learners to triumph over the unusual beliefs or prejudices they have. In addition, he highlights the combination of culture-specific components into the teacher education curriculum in order that potential language teachers can be aware of cultural issues when teaching the target language.

7.4.4 Recommendations regarding Students' Role

- Students should engage themselves in different tasks and in solving problems.

- Students should learn through group or pair-work.

- Students should follow teachers' guidance.

- Students should interact with the teachers and classmates to discuss their learning points.

- Students should not be the passive listeners rather they should be encouraged to learn by doing things.

- Although Learner autonomy is good but it is difficult to apply in Bangladeshi context as Bangladeshi students' and teachers' expectations and beliefs are different from that. Bangladeshi students are interested in learning under the guidance of their teachers whereas the teachers of the country think that students learn well in their guidance. So, the concept of learner-autonomy or learner-centredness in post-method pedagogy is not suitable to apply in our country.

7.5   Scope of Further Research

Changes are always taking place in our socio-cultural context. Therefore, readjustment or adaptation of different aspects of language teaching and learning with the changing socio-cultural context is always essential. Hence, further studies are suggested to constantly monitor the changes that are continuously taking place in the socio- cultural context of Bangladesh and thereby in the psychological states of the teachers and learners of the country.

7.6   Conclusion

The Communicative Language Teaching in Bangladesh has not brought the desired success in ELT field. Moreover, it affects the whole situation of English language teaching in the country. The main reason of this deterioration lies beneath the disparity of the principles of CLT and the practicality of the country. Like every country Bangladesh has its own contextual strangeness which demands a particular type of ELT practices for the country. So, keeping in mind the contextual strangeness the reformation of ELT methodology is now time's demand to overcome the miserable condition of English teaching-learning situation. Thus, the concept of post-method pedagogy which appears from the collapse of all the conventional methods and approaches may be more pragmatic for our country. But simultaneously it should be remembered that the extensive application of this concept of Post-Method Pedagogy will not be effective because some ideas of this concept are not suitable and appropriate for this context.

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Appendices

Appendix A-1

Questionnaire for the Students' Survey

This questionnaire is meant for collecting data for a research work. Your answers to the items of this questionnaire are essential for this research. So you are requested to answer the questions with sincerity. Your answer will be kept confidential and used only for the purpose of this research. Your co-operation will be highly appreciated.

SECTION: A: Personal Information

1. Name :
2. Class :
3. Group :
4. Name and address of School:

SECTION: B: READING, UNDERSTANDING AND SUMMARISING WRITTEN MATERIAL

Please indicate how much difficulty you have in each of the following (where applicable)

H: a lot of difficulty

M: some difficulty

L: very little difficulty

N: no difficulty

Please tick the appropriate box

	H	M	L	N
1. Careful reading to get all the information in a text	☐	☐	☐	☐
2. Reading loudly	☐	☐	☐	☐
3. Reading to receive information needed for MCQ, gap-filling, open ended questions etc.	☐	☐	☐	☐
4. Reading maps, charts, graphs to identify locations and describe or justify opinions	☐	☐	☐	☐

5. Reading quickly

6. Reading to receive the main information from a text

7. Preparing notes from textbooks

8. Reading silently

9. Reading texts where the subject matter is difficult

10. Reading to get one's own point of view

SECTION C: WRITING ABILITY

C1 Please indicates how often you do each of the following:

1. Producing short pieces of writing (i.e. not more than a paragraph in length) in:

	Never	Please tick Sometimes	Often
a. Classes & Examinations	☐	☐	☐

2. Producing longer pieces of writing (i.e. continuous connected writing longer than a single paragraph) in:

	Never	Please tick Sometimes	Often
a. Classes & Examinations	☐	☐	☐

C2 Please indicates how much difficulty you have with each of the following in your written work:

H : a lot of difficulty
M : some difficulty
L : very little difficulty
N : no difficulty

Please tick the appropriate box

	H	M	L	N
1. Writing grammatically correct sentences	☐	☐	☐	☐
2. Using perfect vocabulary	☐	☐	☐	☐
3. Using perfect grammatical structures	☐	☐	☐	☐
4. Using various grammatical structure	☐	☐	☐	☐
5. Completing story	☐	☐	☐	☐

6.	Expressing what you intend to say	☐	☐	☐	☐
7.	Dialogue writing	☐	☐	☐	☐
8.	Arranging and improving sequences	☐	☐	☐	☐
9.	Spelling	☐	☐	☐	☐
10.	Punctuation	☐	☐	☐	☐
11.	Hand writing	☐	☐	☐	☐
12.	Neatness	☐	☐	☐	☐

SECTION D: SPEAKIING ABILITY

Please tick

		Never	Sometimes	Often
D1	How often are you bound to talk in your English classes?	☐	☐	☐
D2	How often do you participate in discussion directly in your class?	☐	☐	☐
D3	How often do you ask your English teachers questions?	☐	☐	☐
D4	How often do your English teachers ask you questions?	☐	☐	☐
D5	How often do you use English as a medium of communication while participating with other students?	☐	☐	☐

6   Please indicate how much difficulty you have because of language in each

of the skills listed below:

H: :   a lot of difficulty

M: :   some difficulty

L: :   very little difficulty

N: :   no difficulty

Please tick the appropriate box

		H	M	L	N
1.	Asking questions to teachers?	☐	☐	☐	☐
2.	Providing oral report?	☐	☐	☐	☐

3. Expressing counter argument to point raised by other students in conversation? ☐ ☐ ☐ ☐

4. How often do you ask questions to other students? ☐ ☐ ☐ ☐

5. How often do you answer questions raised by other students? ☐ ☐ ☐ ☐

6. How often do you answer questions asked by teachers? ☐ ☐ ☐ ☐

7. How often do you express counter arguments to points raised by teachers in discussions? ☐ ☐ ☐ ☐

8. How often do you use English as a medium of communication while doing pair work or group work with other students? ☐ ☐ ☐ ☐

9. How often do you state your point of view in discussions? ☐ ☐ ☐ ☐

10. How often do you think about your way of saying that you intend to say immediately? ☐ ☐ ☐ ☐

D7 Please indicates how often you have the following problems:

	Never	Please Tick Sometimes	Often
1. Ignorant of saying something in English	☐	☐	☐
2. Anxious about saying something because you have the chance of making mistake in your English	☐	☐	☐
3. Ignorant of the best way of saying something in English	☐	☐	☐
4. Ignorant of the subject matter to give answers to the questions	☐	☐	☐
5. Finding it difficult to enter the discussion	☐	☐	☐

SECTION E : LISTENING TO AND UNDERSTANDING SPOKEN ENGLISH

E1 How often do you take notes in your classes by each of the following methods :

	Please Tick		
	Never	Sometimes	Often
a. Copying charts, diagrams, written notes etc from the blackboard or whiteboard?	☐	☐	☐
b. Taking down notes dictated to you by the teacher ?	☐	☐	☐
c. Taking down the main points from teachers' lecture?	☐	☐	☐

E2 Please indicate how much difficulty you have found in each of the following:

H	:	a lot of difficulty
M	:	some difficulty
L	:	very little difficulty
N	:	no difficulty

Please tick the appropriate box

	H	M	L	N
1. Understanding spoken description	☐	☐	☐	☐
2. They talk very fast	☐	☐	☐	☐
3. Understanding spoken instructions	☐	☐	☐	☐
4. Understanding informal language Understanding the subject matter of the talk (i.e)	☐	☐	☐	☐

E3 Please indicate how much difficulty you have in understanding your teachers or other students when:

Please tick the appropriate box

	H	M	L	N
1. They speak very quietly They talk very fast	☐	☐	☐	☐
2. Understanding what is being talked	☐	☐	☐	☐

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about They speak very quietly

3.   Their pronunciation is different from yours   ☐ ☐ ☐ ☐

4.   Some people are speaking as in a group   ☐ ☐ ☐ ☐
discussion

E4   Please indicate how much difficulty you have in each of the following:

Please tick the appropriate box

H   M   L   N

1.   Recognizing individual words in what is   ☐ ☐ ☐ ☐
being said

2.   Recognizing where sentence end and   ☐ ☐ ☐ ☐
begin

3.   Understanding what the speaker is saying   ☐ ☐ ☐ ☐

SECTION F: TEACHING METHOD

Read the following statements and tick [√] the correct number of the five
alternatives in the boxes against each statement. Here, *5* = always, *4* = very
often, *3* = sometimes, *2* = rarely and *1* = not at all

No	Statements	Always 5	Very often 4	Sometimes 3	Rarely 2	Not at all 1
1.	Your teachers talk mainly in the classroom and you talk only when you are asked to answer questions.					
2.	You practice group work in the class room.					
3.	Your teachers are friendly and you can ask them questions without any hesitation.					
4.	Your teachers use Bangla when explain something in detail in the classroom.					

5.	Your teachers decide what you learn and how you learn in the class room.					
6.	You practice pair work in the class room.					
7.	Your teachers give instructions in English.					
8.	Your teachers are not friendly and you are afraid of telling them about your problems					
9.	Your teachers motivate you.					
10.	You decide what you learn and how you learn					
11.	You practice different tasks individually in the classroom					
12.	You learn English by memorizing grammatical rules and vocabulary					
13.	Your teachers correct your errors immediately					
14.	You learn English through skill practice.					
15.	Your teachers read out the listening texts to make you listening practice					
16.	You use English in interacting with your teachers in the class					

17.	You use English in interacting with other students in the class					

SECTION G: SYLLABUS DESIGN

Read the following statements and tick [√] the right answer out of the five alternatives against each statement of the five alternative numbers, 5 = strongly agree, 4 = agree, 3 = not sure, 2 = disagree, 1 = strongly disagree.

No	Statements	Always 5	Very often 4	Sometimes 3	Rarely 2	Not at all 1
1.	You expect the contents of your text related with your own culture.					
2.	You expect a vocabulary list with meanings in your text.					
3.	You want to learn by discovering the meanings of new words from texts.					
4.	You expect many pictures, charts, maps etc. to understand the text and talk on these.					
5.	You expect the re-design and re-organization of your text.					

SECTION H: TESTING SYSTEM

Read the following statements and tick [√] the appropriate one of the five boxes provided against each statement.

No	Statements	Strongly agree 5	Agree 4	Not Sure 3	Disagree 2	Not at all 1
1.	Speaking and listening skills of the students should be tested in internal and public examinations					
2.	Students' English Pronunciation and fluency should be tested with speaking.					
3.	Present contextualized grammar and vocabulary tests are good					
4.	Vocabulary tests with clues are more useful than vocabulary tests without clues					
5.	Multiple choice test items are not really helpful for increasing students' proficiency in English					
6.	The present composition tests are good					

7.	Cloze tests cannot test students' productive skills.					
8.	Seen comprehension can test students' reading skill.					
9.	Students' comprehensive understanding of texts can be developed through summarizing.					
10.	Guided writing composition is good.					
11.	True/False test items are not helpful for the development of students' reading skills					
12.	Students who get good grades can write English automatically.					
13.	The situational dialogues in the present test are very effective..					
14.	Objective tests cannot test students' productive skills					
15.	The topics of the letter writing should not be common					

16.	Rearrangement does not develop students' writing skill					
17.	The tests are administered in a calm environment.					
18.	Summary writing tests are both reading and writing tests					
19.	There is no scope for doing unfair means in the examination					
20.	The test covers all the items of the syllabus.					

Appendix A-2

Questionnaire for the Teachers' Survey

This questionnaire is meant for collecting data for a research work. Your answers to the items of this questionnaire are essential for this research. So, you are requested to answer the questions with sincerity. Your answer will be kept confidential and used only for the purpose of this research. Your co-operation will be highly appreciated.

Section: I: Personal Information

1. Name:
2. Training in ELT:
3. Name and Address of School:

Section:- II

The statements in this section are related to the present English language teaching - learning practices and situations in Bangladesh.

Read the following statements and tick [✓] the correct number of the five alternatives in the boxes against each statement. Here, 5 = always, 4 = very often, 3 = sometimes, 2 = rarely and 1 = not at all.

No	Statements	Always 5	Very often 4	Sometimes 3	Rarely 2	Not at all 1
1.	You follow lesson-plan while teaching in the class room.					
2.	You follow the lecture mode of teaching in the class room.					

3.	You correct all the errors of your students immediately in the class room.					
4.	You use Bengali as the medium of instruction in the class room.					
5.	You teach your students by giving practice of individual work					
6.	You teach your students by giving practice of pair work and group work.					
7.	Your students decide what they learn and how they learn.					
8.	You use English as the medium of instructions in the class room.					
9.	You teach your students by role playing.					
10.	Your students are free enough to ask you necessary questions and discuss their problems with you.					
11.	You give importance of memorization of grammatical rules.					
12.	You say the bangla meaning of unknown and difficult English words.					

13.	You communicate with your students in English in the class room.					
14.	You communicate with your students in both bangla and English in the class room..					
15.	You give importance of teaching grammar.					
16.	You overlook the errors of your students.					
17.	You decide about your students learning and the way of learning.					
18.	You have multimedia/over head projector in your institution.					
19.	Your class rooms are well-furnished, equipped, spacious and clean.					
20.	The number of students in your class is more than 30					

Section:- III

The statements in this section are related to the teachers' likings and dislikings, expectations and beliefs regarding different aspects of English language teaching and learning.

Read the following statements and tick [✓] the appropriate one of the five boxes provided against each statement.

No	Statements	Strongly agree 5	Agree 4	Not Sure 3	Disagree 2	Not at all 1
1.	You believe that teaching grammatical rules is very important for teaching a foreign language.					
2.	You like lecture mode of teaching in the classroom.					
3.	You believe that errors should be corrected immediately.					
4.	You believe that fluency should be given priority over accuracy in language teaching.					
5.	You like teaching by providing your students through individual work.					
6.	You like teaching by providing your students through pair work.					
7.	You like teaching by providing your students through group work					
8.	You believe that students having good grade can use English skillfully in practical situation.					

9.	You believe that interaction between teachers and students is very significant for teaching.					
10.	You prefer bangla when interact with students.					
11.	You prefer English when interact with students..					
12.	You think that you need language improvement or training					
13.	You believe that topics or language teaching materials should be entertaining					
14.	You believe in friendly relationship between students and teachers					
15.	You believe in culture related teaching materials					
16.	You believe in teachers' decision about students learning and the way of learning.					
17.	You believe in students' decision about students learning and the way of learning.					

18.	You believe in practice as a medium of teaching foreign language.					
19.	You expect the proper inclusion of spelling and listening tests.					
20.	You consider the contextualized grammar and vocabulary tests effective					

Appendix B

Classroom Observation Scheme

1. Size and Condition of the Classroom

a. The number of students is 30.	i)Yes	ii) No
b. Classrooms are spacious, well ventilated, clean and furnished.	i)Yes	ii) No

2. Seating Arrangement in the Classroom

a. Benches, chairs or desks are fixed to floors.	i)Yes	ii)No
b. Students sit in rows	i)Yes	ii)No
c. There are raised platforms for teachers' sitting.	i)Yes	ii)No

3. Teaching-Learning Aids

a. Audio-visual materials are used.	i)Yes	ii)Sometimes	iii)No
b. Blackboards, chalk and dusters are used.	i)Yes	ii) Sometimes	iii)No
c. Computers and multi media are used.	i)Yes	ii) Sometimes	iii)No
d. Language laboratory was found.	i)Yes		ii)No

4. Method of teaching followed in the classroom

a. Traditional method of teaching is found.	i)Yes	ii)No
b.Mixed methods are found.	i)Yes	ii)No
c.Communicative Language Teaching is found.	i)Yes	ii)No

5 Lesson Plan.

a. Teachers enter with a lesson plan in the classroom.	i)Yes	ii)No
b. Teachers do not enter with a lesson plan in the classroom.	i)Yes	ii)No

6. Medium of Instruction

a. Teachers use English as the medium of instruction.	i)Yes	ii)Sometimes	iii)No
b. Teachers use Bangla as the medium of instruction.	i)Yes	ii)Sometimes	iii)No

7. Medium of interaction

a. Students use English as the medium of interaction with their teachers in the classroom.	i)Yes	ii)No
b.Students use Bangla as the medium of interaction with their teachers in the classroom.	i)Yes	ii)No

8. Teaching-learning practices and Activities

a. Learner centred English language class are found.	i)Yes	ii)No
b. Teacher centred English language class are found.	i)Yes	ii)No
c. Pair work and group work are found in the classroom.	i)Yes	ii)No
d. Individual work is found in the classroom.	i)Yes	ii)No
e. Role-playing is found in the classroom.	i)Yes	ii)No

9. Classroom interactions

a.Students interact with their teachers.	i)Yes	ii)No
b.Students do not interact with their teachers.	i)Yes	ii)No

10. Students' Feedback

a.Teachers offer their students positive feedback.	i)Always	ii)Sometimes	iii)Never
b.Teachers offer their students negative feedback.	i)Always	ii)Sometimes	iii)Never

11. Mode of Error correction

a. Teachers immediately correct the errors of the students.	i)Always	ii)Sometimes	iii)Never
b. Teachers overlook the errors of the students	i)Always	ii)Sometimes	iii)Never

12. Teaching Grammar

a. Teachers teach grammar inductively.	i)Yes	ii)No
b. Teachers teach grammar deductively.	i)Yes	ii)No

13. Teaching Vocabulary

a. Teachers teach vocabulary with pronunciation.	i)Yes	ii)No
b. Teachers teach vocabulary without pronunciation	i)Yes	ii)No

14. Teaching of four basic language skills

a. Teachers read the text himself/herself.	i)Yes	ii)Sometimes	iii)No	
b. Teachers prefer loud reading.	i)Yes	ii)Sometimes	iii)No	
c. Teachers prefer silent reading.	i)Yes	ii)Sometimes	iii)No	
d. Teachers engage students in the activities of memorizing and the reproduction of the memorized contents in the classroom.	i)Yes	ii)Sometimes	iii)No	
e. Teachers develop the ideas of the students in their composition	i)Yes	ii)Sometimes	iii)No	
f. Teachers involve students in guided and free writing.	i)Yes	ii)Sometimes	iii)No	

g. Teachers do not involve students in guided and free writing.	i)Yes	ii)Sometimes	iii)No	
h. Teachers involve their students in speaking practice.	i)Yes	ii)Sometimes	iii)No	
i. Teachers involve their students in writing dialogues.	i)Yes	ii)Sometimes	iii)No	
j. Teachers do not involve their students in any kind of speaking practice.	i)Yes	ii)Sometimes	iii)No	
k. Teachers use audio-visual materials for teaching listening.	i)Yes	ii)Sometimes	iii)No	
l. Teachers do not use any audio-visual materials for teaching listening.	i)Yes	ii)Sometimes	iii)No	

15. Teaching Learning Atmosphere

a.. Teaching-learning atmosphere is formal.	i)Yes	ii)No
b.. Teaching-learning atmosphere is informal.	i)Yes	ii)No

16. Classroom management

a. Teachers maintain discipline.	i)Yes	ii)No
b. Teachers cannot maintain discipline.	i)Yes	ii)No

Appendix C

Syllabus of English for Classes IX-X Prescribed by NCTB

English	Marks	Marks and test Items distribution			
English First Paper	100	Skills/Areas	Marks	Test items	Item marks
		Rearing	50	• MCQ	07
				• Answering questions (Open ended and close ended)	10
				• Matching	05
				• Gap filling without clues	05
				• Information Transfer	05
				• Rearranging	08
				• Summarizing	10
		Writing	50	• Writing paragraph answering questions	10
				• Completing a story	10
				• Writing informal letters	10
				• Describing graphs/charts	10
				• Dialogue writing	10
English Second paper	100	* Grammar	60	• Gap filling activities with clues (preposition article, parts of speech	05
				• Gap filling activities with clues (preposition articles, parts of speech	05
				• Substitution table	05
				• Right forms of verbs	05

				• Narrative style (direct to indirect and/or vice versa)	05
				• Changing sentences (change of voice, sentence patterns, degrees)	10
				• Completing sentences (using conditionals infinitive, gerund, participle)	05
				• use of suffix and prefix	05
				• Tag questions	05
				• Sentence connectors	05
				• Punctuation	05

* Instructions: Test items must have contexts. Sentences which are isolated and out of context cannot be given as questions. Questions setterrs will prepare the test items. No questions will be set from the textbook or/and any help books.

		* Composition	40	Test Items	Item marks
				• Writing CV with cover letter	08
				• Formal Letters/emails (complaint letter, notice, purchase order, responses to an order/request etc)	10
				• Paragraph writing by lisitng / narrating/ comparison and contrast/cause and effect	10
				• Writing composition on personal experience and familiar topics, recent events/incidents future plants.	12