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Challenges of Communicative English Teaching at Secondary Level in Bangladesh: A Study on Narsingdi District

Podder, Ranjit

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**CHALLENGES OF COMMUNICATIVE ENGLISH
TEACHING AT SECONDARY LEVEL IN BANGLADESH:
A STUDY ON NARSINGDI DISTRICT**



M.Phil Thesis

By

Ranjit Podder

A Thesis Submitted to the Institute of Bangladesh Studies, University of
Rajshahi in Partial Fulfilment of the Requirements for the Degree of

Master of Philosophy

in

English

**Institute of Bangladesh Studies
University of Rajshahi
Bangladesh**

September 2007

**CHALLENGES OF COMMUNICATIVE ENGLISH
TEACHING AT SECONDARY LEVEL IN BANGLADESH:
A STUDY ON NARSINGDI DISTRICT**



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Certificate


It is my pleasure to certify that this thesis entitled *Challenges of Communicative English Teaching at Secondary Level in Bangladesh: A Study on Narsingdi District* is based upon original research conducted by its author Ranjit Podder, a fellow of the Institute of Bangladesh Studies and a candidate for entrance to the degree of Master of Philosophy of Rajshahi University. The thesis is complete and may be submitted for examination.

I would like to recommend and forward this thesis to the University of Rajshahi through the Institute of Bangladesh Studies for necessary formalities leading to its acceptance in partial fulfilment of the requirement for the degree of Master of Philosophy in English.

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Declaration

I do hereby declare that this thesis entitled *Challenges of Communicative English Teaching at Secondary Level in Bangladesh: A Study on Narsingdi District* submitted to the Institute of Bangladesh Studies, Rajshahi University for the Degree of Master of Philosophy (M. Phil) in English is an original work of mine. No part of this thesis in any form has been submitted to any other university /institute for any degree or diploma.


02/09/2007
Ranjit Podder
M.Phil Fellow

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Mr. Mujibor Rahman, Project Director, ELTIP for their cooperation. Mr. Didarul Alam, Deputy Director, Female Secondary School Assistance Project (FSSAP), Mr. Jakir Hossain, National Curriculum and Textbook Board (NCTB) and Mr K M Nobiul Alam, Deputy Programme Manager, Campaign for Popular Education (CAMPE), Bangladesh also deserve thanks for their cooperation. I am grateful to Mr Sudhangsu Ranjan Roy and Jillur Rahman Paul, two able researchers of IBS for their suggestions and help.

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02/09/2007
Ranjit Podder

Abbreviations

AD	:	Assistant Director
AHT	:	Assistant Head Teacher
ASTP	:	Army Specialized Training Program
BANBEIS	:	Bangladesh Bureau of Educational Information and Statistics
CLT	:	Communicative Language Teaching
DD	:	Deputy Director
DEO	:	District Education Officer
DSHE	:	Directorate of Secondary and Higher Education
EAL	:	English as an Additional Language
EFL	:	English as a Foreign Language
Eft	:	English for Today
ELT	:	English Language Teaching
ELTIP	:	English Language Teaching Improvement Project
ESL	:	English as a Second Language
ESOL	:	English for the Speakers of Other Languages
ET	:	English Teacher
EU	:	European Union
FSSAP	:	Female Secondary School Assistance Project
FSSAP-II	:	Female Secondary School Assistance Project-II
GoB	:	Government of Bangladesh
GW	:	Group Work
HSTTI	:	Higher Secondary Teachers' Training Institute
HT	:	Head Teacher

IBS	:	Institute of Bangladesh Studies
IER	:	Institute of Education and Research
IML	:	Institute of Modern Languages
IT	:	Information Technology
L1	:	Mother Tongue
L2	:	Target Language
M.Phil	:	Master of Philosophy
MFL	:	Modern Foreign Language
NCTB	:	National Curriculum & Textbook Board
OHP	:	Over Head Projector
PD	:	Project Director
Ph.D	:	Doctor of Philosophy
PROMOTE:		Programme to Motivate Train and Employ Female Teachers in Rural Secondary Schools
PSC	:	Project Steering Committee
PW	:	Pair Work
RRC	:	Regional Resource Centre
RU	:	Rajshahi University
SB	:	Student's Book
SBA	:	School Based Assessment
SLA	:	Second Language Acquisition
SMC	:	School Managing Committee
SRC	:	Satellite Resource Centre
Ss	:	Students
SSC	:	Secondary School Certificate
STT	:	Student's Talking Time
TG	:	Teacher's Guide
TQI	:	Teaching Quality Improvement Project
TTC	:	Teachers' Training College
TTT	:	Teacher's Talking Time
UZ	:	Upa Zilla

Abstract

The present research is an attempt to study the status and challenges of communicative English teaching at the secondary level of education in Bangladesh and to suggest some ways out. Though the study is based on the status and challenges of communicative English teaching in Bangladesh, in the course of the study the researcher has tried to identify needs of practising English teachers as well as of schools.

The first chapter clarifies the issues of the research and its background, and formulates research questions and objectives. Scope, limitations and utility of the present research have been stated here. Available literature has been reviewed here to identify research questions and to rationalise the study. Different language learning theories and comments by linguists about CLT have been placed here with a view to making a basis for the present study.

This study deals with the introduction and use of CLT at the secondary level of education in Bangladesh. So the emergence of CLT and its background have been discussed briefly in chapter two. CLT was introduced in Bangladesh in the mid nineties of the last century. Almost all the language teaching methods and approaches – old and modern – have been briefly discussed here to make the background and idea of CLT clear to readers. Nature of CLT, expected teacher-

student roles in communicative English classes, and their behaviours have been discussed here.

The third chapter discusses the research methods and the data sources required for this study. Primary data have been collected from respondents through Questionnaire Survey, face-to-face Interview, and Observations. And secondary data have been collected through document analysis from different books, journals, websites and so on. Sample size was 228 (Students: 200, English teachers: 20, Head and Assistant Head teachers: 08) and random sampling procedure is used to select study respondents from students, and all English teachers, head teachers and assistant head teachers are selected from each study school. Considerations for designing students' and teachers' questionnaires, constructions of checklists for observation of classroom facilities and classroom interactions, administering the questionnaire surveys and interviews, observing classroom facilities and classroom teaching are discussed in this chapter.

The data obtained from the primary sources have been analyzed and presented in the fourth chapter. Collected data have been presented in three ways. Some have been put into tables, and some have been presented in bar-diagrams and pie charts. Qualitative data have been described in view of the set objectives.

Chapter five discusses the challenges of implementing CLT curriculum at the secondary level of education in Bangladesh. Teacher education (degree/diploma in education), training of English teachers, their dedication, motivation, use of teaching materials and teaching aids,

before-class preparation, classroom practices, language speaking environment and so on have been discussed in this chapter. Students' motivation and flaws in assessment system have also been discussed here.

Conclusions have been drawn in chapter six on the basis of the findings of the study. In the light of the challenges found in the study, suggestions have been made for practising English teachers as well as policy makers. Some hints for further study have been added for future researchers of this field.

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Chapter 1

Introduction

1.1 Prelude

The first Education Commission of Bangladesh (1974), which is popularly known as the Qudrat-e-Khuda Education Commission, spelled out the place of English in the education system of Bangladesh. The commission recommended that though the medium of instruction at all levels would be Bangla, English should continue as the compulsory second language¹ as it was in the then undivided Pakistan. With due respect to Bangla, it can be said that for many reasons – personal, national, and international – English is very important. So English language rather than English literature should be compulsorily taught from class six to twelve.² But the short-sighted decisions of some policy makers regarding English threw the nation into darkness. Very recently, the government has taken some positive steps to recover the loss so far caused. English has been made compulsory from class one to twelve. National University made a 100-mark paper of English compulsory for all students studying at degree level. But the reality is that even after studying English for long 12/14 years, learners cannot communicate well in English in real life situations. To fight this situation, communicative English was

¹ A second language is a language which is not a native language in a country but which is widely used as a medium of communication (in education, in business, in government etc) and which is used alongside another language. A second language is not used to communicate with foreigners only but also to communicate with people of one's own country.

² *Qudrat-e-Khuda Shikkha Commission Report* (2nd ed.; Dhaka: Bangladesh College-University Teachers' Association, 1996), pp. 14-15.

introduced in class six in 1996. It has been introduced up to class twelve on incremental basis.

Government started providing in-service training to English teachers in 1999 as they (English teachers) are responsible for implementing the communicative English curriculum. English Language Teaching Improvement Project (ELTIP) has trained up 28886 secondary school English teachers countrywide till March 2007.³ Till now ELTIP has been providing training to the remaining English teachers through its seven Regional Resource Centres (RRCs) and twenty-seven Satellite Resource Centres (SRCs) throughout the country. Female Secondary School Assistance Project (FSSAP) observes that despite manifold virtues of Communicative Language Teaching (CLT), the teaching-learning activities remain static owing to a lack of competent and well-trained teachers in English.⁴ Eight thousand English teachers of some selected schools are being trained up by FSSAP-II to ease the situation. Until March 2007, FSSAP-II was able to train up 5494 English teachers countrywide.⁵

1.2 Statement of the Problem

English is spoken by maximum number of people around the globe as a native or second or foreign language. It has become the official

³ Mr Mujibor Rahman, PD, ELTIP gave the information during interview with the researcher on 21.03.07.

⁴ Mukarrom Hussain, *Training Manual: English* (Dhaka: Quality Education Cell, FSSAP-II, Directorate of Secondary and Higher Education, Ministry of Education, 2004), p. iv.

⁵ Mr. Didarul Alam, DD, FSSAP-II gave the information during his interview with the researcher on 22.03 2007.

language of international sports, civil aviation, trade and commerce, science and technology, international telecommunications and so on.⁶ Realizing the importance of English, the government of Bangladesh has made it compulsory from class one to class twelve. Every year a large number of students fail in English in Secondary School certificate (SSC) examinations and a good number of those who pass need grace marks to pass in English. A number of causes are thought to be behind it like bad teaching methods and techniques, teachers' having no training, emphasis (weight) attached to implementing English curriculum, government policy and others. In Bangladesh Grammar Translation (GT) Method is used in teaching English that encourages students to memorize grammatical rules and contents instead of practising the four basic language skills. English teachers at the secondary level consider English to be a knowledge-based subject. They teach their students about the language i.e. rules of grammar, not how to use the language itself in real situations. For this reason, in most cases language activities like Pair Work (PW), Group Work (GW), Role Play, and drilling are absent from their teaching-learning activities. Though teachers are supposed to engage students in practising language with each other, they (teachers) are talking most of the time in the class. Teachers cannot realize that learners learn better when they themselves do it. Accuracy becomes more important than fluency to them. Learner-friendly atmosphere is, in most cases, absent from the classrooms. Some teachers take it as an offence if they

⁶ www.en.wikipedia.org, accessed on 29/08/2007.

(students) speak grammatically incorrect English with them and punish them (students) for it. They do not conduct classes following the modern methods and techniques of teaching English. They cannot come out of the age-old Grammar Translation Method. Learners are expected to acquire communicative competence rather than linguistic competence in CLT. So, the ability to use the language appropriately is emphasized in place of the grammatical rules.⁷ A textbook called *English for Today* (EfT) designed for each class separately is taught from class six to ten (books of the same title are also taught in classes eleven and twelve. Books from class six to class twelve make a series). Teacher's Guides (TGs) have been prepared to help teachers in using the Student's Books (SBs). Even then teachers are not found to be interested in using the TGs. They seem to be reactive to Communicative Language Teaching (CLT) rather than proactive. The aim of teaching English at this level is to improve language abilities, especially the communicative competence of students. It is expected that, after completing class ten, students will be able to understand when they listen to English speaking people and they will be able to respond accordingly. Along with listening and speaking competencies, they are also expected to be able to read for understanding and write correctly for communication. But the reality is that, their basic language skills are not developed up to expectation. After studying English compulsorily for long ten-twelve years, students are found to

⁷ Vivian Cook, *Second Language Learning and Teaching* (2nd ed.; New York: University Press Limited, 1996), pp. 184-185.

be unable to communicate in English in real life situations. Though some ELT (English Language Teaching) professionals are trying Communicative Language Teaching (CLT) methods, it does not seem to work well.⁸ So, a close examination is necessary to assess the extent to which the CLT methods are being used in the secondary schools of Bangladesh to implement the communicative English language curriculum and to find out what the problems are to implement the present English curriculum. If the problems are detected, remedial measures can be taken to address the issues of CLT in Bangladesh from the right perspective.

Moreover, the competency of teachers, effectiveness of the teaching methods, and the appropriateness of the teaching materials – all are called in question. This study aims at exploring the said problems in this study area.

In view of the issues discussed, the following research questions may be raised:

- a) What is the present status of Communicative Language Teaching (CLT) at the secondary level of education in Bangladesh?
- b) What are the challenges of implementing communicative English curriculum?
- c) What are the ways to address the issues?

⁸ Dr. M. Shahidullah, “Towards an Appropriate Methodology for ELT in Bangladesh”, *National and Regional Issues in English Teaching: International Perspective* (Dhaka: The British Council, January 1999), p. 46.

1.3 Definition of the Key Concepts

Communicative English: Communicative English is that English which is used to communicate in real life situations. Communicative competence is not only the ability to apply the grammatical rules of a language in order to form grammatically correct sentences, but also to know when and where to use these sentences appropriately.⁹ In communicative language teaching, teachers set up situations that students are likely to encounter in real life. Communicative language teaching-learning puts emphasis on ‘meaning’ not on ‘form’. ‘Meaning’ connotes what the speaker wants to say or what message s/he wants to convey. In communicative English, situation is most important. It is important to consider to whom the speaker is talking and what the situation is. “One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view”.¹⁰ Teachers in communicative classrooms find themselves talking less and giving students maximum opportunities for language practice. A communicative classroom is always busy with different activities like Pair Work, Group Work, Role-play, Presentation, Recitation, Debate, Discussion, and Dramatization. Sometimes it looks very noisy. This noise, which is productive, is a common characteristic of a genuine communicative classroom.

⁹ Geetha Nagaraj, *English Language Teaching: Approaches Methods Techniques* (London: Sangam Books Ltd, 1996), p. 42.

¹⁰ William Littlewood, *Communicative Language Teaching: An Introduction* (Cambridge: Cambridge University Press, 1988), p. 1.

Status: Status means the level of importance attached to Communicative Language Teaching (CLT). Status also indicates the place of English in Bangladesh secondary curriculum, and how seriously teachers and students have taken English.

Challenges: Problems or obstacles, the practising teachers, students, education administrators and policy makers are facing to implement the communicative English curriculum, are the challenges in this study.

1.4 Objectives of the Study

General Objective

To study the status and challenges of Communicative English at the secondary level of education in Bangladesh.

Specific Objectives

- To examine the status of English language teaching and learning at the secondary level; and
- To identify the challenges to implement communicative English curriculum.

1.5 Rationale of the Research

It is a common opinion that communicative English has failed to achieve its goals. All over the globe, communicative English is being taught with a view to coping with the socio-economic and technological changes and challenges. Though *English for Today* (EFT) books are thought to be good enough to be used as English teaching materials, the situation in our country is that students cannot use English when they

need it. Most of the unsuccessful students in SSC examinations fail in English. On the other hand, most of the successful students, too, cannot speak and do not understand English when somebody speaks in that language. They remain comparatively weak in listening and speaking – two most important skills for effective communication. They are unable even to write simple texts correctly and to understand texts fully when they read them. Some research works have been conducted on some areas of English education in Bangladesh. A Ph.D degree has been conferred on Mr Emdadul Huda by the University of Rajshahi for his research on **Culture Sensitive Material Design for English Language Teaching in Bangladesh**. His field of research was higher secondary level. Mr. Aminul Hoque has been awarded a Ph.D degree by the same university for his research on **Analysis of English Language Needs for Higher Education in Bangladesh**. An M.Phil degree has been awarded to Ms Shamima Tasmin by the same university for her work on **English Language Needs Analysis of the First-Year Students of English Department of Rajshahi University**. Some other researchers are working for Ph.D and M.Phil degrees on different areas of English Language Teaching (ELT). No research work has yet been conducted on Challenges of Communicative English at the Secondary Level of Education in Bangladesh. So there is a scope for a research in this area.

1.6 Review of Literature

The number of publications related to the proposed study is very small. But thousands of books are available on the history of English language, English grammar, methods and techniques of CLT and so on. Available books and journals have been studied with a view to

enriching the knowledge of the researcher about English language in general and communicative English in particular. Eric H. Lenneberg says in a critique published in **New Directions in the Study of Language** (1966), "The onset and accomplishment of language learning do not seem to be affected by cultural and linguistic variations." He further says in the same critique that the ability to learn a language is so deeply rooted in a child that s/he can learn it even in the face of being handicapped. The children having no eyesight face no problem in acquiring and learning a language. But if a child has got congenital hearing problems (deafness), s/he cannot use the language orally. But s/he can use the written form of the language. The basic skills for the acquisition of a language are universal. It is an axiom in linguistics that any human being can learn any language in the world.

Since the introduction of communicative approach to teaching English around the globe, there have been a lot of reports (www.asian-efl-journal.com, www.jalt.org, accessed on 24/04/2007) on the practical difficulties of implementing it when teaching English in English-as-a-foreign language settings. These settings are environments in which learners have little exposure to English outside the classroom. Glen Deckert (2004) says in an essay published in **Forum** (January 2004, Volume 42, Number 1) that sometimes the teachers who are expected to play the most important part in implementing the said approach are not well versed in modern methods and techniques of communicative English teaching.

The most significant difficulty English teachers in Japan face are classroom management, which is more complex for CLT activities. Teachers need to ensure that students understand activity procedures, and demonstrate the lesson's outcome explicitly. They are not confident that they can do that effectively. For example, one teacher notes that if she organises pair work or group work, students have the scope to chat in Japanese. As language is taught through team-teaching in Japan, it is time-consuming to take before-class preparation with the assistant language teacher (ALT) for team-teaching. Teachers in Japan also notice that CLT demands a considerable class time which they cannot afford because of rigid curriculum (www.jalt.org, accessed on 24.04.2007). Though English teachers in Korea are interested in CLT and there is order from the Ministry of Education and Human Resources Development to perform students' speaking assessment, they (English teachers) find it difficult to assess students' oral proficiency. Teachers are not sure how to conduct an oral test (www.asian-efl-journal.com, accessed on 31.07.2007). Communicative approach is not without its detractors, Swan refers to it as a 'dogma', which over-generalizes its application, exaggerates its effectiveness, misrepresents other methods and approaches, and lacks terminological clarity. In addition to that Michael Swan states that communicative syllabuses are typically simplistic, the overriding concern for authenticity is unwarranted, and he condemns the absence of mother-tongue use as an aid to learning. Furthermore, the suitability of the communicative approach, largely a western language teaching approach, to other cultures and its

attempted introduction with little thoughtful concern for the particular teaching environment into which it is being applied has been strongly questioned (www.asian-efl-journal.com, accessed on 31/07/2007).

Teachers cannot realize that learners' age is one of the factors, which determines the way in which an individual approaches second language learning. But the opportunities for learning – both inside and outside the classroom – the motivation to learn, and individual differences in aptitude for language learning are also important determining-factors in assessing learning and eventual success. It is proved that the young people are the best language learners.

It has been mentioned earlier that in communicative English, “meaning” is more important than “form”. But traditional teachers always stick to the age-old teacher-centred method and look for accuracy rather than fluency. In the face of many adverse conditions that militate against significant and authentic communication among students in English as a Foreign Language (EFL) class-rooms, the researcher's own observations in EFL settings have led him to conclude that the most frequent obstacle to CLT is excessive talk on the part of teachers. This tendency possibly rests upon the teacher's own contrary beliefs about how language learning takes place or how to acquire skills.

“Teaching is deeply rooted in the local philosophy, culture, and basic concepts of education. So students' learning styles and habits in language learning must be brought under consideration while teaching. Communicative Approach, in the opinion of Roberts, is in

many ways a commitment to eclecticism in practice. Communicative language experts' view is to deal with grammar implicitly. But in China, it is the culture to teach essential grammar especially to beginners. Limited utilization of translation from and/or to the target language (L2) is an indispensable part of communicative language teaching there. Teachers of English in China are expected to modernize the teaching, not to westernize it".

(www.exchanges.state.gov/forum/, accessed on 12/08/2006)

Mary Ashworth (1985) in her **Beyond Methodology: Second Language Teaching and the Community** observes that communicative English teachers should keep themselves up-to-date with the latest developments in the field. The ways they can be up-to-date are:

- a) Pre-service training
- b) In-service training
- c) Newsletters and professional journals
- d) Discussion with colleagues
- e) Internet
- f) Committee work
- g) Workshops
- h) Seminars and conferences.

David Crystal (2003) in his **English as a Global Language** says that nowadays, code switching (Using L2 mixing with other languages) is a very common phenomenon in spoken English all over the world. A single word or a chunk of a sentence is used with English borrowed from other language(s). In different countries, this sort of English has

got nicknames like –Chinglish, Japlish, Spanglish, (Banglish), and so on. Language is an immensely democratizing institution. He says, “To learn a language is immediately to have rights in it.” One may add to it, modify it, play with it, create in it, and ignore bits of it, as one wills. When important persons like politicians, pop stars, film stars, poets, and highly educated people use local language in their speeches and/or writings, this is gradually accepted by other speakers of that language and one day this becomes part of the standard language.

How Languages are Learned by Pasty M Lightbown and Nina Spada (1999) discusses with reference to behaviourists that language can be learned through imitation, practice, and feedback on success and habit formation. If one forms a habit in a language environment, s/he is sure to learn the language. When the objective of second language learning is native-like mastery of the target language (L2), it is usually desirable for the learner to be completely surrounded by the language as soon as possible.

Natalie Hess (2001) in **Teaching Large Multilevel Classes** expresses the view that despite having some problems in teaching a large multilevel class, practising teachers should be aware of the advantages of it. A large multilevel class always has a large number of students for interactions and a rich variety of human resources. Teacher is not alone in the classroom to teach (students can teach students) and there is nothing to be tired or bored of as students themselves work in pairs and groups. Professional development of a teacher occurs naturally through teaching and managing a large multi level class.

Larissa Sardiko (2004) comments in an article entitled “Testing, Testing” published in **English Teaching Professional** that one important area in communicative language teaching-learning is Assessment. Alongside Assessment, there are two other terms – Testing and Evaluation – which are widely used in assessing learners’ progress. Testing is the narrowest term denoting quantitative information on the learners’ progress. Evaluation involves a judgement of quality and gives teachers and learners the information of effectiveness of teaching and learning. On the other hand, Assessment provides information on the individual learner’s progress not only in terms of quantity but also quality. Sardiko (2004) defines Assessment as a “set of process through which we try to understand and make inferences about a learner’s development of skills and knowledge.”

1.7 Feasibility of the Study

The proposed research has been feasible in all respects. The British Council Library in Dhaka is a good source of books and journals on CLT. Besides, English Language Teaching Improvement Project (ELTIP) Resource Centres in all divisional cities and Satellite Resource Centres (SRC) in govt. Teachers’ Training Colleges (TTC) as well as other places have been used for the collection of materials related to this study. Institute of Bangladesh Studies (IBS) library, Rajshahi University Central Library, Dhaka University (DU) Central Library, Govt. Teachers’ Training College Libraries are good sources for printed materials on CLT. Moreover, websites have been browsed for all kinds of recent developments in the field of CLT. The researcher has got a good help about educational statistics from the National Curriculum

and Textbook Board (NCTB) and Bangladesh Bureau of Educational Information and Statistics (BANBEIS) libraries in Dhaka.

The learned supervisor and the professors of IBS have given all kinds of guidance to the researcher. The proposed study involves an expenditure of a big amount of money. The researcher met up the expenditure for collecting data, and for printing and binding the thesis from the money he received from IBS as fellowship as well as from his own money. The research including the writing of the draft thesis was completed on the 15th of July 2007. The pre-submission seminar was arranged on the 22nd of July 2007. All reasonable comments and suggestions made by the scholars in the seminar have duly been appreciated and incorporated.

1.8 Scope and Limitations of the Study

Through the proposed study, the researcher has tried to critically assess the present approach to English language teaching in Narsingdi and ascertain its strengths and weaknesses. It (the study) has explained the importance and usefulness of proper teaching methods and techniques in the later chapters. It has critically analyzed the prevailing teaching-learning environment in the secondary schools of Bangladesh in general and of Narsingdi district in particular. This research has also studied the attitudes and the motivation of the secondary English teachers as well as of the students. It has also suggested some modern methods and techniques of handling communicative English including modern tests suitable for the Bangladesh situation.

This study has covered classes 6 to 10 so that the researcher could have a real picture of English teaching-learning at the secondary level. This study has not covered primary education, higher secondary level of education, madrasa education, and English medium schools. Only the mainstream secondary education has been studied.

1.9 Expected Result and Its Utility

As this study has been conducted successfully, it is expected to contribute a lot to the improvement of the English language teaching-learning situation in the secondary schools in Bangladesh. Policy makers and practising English teachers will find suggestions to handle communicative English from different points of view. Besides, the study will help the researcher widen his horizons of knowledge making him more confident and competent in his profession. Thus he is expected to serve his students as well as the nation through quality teaching throughout his life.

1.10 Conclusion

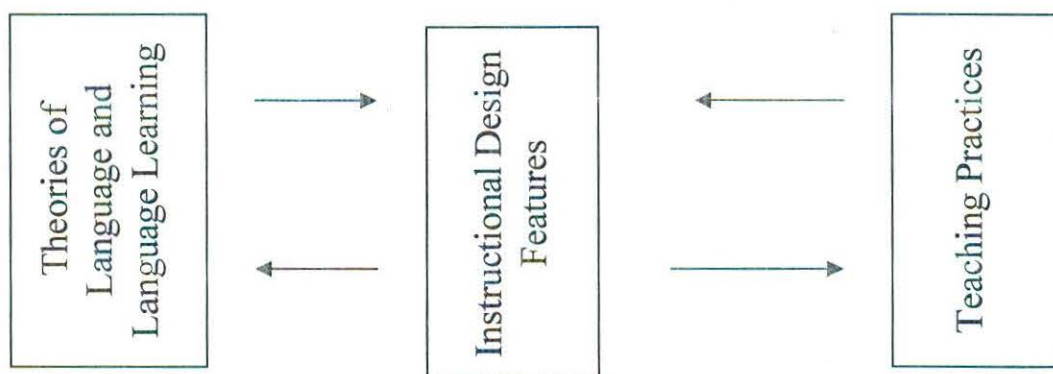
Initially this proposal was a tentative one. It has undergone changes on the basis of the suggestions and recommendations of scholars in M.Phil registration and pre-submission seminars (held on the 27th of September 2006 and the 22nd of July 2007 respectively), and on the basis of the available data and necessary materials related to this study. It is hoped that this study will help improve the English teaching-learning situation in the secondary schools in Bangladesh.

Chapter 2

Development of CLT: Theory and Practice

2.1 Introduction

Methodology in language teaching has been characterized in a variety of ways. One classical formulation suggests that methodology should link theory and practice. Theory statements include theories of what a language is and how a language is learned or more specifically, theories of second language acquisition (SLA). Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, and types of activities, role of teachers and learners, teaching materials, and so forth. Design features are linked to actual teaching and learning practices in relation to environment where language teaching and learning take place. This whole complex of elements define language-teaching methodology. The following flowchart shows the language teaching methodology¹:



¹ www.cal.org, accessed on 30/07/2007.

The development of language learning or teaching from form-based to a meaning-based approach, the move towards eclectic approach from a rigid method, the shift from teacher-fronted to learner-centred classes are all subsumed under the broad term of communicative approach. It has already been realized that the classical paradigm afforded an unsuitable basis for the teaching of a language for communication. So this communicative language teaching approach is a natural extension of the notional-functional syllabus (Notional-functional syllabus has been discussed later in this chapter).

2.2 Language Teaching Methods and Approaches

Methods are considered to be fixed teaching systems with prescribed techniques and practices, and approaches represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. Hence, methods are prescriptive and approaches are descriptive.²

It is not known exactly when Grammar Translation Method started. But it is known that it originated more than 600 years ago during the time of Erasmus (1466 – 1536). Some of its leading exponents, among others, are J. Seidenstucker, Karl Plotz, H.S. Ollendorf and J. Meidinger – all German scholars. It gained popularity with the European and foreign language teaching from 1840s to 1940s, and in a slightly modified form it is being used in some parts of the world even today. Grammar Translation Method puts emphasis on accuracy, not

² www.cal.org, accessed on 30/07/2007.

on fluency.³ Memorization of verb paradigms, rules of grammar and vocabulary, and translation from L2 to L1 and vice versa are the main characteristics of this method. The following chart shows the language teaching methods and Approaches:

Language Teaching Methods and Approaches				
Grammar Translation Method (+ 600 years old: www.ivc.uidaho.edu, accessed on 27/04/2007)				
Modern Alternatives to Grammar Translation Method⁴				
Direct Method (about 120 years old)/ Natural Approach (about 300 years old)	Various Structural, 'Linguistic' and Audio-lingual Methods and Approaches (about 70 years old)	Situational Approach (about 45 years old)	Communicative Approach (about 35 years old)	Other Approaches (about 35/40 years old) <ol style="list-style-type: none"> 1. The Silent Way 2. Suggestopedia 3. Community Language Learning Approach 4. Total Physical Response 5. ASTP (cited earlier) 6. Reading Method 7. Technological Approaches 8. Lexical Approach 9. Focus-On-Form Approach 10. Content-Based Method

The period from 1950s to 1980s has often been referred to as “The Age of Methods” during which a number of quite detailed prescriptions for language teaching are proposed. Situational Language Teaching evolved in the United Kingdom while a parallel method named Audio-Lingualism emerged in the United States. In the middle of the method-period came into being The Silent Way, Suggestopedia, Community Language Learning, and Total Physical Response. In the 1980s these methods in turn came to be

³ Geetha Nagaraj, *English Language Teaching: Approaches Methods Techniques* (London: Sangam Books Ltd, 1996), pp. 1-2

⁴ www.ivc.uidaho.edu, accessed on 27/04/2007.

overshadowed by more interactive views of language teaching, which collectively came to be known as Communicative Language Teaching (CLT).⁵

2.3 Historical Background of CLT

After so many ups and downs of different methods and approaches, communicative language teaching approach was accepted at the beginning of 1970s as the best approach to teaching foreign or second languages.⁶ On the debris of failure of the Grammar Translation Method, the American army adopted the Structural-Oral- Situational (S-O-S) Approach during World War- II to make their members fluent in German, French, Italian, Chinese, Japanese and other languages to work as interpreters, code-room assistants and translators. Along with the Army Specialized Training Programme (ASTP), fifty American universities were involved in that programme in 1943. In 1952, the Tamil Nadu people of India first used this approach.⁷

Another approach The Silent Way was suggested in 1960 by Caleb Gattegno, a teacher of Mathematics, where he suggested that the language teacher should be silent and the learners themselves would do most of the talking.⁸

⁵ www.cal.org, accessed on 30/07/07.

⁶ Pham Hoa Hiep, "Imported Communicative Language Teaching: Implications for Language Teachers", *Forum*, Vol. 43, Nos. 4 (October, 2005), p. 3.

⁷ Geetha Nagaraj, *op.cit.*, pp. 13-15.

⁸ *Ibid.*, p. 57.

Community Language Learning Approach suggested by Charles Curran – a Roman Catholic priest cum professor of clinical psychology – observes that adults very often feel threatened in new learning situations for coming into contact with something unfamiliar and they are afraid of appearing foolish. In this approach participants are placed in groups, a tape recorder is played, and they are asked to listen and talk.⁹

Suggestopedia is another approach formulated by Dr Georgi Lozanov – a Bulgarian doctor of medicine. It is a psychological theory. Suggestopedia is the pedagogic application of suggestions. It aims to help learners to overcome the feeling ‘that they cannot be successful’.¹⁰

Total Physical Response Approach emphasizes the listening comprehension. Children first listen and then do. First listening and then doing is the theme of this approach. Psychologist James Asher formulated this approach.¹¹

Direct Method, formulated in 1880 by Francois Goin, became popular in France but got foundation in Germany. The main theme of this method is learning a language through repetition and through teaching in the target language.¹² Gottlieb Henese and Dr. L. Sauveur in Boston introduced another approach very much similar to this one called Natural Approach around 1866.

⁹ Ibid., pp. 60-61.

¹⁰ Ibid., p. 66.

¹¹ Ibid.

¹² Ibid., p. 72.

The Audio-lingual Method was devised on the basis of the ASTP (Army Specialized Training Programme) in 1960s - 1970s in America. William Multon of Princeton University enumerates five slogans regarding language teaching and learning. The slogans are as follows:

- Language is speech, not writing
- A language is a set of speech
- Teach the language, not about the language
- A language is what native speakers say, not what someone thinks they ought to speak
- Languages are different.¹³

Hymes (1972) proposed that knowing a language involves more than knowing a set of grammatical, lexical, and phonological rules. In order to use the language effectively, posits Hymes, learners need to develop ‘communicative competence’ – the ability to use the target language appropriately in a given social encounter. Hymes’ notion of communicative competence is examined by a number of practice-oriented language educators. This examination was culminated in 1980 with Canale Swain’s elaborate definition of the term. According to these researchers, communicative competence includes grammatical, sociolinguistic, discourse, and strategic competence. Grammatical competence refers to linguistic competence – the knowledge of syntactical, phonological, and lexical systems. Sociolinguistic competence deals with the social rules of language use, which involves an understanding of the social context where

¹³ Ibid., p. 79.

communication takes place, including role relationships, the shared knowledge of the participants, and communicative purpose of their interaction. Discourse competence is the ability to understand an individual message and how its meaning is represented in relation to entire text and discourse. Strategic competence entails strategies employed for successful communication, such as how to initiate, terminate, maintain and repair a dialogue.¹⁴

2.3.1 CLT across the Globe

The origins of communicative language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. Till then, Situational Language Teaching represented the major British approach to teaching English as a foreign language. Different structures of a language were practised in different situations in Situational Language Teaching. The Americans in the mid-1960s rejected audio-lingualism and the British began to call into question the theoretical assumptions underlying Situational Language Teaching. Noam Chomsky in his *Syntactic Structures* (1957) has demonstrated that the current standard structural theories are incapable of accounting for the fundamental characteristic of language – the creativity and uniqueness of individual sentences. British applied linguists emphasize another fundamental dimension of language that is inadequately addressed in approaches to language teaching at that time – the functional and communicative potential of language. They feel the need to focus in language teaching on

¹⁴ Pham Hoa Hiep, *op.cit.*, pp. 3-4.

communicative proficiency rather than mere mastery of structures. Scholars like Henry Widdowson, Christopher Candlin advocate this view of language.¹⁵

Another impetus for different approaches to foreign language teaching comes from changing educational realities in Europe. With the increasing interdependence of European countries comes the need for greater efforts to teach adults the major languages of the European Common Market. The Council of Europe, a regional organization for cultural and educational cooperation, examines the problem and sponsors international conferences on language teaching, publishes books on it, and becomes active in promoting the formation of the International Association of Applied Linguistics. The need to develop alternative methods of language teaching is given a high priority.¹⁶

In 1971, a group of language experts began to investigate the possibility of developing language courses on a unit-credit system – a system in which learning tasks are broken down into portions or units, each of which corresponds to a component of a learner's needs and is systematically related to all the other portions. The group used studies of the European language learners and in particular a preliminary document prepared by a British linguist D.A. Wilkins (1972) that proposes a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching. Wilkins's contribution is an analysis of the

¹⁵ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (Cambridge: Cambridge University Press, 2001), p. 153.

¹⁶ *Ibid.*, p. 154.

communicative meanings that a language learner needs to understand and express. Instead of describing the core of language through traditional concepts of grammar and vocabulary, Wilkins attempts to demonstrate the systems of meanings that lay behind the communicative uses of language. He describes two types of meanings: notional categories (concepts such as time, sequence, quantity, location, frequency etc.) and categories of communicative function (requests, denials, offers, complaints etc.). Wilkins later revises and expands his 1972 document into a book titled *Notional Syllabuses* that has a significant impact on the development of the Communicative Language Teaching. The Council of Europe incorporates his semantic/communicative analysis into a set of specifications for a first-level communicative language syllabus. Those threshold level specifications have had a strong influence on the design of communicative language programmes and textbooks in Europe.¹⁷

The work of the Council of Europe, the writings of Wilkins, Widdowson, Candlin, Christopher Brumfit, Keith Johnson and other British applied linguists on the theoretical basis of a communicative or functional approach to language teaching; and the equally rapid acceptance of these new principles by British language teaching specialists, curriculum development centres, and even governments give prominence nationally and internationally to what comes to be referred to as the Communicative Approach, or simply Communicative Language Teaching. The terms Notional-Functional Approach and Functional Approach become synonymous to

¹⁷ Ibid.

Communicative Language Teaching. Though the movements began as a largely British innovation focusing on alternative conceptions of a syllabus, since the mid – 1970s the scope of communicative language teaching has expanded. Both the British and the American proponents see it as an approach (not a method) that aims to –

- a) make communicative competence the goal of language teaching, and
- b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

Thus the scope and status of Communicative Language Teaching Approach has become different from other methods and approaches.¹⁸ For some, CLT means little more than an integration of grammatical and functional teaching. It has earlier been mentioned that one of the most important characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more complete communicative view.

Finocchiaro and C. J. Brumfit contrast the major distinctive features of the Audio-lingual method and the Communicative Approach of Teaching according to their own interpretation.¹⁹ The contrasting features are as follows:

¹⁸ Ibid., pp. 154-155.

¹⁹ Ibid., pp. 156-157.

Audio-lingual Method	CLT Approach
Attends to structure and form more than meaning	Meaning is paramount
Demands memorization of structure-based dialogues	Dialogues centers around communicative functions and are not normally memorized
Language items are not necessarily contextualized	Contextualization is a basic premise
Language learning is learning structures, sounds, or words	Language learning is learning to communicate
Mastery or over-learning is sought	Effective communication is sought
Drilling is a central technique	Drilling may occur, but peripherally
Native-speaker-like pronunciation is sought	Comprehensible pronunciation is sought
Grammatical explanation is avoided	Any device that helps learners is accepted – varying according to their age, interest etc.
Communicative activities only come after a long process of drills and exercises	Attempts to communicate may be encouraged from the very beginning
The use of the speaker's native language is forbidden	Judicious use of native language is accepted where feasible
Translation is forbidden at early levels	Translation may be used where students need or benefit from it
Reading and writing are deferred till speech is mastered	Reading and writing can start from the first day, if needed
The target linguistic system will be learned through the overt teaching of the patterns of the system	The target linguistic system will be learned best through the process of struggling to communicate
Linguistic competence is the desired goal	Communicative competence is the desired goal (i.e., the ability to use the linguistic system effectively and appropriately)

Audio-lingual Method	CLT Approach
Varieties of language are recognized but not emphasized	Linguistic variation is a central concept in materials and methodology
The sequence of units is determined solely by principles of linguistic complexity	Sequencing is determined by any consideration of content, function, or meaning that maintains interest
The teacher controls the learners and prevent them from doing anything that conflicts with the theory	Teachers help the students any way that motivates them to work with the language
“Language is habit”, so errors must be prevented at all costs	Language is created by the individual, often through trial and error
Accuracy, in terms of formal correctness, is a primary goal	Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context
Students are expected to interact with the language system, embodied in machines or controlled materials	Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writing
The teacher is expected to specify the language that students are to use	The teacher does not know exactly what language the students will use
Intrinsic motivation will spring from an interest in the structure of the language	Intrinsic motivation will spring from an interest in what is being communicated by the language

2.3.2 CLT in Bangladesh

The status of English in Bangladesh has been changed from English as a Second Language (ESL) to English as a Foreign Language (EFL). As a global medium of communication, the importance of English has increased a lot in social, political and commercial contexts. With the advent of Information Technology (IT) through the Internet and E-management, English has become the only lingua franca for the world

citizens. It is English which helps produce good doctors, skilled technicians, efficient engineers, scholars, good teachers, educationists, worthy bureaucrats and statesmen. In these changing circumstances, the treatment of English teaching and learning should be considered. In Bangladesh, English has long been taught as a compulsory subject from class 1 to 12 in Grammar Translation Method. In this method, maximum emphasis is put on reading and writing and almost no emphasis is put on speaking and listening skills. In the changed situation, the government of Bangladesh realizes the need to consider the following factors in teaching and learning of the English language:

- a) Emphasis should be given on communication and fluency. To do that participatory and interactive classroom is essential.
- b) Defective traditional examination system that encourages memorization should be replaced by a skill-based assessment system.
- c) English teachers should have adequate education, training and motivation for their self-development and to develop a positive attitude towards interactive-student-centred classrooms.

In the light of the above mentioned context, the National Curriculum and Textbook Board (NCTB) introduced communicative language teaching into the syllabus in 1996.²⁰

²⁰ National Curriculum and Textbook Board (NCTB), *Development Project Proposal (DPP) for ELTIP-3* (Dhaka: NCTB, 2005), p. 4.

2.4 Characteristic Features of Communicative Syllabus

All communicative syllabuses have got the following characteristics²¹

- a) They all aim to make the learner attain communicative competence, that is, use the language accurately and communicatively.
- b) The prime focus is on the learner. The teacher is just a facilitator – who ‘manages’ the environment and the materials, which will help students become autonomous learners.
- c) The tasks are purposeful and meaningful
- d) Communicative syllabuses emphasize the functions of language rather than the rules.
- e) Communicative tasks aim to make learners fluent – especially during the early stages – as well as accurate in their use of the target language.

The *English for Today* books fulfil almost all the criteria stated above. But the problems lie in the implementation procedures.

2.5 Strengths and Weaknesses of the Textbooks

The *English for Today* (EfT) books have almost all the characteristics a communicative syllabus should have. It has got items like talking about pictures, asking and answering questions in pair, reading and listening to texts, matching words and sentences, identifying true-false statements, rearranging jumbled sentences, filling gaps, substitution tables, cloze passages, dialogues for classroom practices, games and

²¹ Geetha Nagaraj, *op.cit.*, p. 44.

puzzles, and so on. Another good thing is that objectives (skills and knowledge students are expected to acquire after a lesson is executed) of each lesson have been stated at the beginning. Moreover there is a book map at the beginning of the nine-ten textbook. In the book map, there is mention of skill(s) to be practised consciously in a particular lesson (Book map added in the appendix). Teachers can consciously involve students in skill practices in each lesson.

Alongside the strengths, there are some weaknesses of the EfT books. Paper of the books is of very low quality. Pictures printed are black and white and blurred (not clear enough to understand what there are in the pictures). These pictures fail to serve the purpose as 89% of the students do not use the textbooks which are unattractive to them (statistics shown in table 4.10).

2.6 Traditional versus Progressive Mode of Teaching²²

To compare the present mode of teaching with the expected one, the differences between the two are given below:

Traditional Mode of Teaching	Progressive Mode of teaching (CLT)
Teachers stick to lecturing	Teachers engage students in different language activities
Teacher-centred teaching	Student-centred teaching
No interactions between teachers and students, students and teachers, and students and students	Students interact through PW, GW, discussion, pair checking, drilling, question-answer, group/individual presentation

²² Mohammad Emdadul Huda, "Culture Sensitive Material Design for English Language Teaching in Bangladesh", Unpublished Ph.D Thesis, Institute of Bangladesh Studies, Rajshahi University, 2003, p. 76.

Traditional Mode of Teaching	Progressive Mode of teaching (CLT)
Teachers active but students passive	Students are more active than teachers
Teachers are responsible for learning	Students are responsible for their own learning
Teachers are decision makers	Students play active role in decision-making
Accuracy gets preference	Fluency gets preference
‘Form’ is important	‘Meaning’ is important
Teachers are formal	Teachers and students are informal
Teachers explicitly correct the errors	Teachers are implicit in error correction
Teachers are givers of learning	Teachers are managers of learning environment and materials
The only source of learning is the teacher	Students themselves are the sources of learning

2.7 Teachers’ and Students’ Roles in CLT Class

‘Role’ refers to the part that teachers and students are expected to play in carrying out learning tasks as well as the social and interpersonal relations between the participants. In a CLT classroom, teachers are expected only to give the instructions about what language activity the students should do. Then s/he would oversee what the learners are doing or see whether they are on track or off track. Teachers would create situations which students are likely to face in real life interactions. Teacher is a guide here and s/he would not do all the activities himself/herself like a traditional teacher (traditional teachers do all the activities in their teaching and students remain inactive listening to them). S/he would correct students’ mistakes but s/he would do it implicitly. S/he would not stop any student for mistakes

but s/he would address the mistakes later on at a suitable time. To develop the listening skill of students, a teacher reads out texts that are given in the TG (class 9 – 10) for listening activities and on the back pages of textbooks of classes six – eight. If possible teachers can play English language cassettes on a cassette player or computer. Teachers can give some guided questions in advance before reading out the texts or playing the cassettes. Students can answer the questions orally or in black and white. To develop the reading skill of students, teachers ask them (students) to read a specific text in stipulated time. Obviously students will read silently for understanding. Then the teacher asks students to answer questions, fill in gaps, and match sentences orally or in black and white. Students in a CLT classroom are more active than students in a traditional classroom. They do almost all the activities like talking about pictures (in the text or provided by teacher), asking and answering questions in pairs, reading texts for understanding (usually silently), solving problems in the exercise that follow the texts and then comparing their writings with those of their partners, and asking questions to the teacher if necessary. Teachers are expected to walk in the classrooms to see if the students are on track or to help them in their need.

2.8 Expected Attributes of Communicative English Teachers

Communicative language teachers should have the following attributes:

A communicative English teacher -

- is committed to support English language learning of all students

- is consistently prepared with planned lessons for teaching
- is skilled to motivate and manage large multi-level classes
- teaches with confidence to develop four language skills
- reflects on own teaching to improve performance
- has got ability to stimulate, capture and sustain the interest of students in skill acquisition
- knows language learning theories and plans lessons ensuring maximum participation of students
- recognizes students as important resources as well as learners, and engage them in different language activities
- is proactive to collect and prepare low-cost everyday materials for use in teaching-learning activities
- is flexible and empathetic
- supports students in learning in pairs and groups
- is able to communicate clearly in English
- has knowledge and skills to plan participatory activities utilizing no/low-cost materials
- knows a lot of language games and puzzles
- has got a good questioning skill
- knows the aims and objectives of CLT curriculum
- is trained and skilled in assessing four language skills
- skilled in preparing tests (question papers)

- reflects on students' behaviour and performances to improve teaching
- is honest, responsible, fair-minded and respectful in relationships with students and colleagues
- has technological knowledge (computer operation: MS Word, Power Point, Internet browsing, SMS and Emailing etc.)
- is conscious about the society, national and international politics
- has got linguistic and communicative competence
- has got professional attitude
- has got good interpersonal skills

2.9 Conclusion

This chapter describes the historical background of CLT, English language teaching methods and techniques, introduction of communicative English in Bangladesh, teachers' and students' roles in CLT classrooms, and characteristic features of communicative textbooks. Strengths and weaknesses of the textbooks, attributes of communicative English teachers have also found expression here. From this chapter, any reader can have a fairly good idea of English teaching methods and approaches as well as CLT.

Chapter 3

Research Methodology

3.1 Introduction

To conduct a research, a researcher has to adopt some methods to collect and interpret data. What methods and techniques would be followed in a particular research depends on the nature of the study. The methods and techniques that have been applied to collect and interpret data, construction of checklists for observation of classroom facilities and teacher-student interactions, administering questionnaire surveys and interviews, and the observation of classroom facilities and class-teaching have been discussed in detail in this chapter.

3.2 General Methods of Data Collection

The methods and techniques usually used in data collection in a social science research are Survey, Interview, Observation, Case Study, and Content Analysis. Researchers select these methods on the basis of the nature of their research. As the proposed study is qualitative in nature, the researcher has chosen to use Questionnaire Survey, Interview, and Observation methods.

3.3 Considerations for Investigations for the Proposed Study

The goal of this qualitative study is to investigate into the status and to find out the challenges of communicative English teaching at the secondary level of education in Bangladesh. To achieve this goal, different factors like teaching-learning practices, teachers and

students' behaviour, their motivation, classroom interactions, physical facilities, language environment, expectations of teachers and students, attitude of English Teachers (ETs) towards CLT have been studied. No doubt, the experiences of teachers and students and their classroom behaviour represent the present state of English teaching-learning at the secondary level of education in Bangladesh. Their beliefs and expectations reflect their psychological stand about CLT. So, data have been collected from three points of view:

- a) Present teaching-learning practices
- b) Prevailing teaching-learning situations at the selected schools in Narsingdi district, and
- c) Psychological standpoint of teachers and students

3.4 Methods of Data Collection for the Proposed Study

The proposed study is qualitative in nature. Lofland and Lofland (1984) say that qualitative research aims at collecting and analyzing data, which are non-quantitative. Berg (1989) says that qualitative research focuses on 'quality, a term referring to the essence or ambience of something.'¹ Data for this research have been collected through structured questionnaires prepared separately for English teachers, head teachers and assistant head teachers, and for students of the selected schools. Two observation checklists have been used to see the teaching-learning activities and physical facilities present at those schools.

¹ www.faculty.newc.edu, accessed on 15/03/07.

3.5 Data Sources

All the sources from which data are collected are called data sources. Data sources are of two kinds. One is called primary source and the other is called secondary source.

3.5.1 Primary Sources of Data

Primary data have been collected from four secondary schools through planned questionnaires, interviews of the selected respondents (English teachers, Head teachers, Assistant Head Teachers and students) and there has been a close observation of teaching-learning activities. Three sets of questionnaires have been prepared; one for the head teachers and the assistant head teachers, one for the English teachers, and one for the students. Besides, two observation checklists have been used to observe the teaching-learning situations and physical facilities prevailing at the schools. Textbooks, handouts, tests (question papers) and other materials used in classroom teaching have been considered as primary sources of data.

3.5.2 Secondary Sources of Data

Secondary data have been collected from books, journals, Government Gazettes and circulars, Bangladesh Statistical Year Book, dissertations, documents, and Websites.

3.5.3 Study Area and Selection of Schools

Narsingdi district is important for its having a lot of industries and for its being close to the capital city (only 50 kms away from the capital). It has some developed areas and it has got undeveloped rural areas as

well. Moreover the researcher hails from Narsingdi. He has a keen interest in the English teaching-learning situation in his own district. The researcher also hoped to have access to every school and it has been a reality to get all possible help from all quarters concerned. As the socio-economic conditions of all the upa zillas (UZs) are almost similar, the findings of the study are expected to be representative of other secondary schools of the district, as well as of the whole country.

First of all, the researcher met the District Education Officer (DEO) of the district to collect a list of secondary schools. Then the researcher asked the DEO for help, if needed, as he is the local head of the non-government secondary schools. Four schools have been selected out of 180 secondary schools of the district covering urban, suburban and rural areas and different socioeconomic and socio-cultural strata. The number of government secondary schools in the district is only two, which is very small in number in comparison to the number of non-government schools. So one government school and three non-government schools have been selected for the study. The following are some other reasons for selecting the study area and study schools:

- a) As far as knowledge goes, no study like this has been conducted in this district.
- b) There are 180 secondary schools in the district from which the researcher could select necessary number of schools taking into account the societal, geographical and economic differences.
- c) Stipulated time, monetary budget and above all the ability of the researcher have encouraged him to accomplish the study in this area.

3.5.4 Sample Size and Sampling Procedure

Total sample size for the study is 228. This includes 200 students, 20 English teachers, and 8 head teachers and assistant head teachers.

Students studying in classes 6 to 10 in the selected schools have been brought under the study. 10 students from each class have been given questionnaires and interviewed. They have been selected randomly for the purpose. Students in each class have been divided into slots like 1 – 10, 11 – 20, 21 – 30, 31 – 40 and so on, and the first one from every slot has been taken as a respondent. In absence of the first one of any slot, the second or in some cases the third one has been given the questionnaires. The number of students has been 200. All the 20 practising English teachers at the selected schools have been taken as respondents, given questionnaires and interviewed, and their class teaching performances have also been observed. All the 8 head teachers and assistant head teachers have been interviewed as respondents with the same set of questionnaire prepared for them.

3.5.5 Data Collection and Data Analysis

As the proposed study is descriptive and qualitative in nature, both qualitative and quantitative data have been collected from primary and secondary sources. Both types of data have been collected through planned questionnaires, participant observation, face-to-face in-depth interview, and document analysis. The data analyzed in this thesis are obtained from four kinds of primary sources – students, English teachers, head and assistant head teachers, teaching learning and classroom observations. The information received from other reliable

sources has been recognized properly. The data collected from the field have been analyzed both quantitatively and qualitatively. The quantitative data have been put into table, and bar diagrams and pie charts have been used to make the results clear. Some direct statements of students and teachers have been quoted to strengthen the analysis. Interaction observation shows what is really happening at the secondary schools. Existing culture, norms and values have been considered during observations and with those things in mind the researcher has tried to find out where the weaknesses lie. The data collected from different sources have been analyzed independently and the researcher has made his comments at the later part of the thesis. Moreover causal-relationship approach has been used to analyze the data.

3.6 Questionnaire Survey and Interview

Questionnaire survey has been administered to collect data from the primary sources. Both close-ended and open-ended questions have been set in the questionnaires for both teachers and students. Teachers were asked to go out of the classroom so that the student-respondents could fearlessly talk to the researcher. The students had the opportunities to express themselves easily and fearlessly. The mixed types of questions for the students and the English teachers have been helpful to elicit the real attitudes of the both. Questionnaires of all kinds have been pre-tested and the researcher had earlier used the interaction-observation checklist successfully to observe a 15-day ELTIP training in 2001 arranged by 'Programme to Motivate Train

and Employ Female Teachers in Rural Secondary Schools' (PROMOTE), a European Union-Government of Bangladesh (EU-GoB) funded project.

3.7 Observation

Observation has been given due emphasis along with the questionnaire survey administration to get the real picture of the English classrooms. During observations, the researcher had the opportunities to cross-check the information given by students, English teachers, the head teachers and the assistant head teachers. Students were asked questions in absence of their teachers. All the respondents were given the assurance that the information supplied by them would not be revealed to anybody else and would only be used for research purpose. Two kinds of observation checklists were there with the researcher. One was designed to see the interactions between students, students and teacher during teaching English. Another thing was there in the checklist to see and mark whether teachers and students were speaking English or they resorted to Bangla. The other checklist was to see the physical facilities prevailing in the schools contributing to English language teaching and learning.

3.8 Data Collection Period

The researcher remained engaged in data collection from October 2006 to February 2007. Though the researcher started his work in October 2006, he could do only the preliminary work then owing to political

turmoil prevailing in the country and school final examinations. So, most of the work was done in January and February 2007.

3.9 Classification and Tabulation of Data

Collected data have been tabulated on the basis of the objectives set for the study. Statistical tools like pie charts, bar diagrams, and percentage have been used to present the collected data. Qualitative data have been presented through description.

3.10 Designing the Instruments

Five kinds of instruments have been designed for the study. Questionnaire for English Teachers, Questionnaire for Students, Questionnaire for Head and Assistant Head Teachers' Interview, and two kinds of checklists – one for classroom facilities observation and the other for classroom interactions observation.

3.10.1 Questionnaire for English Teachers

The questionnaire for English teachers covers their educational qualifications, degree/diploma on pedagogy, training on CLT, motivation, their interest and experience in teaching, textbooks and TG related areas, rapport with students, conduction of pair work, developing four language skills, testing the language skills of students, if there is language environment at schools, whether they take preparation before going to teach, barriers – according to them – to implement the present English curriculum and so on. Questions are there to know what subjects they teach other than English. As the target is to collect qualitative data, almost all the questions were open

ended. Teachers were free to express their opinions. Related questions are set serially on the basis of the set objectives so that the collected data could be tabulated easily.

3.10.2 Questionnaire for Head Teachers and Assistant Head Teachers' Interview

Interview with the head teachers and the assistant head teachers were conducted with the same set of questionnaire prepared for them. This questionnaire covers areas like their education, training on pedagogy, experience, academic supervision and feedback, training on CLT, English teachers' training on CLT, teachers' motivation, lesson planning, use of TGs, Causes of failure in English, testing four language skills, impediments on the way to implementing CLT curriculum, income source(s) of schools, salary of the teachers, employment procedures, working atmosphere at the schools, physical facilities, results of internal and SSC examinations, School Managing Committee (SMC) and so on.

3.10.3 Questionnaire for Students

The questionnaire for the students covers interest in speaking and listening English, what activities English teachers(ETs) conduct in teaching English, if English teachers consciously try to develop students' four language skills (listening, speaking, reading and writing), if teachers put emphasis on accuracy or fluency, if English teachers help them outside the classrooms or not, use of dictionary, reading habits of students, teachers' use of different methods and techniques, ways they think they can learn English and the like.

Through the questions in the questionnaire, the researcher has tried to assess the real picture of English teaching -learning at the secondary schools of Bangladesh.

3.10.4 Interactions Observation Checklist

The interaction observation checklist is prepared in such a way that the researcher could observe a full class of 40/45 minutes. The researcher designs the checklist to see the interactions between teacher and student, students and teacher, student and student, or to see whether the students are reading, writing, or there is silence/chaos/confusion. There is also scope for the researcher to mark if teachers and students are speaking Bangla or English and what the percentage of it is.

TS (Teacher-students) in the checklist stands for ‘teacher is talking to students’ that is, the teacher is lecturing, talking to the whole class, explaining or demonstrating something, asking students questions etc. ST (Student – teacher) means that a student is talking to the teacher before the whole class, i.e. s/he is asking a question or responding to a question etc. SS (Student – student) means that the students are talking to one another (doing pair work, group work or chain drill etc). R (Reading) in the observation checklist stands for students’ individual reading of any text and W (Writing) stands for individual writing activity of the students. X (Silence/ confusion/ unspecified) stands for silence/ any sort of chaos/ confusion – this is anything other than the mentioned five categories (nobody is talking, bearer comes with a

notice, a dog runs into the classroom and creates a chaos etc). Instead of putting ticks on the boxes in every five seconds, the researcher writes B when the teacher and the students speak Bangla. Then the number of interactions are counted and converted into percentage.

3.10.5 Classroom Observation Checklist

The classroom observation checklist is prepared to see the physical facilities and educational environment of the schools. In the classroom observation checklist space of the classrooms, ventilation, furniture (benches, chairs, tables etc.), board (black/white), audio – video facilities, Over Head Projector (OHP) facilities, posters/ maps/ drawings/ other teaching aids, supply of electricity and electric fans, neatness, congenial atmosphere etc have been included.

3.10.6 Validity and Reliability of the Questionnaires

Validity is concerned with whether a test measures what it intends to measure. Both the construct and content validity of an instrument make it sure that the data collected through them are correct. Content validity asks if the test content matches the content of the study and construct validity examines if the test matches a theoretical construct.² The following aspects have been considered to design the questionnaires in order to ensure the content validity of the questionnaires.

- a) Objectives of the proposed study

² www.asian-efl-journal.com, accessed on 31/07/07.

- b) Opinions of the writers regarding research methods
- c) Suggestions of the experienced researchers and English teacher educators working at TTCs
- d) Comments of the teachers and students received in Pre-testing of the questionnaires.

Available books on research methods have been studied to learn different data collection methods, sampling procedures and their strengths and weaknesses. The study of the books on research methods helped to construct the questionnaires for surveys, interviews, and the checklists for observations. Construct validity of the instruments has further been ensured through pre-testing of the instruments.

After the pre-testing of the questionnaires, valuable points have been added and questions that seemed to be un-useful have been excluded. Clear instructions have been provided to avoid ambiguity. Leading questions have consciously been avoided. The learned supervisor's and senior researchers' suggestions have sincerely been considered.

Reliability is concerned with the extent to which one can depend on the test results. It is said that there is always a validity-reliability tension and reliability offers a possible compromise. It is sometimes essential to sacrifice a degree of reliability to enhance validity. A valid

and reliable test is useless if it is not practical in view of economy, administration and interpretation of results.³

3.11 Administering the Study

The researcher had to visit in person four secondary schools of Narsingdi district in order to talk to the school authority and English teachers about fixing up dates for administering the questionnaire survey, conducting the interview, and observing the prevailing teaching-learning situations at the schools. The researcher visited the following schools of Narsingdi district for the research purpose.

List of Schools

Name and Address of Schools	Number of ETs	Number of Respondents(Ss)	Number of HTs and AHTs	Year of Establishment	Location of the School
1. Raban High School, Jinardi	05	50	02	1969	Rural Area (at least 4 kms away from town)
2. Sir KG Gupta High School, Panchdona	04	50	02	1919	Roadside small town
3. Ghorasal Pilot High School, Ghorasal	07	50	02	1945	Near Union Parishad
4. Brahmondi KKM Govt. High School, Narsingdi	04	50	02	1981	At the heart of Narsingdi town
Total	20	200	08		Total Number of Respondents 228

³ Ibid.

3.11.1 Conducting the Head Teachers' and the Assistant Head Teachers' Interview

Head teachers and assistant head teachers are very busy persons. The researcher was not able to maintain the schedule. Head teachers and assistant head teachers often remain busy talking to SMC members, guardians, signing files, cheques and admission forms, holding interviews for admission, listening to problems of teachers and students and so on. Besides, they have to attend meetings, workshops and perform off-campus official jobs. But they managed time for the interview. The interview took only one hour each. All the head and assistant head teachers answered the questions freely. They did not forget to mention their limitations, local and political pressure.

3.11.2 Administering the English Teachers' Questionnaire Survey

The researcher had an introductory meeting with the English teachers of each of the schools. He (the researcher) told the teachers that he would give them a questionnaire to fill in and would observe their teaching sitting at the back of the class without hampering the class activities. He requested the teachers to be honest and impartial in giving the information asked for in the questionnaire. He added that they should not consult anybody else in filling up the questionnaire. He also made it clear that the information would be used only for research purpose and would not be used for other purposes.

Then the questionnaires were supplied to them and they were asked to give the filled-in questionnaires back to the researcher the next day.

Then on other days the researcher made appointments with the English teachers to discuss things related to their profession and schools. English teachers freely answered the open-ended questions and took part in discussion.

3.11.3 Administering the Students' Questionnaire Survey

The researcher went to different classes with the class/subject teacher. The teacher left the class just after introducing the researcher to the students. Then the researcher told students the reasons of his visit and explained to them what to do with the questionnaire. He distributed the questionnaires to the respondents as was planned earlier. Other students who were not respondents were requested to keep silent. The researcher read out the questions one by one and clarified them (questions) to the students. Like the teachers, students too, were asked to be honest in answering the questions. As their teacher was not present in the classroom, the students felt free to fill in the questionnaires and to talk to the researcher fearlessly on many points.

3.11.4 Conducting the Interactions and Classroom Observation Tasks

Two kinds of checklists were used for observations. One was used to observe the interactions in the English classrooms and the other to observe the prevailing physical facilities to support teaching and learning. To observe the interactions, the researcher sat at the back of the classes and observed if the interactions were taking place between teacher and students or student and student or student and teacher. To

be more clear, the researcher observed if the teacher was talking to students or student(s) was (were) talking to student(s) or student(s) was (were) talking to teacher and who was (were) talking most of the time. The researcher also recorded whether the teacher and the students spoke Bangla or English. How much of the total time they spent in speaking Bangla and English was also recorded.

To see the physical facilities, the researcher observed silently and put tick marks on his checklist. He also asked questions to teachers and students about the facilities prevailing at the schools.

3.12 Conclusion

The researcher has described in this chapter the theoretical and practical methods and techniques that have been used in the present research. The methods of data collection such as questionnaire surveys, interviews, and classroom and teaching–learning observations have been discussed in detail in this chapter. Data have been collected from the English teachers’ questionnaire survey, students’ questionnaire survey, head and assistant head teachers’ interviews, classroom and interactions observations, and talking with the respondents. The researcher describes here how the instruments have been prepared and how data have been collected. The findings of the study have been discussed in the next chapters.

Chapter 4

State of English Teaching and Learning in Secondary Schools

4.1 Introduction

The researcher, in this chapter, has tried to depict the status of communicative English teaching at the secondary level of education in Bangladesh. He has studied the academic background of the English teachers, teachers' training on CLT, motivation and attitude of teachers and students, trained teachers' motivation and skill to teach the EFTs, teachers' and the students' use of teaching-learning materials, language environment and physical facilities available at the schools, teacher-student behaviour, classroom practices, functional linkage between Schools and Teachers' Training Colleges (TTCs), Higher Secondary Teachers' Training Institutes (HSTTIs), English Language Teaching Improvement Project (ELTIP) Resource Centres and other training institutions. All these things reflect the present state of English teaching and learning at the secondary level of education in Bangladesh.

4.2 Academic Background and Training of English Teachers

Two minimum preconditions of the curriculum implementation are:

- a) Well qualified, adequately trained, devoted and highly motivated teaching force, and
- b) Learning resources prepared for students to support curriculum implementation.¹

¹ National Curriculum and Textbook Board (NCTB), *Shikkhakrom O Pathyosuchi Report* [Curriculum and Syllabus Report] (Dhaka: NCTB, December 1995), Vol. I, p. 18.

The following table shows the academic qualifications and training of the ETs of the selected schools. The table shows that 25% of the practising English teachers do not have any degree or diploma on pedagogy. They are not familiar with the learning theories and educational psychology. So it becomes difficult on their part to manage students properly. Only 20% of the English teachers have got training on CLT/ ELT but 80% of them are totally ignorant of CLT/ELT methods and techniques. They never feel it necessary to discuss it with those who know it.

Table 4.1
Teachers' Qualifications and Training on CLT

Qualifications	Total	Training on CLT/ELT	% of Trained ETs	Comments
B.A	03	04	20	a) 25% ETs don't have degree/diploma on pedagogy. b) 80% ETs are not trained on CLT/ELT. c) Among the ETs 4 have studied science/ commerce at degree level. d) 1 is teaching English with Intermediate of Arts qualification.
B.Sc	01			
B.A, B.Ed	09			
B.Com, B.Ed	02			
B.Sc, B.Ed	01			
M.A, B.Ed	03			
I.A	01			

4.2.1 English Teachers' Study of English at the Degree Level

The following table (Table 4.2) shows that 04 teachers out of 20 should not be allowed to teach English as they have not studied English at the degree level. 06 others are teaching English with a

background of reading only a 100-mark English course at the degree level. So, 11 teachers out of 20 initially seem not to be suitable to teach English. Among the rest 9 teachers only 4 have got training on CLT. There is a question even about these four teachers if they are skilled and motivated enough to teach English.

The same table shows that 45% English teachers have studied 200/300/400-mark English courses at the degree level. They can be more or less good in English. But most of them are not skilled enough to teach the present curriculum for not having any training on CLT/ELT or for not being motivated. The said table also depicts a very sad picture that 20% of the English teachers have not studied any English at the degree level.

Table 4.2
Teachers' Study of English at Degree Level

Marks in English at Degree Level	Number of English Teachers	Percentage
100	07	35%
200	02	10%
300	06	30%
400	01	05%
No English	04	20%

4.2.2 Scope of In-service Training for Teachers

There is a little opportunity for teachers to develop their teaching skills through continuous training. ELTIP is limping and FSSAP-II has already stopped providing training to English teachers. ELTIP and FSSAP-II together trained up 34380 ETs until May 2007 (ELTIP: 28886, FSSAP-II: 5494 – source cited earlier.). There is no

clarification about English teachers in the *Besarkari Shikkha Protisthan (Secondary Schools) ar Shikkhak O Karmocarider Betan Bhatadir Sorkari Ongsho Prodan abong Janobol Kathamo Somporkito Nitimala-1995* [Staffing Pattern for Private Educational Institutions for Disbursing Government Portion of the Salary – 1995]. There will be 3 social science teachers in a secondary school each of whom is expected to have expertise in at least one subject of his/her group. Nothing is said in the staffing pattern about how many of the social science teachers should be expert in English.² The number of social science teachers may be more than 3 on the basis of existing number of sections (a class is often divided into 2/3 or more sections) at the schools. The total number of secondary schools in Bangladesh is 18500 (Public: 317, Private junior: 4322, Secondary: 13861)³ and the number of madrasas is 13408 (including Dakhil madrasas)⁴. From visits to the schools it is revealed that 05 ETs are there at each school on average. So the number of ETs in the country would be around 92500 ($18500 \times 5 = 92500$) and including madrasas, English teachers would be around 127632 (School 18500 + madrasas 13408 = 31908 \times 5 = 159540). The researcher has taken madrasas into account here as the madrasa teachers have been included in the ELTIP and FSSAP training programme (Communicative English is taught in madrasas

² Ministry of Education (MoE), *Besarkari Shikkha Protisthan (Secondary Schools) ar Shikkhak O Karmocarider Betan Bhatadir Sorkari Ongsho Prodan abong Janobol Kathamo Somporkito Nitimala-1995* [Staffing Pattern for Private Educational Institutions (Secondary Schools) for Disbursing Government Portion of Salary-1995], pp. 3-5.

³ Bangladesh Bureau of Educational Information and Statistics (BANBEIS), *Bangladesh Educational Statistics* (Dhaka: Ministry of Education, December 2006), p. 27.

⁴ *Ibid.*, pp. 62-65.

too). If the number of English teachers in the secondary schools is around 92500, around 68% ETs are still untrained (It is not known to the researcher how many madrasa teachers have been trained up along with the school teachers. If the figure is 5000, the number of trained secondary school teachers is 29380. Then only around 32% English teachers have been trained up so far. A rough calculation shows that around 68% of the English teachers are still untrained). But it is seen in the visited schools that 80% of the English teachers are untrained (Table 4.1). Some teachers have informed the researcher that they are eager to have training on CLT/ELT methods but there is no opportunity of availing it. It is a big question how the present curriculum can be implemented keeping such a big number of ETs out of training even after 10 years of introduction of the communicative curriculum at the secondary level.

4.3 Motivation of Teachers and Students

Curriculum exists in two forms: ‘planned curriculum’ and ‘realized curriculum.’ The planned curriculum describes and prescribes ideal teaching practices and the realized curriculum is how the planned curriculum is implemented in actual classroom situations. Teachers are not mere robots. They implement the curriculum depending on their own beliefs and unique understanding of their environmental context.⁵ If the teachers are not proactive and motivated, and if they have not got good understanding of the curriculum, the ‘planned curriculum’ cannot be realized. English language teachers are asked in

⁵ www.jalt.org, accessed on 24/04/07.

the curriculum report not to speak Bangla at all in English class. “Bangla might only be used as a checking device where the teacher feels it appropriate to ensure that English has been correctly understood.”⁶ But the reality is different. The following table (4.3) shows that the English teachers are not motivated to speak English even in time of teaching let alone other times. When this is the real situation, implementation of the present curriculum is a far cry from the expectations of the authority.

Table 4.3
Teachers’ Use of English

Places/Situations	Yes	% (N= 20)
During Teaching	04	20
School Premise	00	00
With Colleagues (ETs)	02	10
With Ss outside Classroom	00	00

If the learners, for whom the present curriculum is meant, do not practise English, there is little or no hope for the implementation of the curriculum. The table below (Table 4.4) shows that students’ rate of speaking English is not satisfactory either. Only 52.50% of the students studying from class six to ten speak English and the English they speak is limited to greetings and answers to questions in the classrooms. They are not motivated to speak English with teachers, classmates, and others.

⁶ National Curriculum and Textbook Board (NCTB), *Shikkhakrom O Pathyosuchi Report*, Vol. I, p. 153.

Table 4.4
Students' Rate of Speaking English

Situations/Persons/Places	Yes	% (N= 200)
English Teachers	94	47 ⁷
School Premise	00	00
With Classmates	09	4.5 ⁸
Family Members	00	00
Total	103	52.50

Visits to the selected schools reveal that no teacher or student, is motivated to practise English. Teachers do not speak English with students even during teaching. The English they (ETs) speak is mostly reading out the texts and asking questions from there. They are not aware that they are doing the work supposed to be done by students. Students have informed the researcher that they (47.5% of students) cannot speak English because they are afraid of the teachers bullying them for wrong English. The spirit of communicative English seems to be absent in them. Students are not motivated to speak English outside the classroom and at home. Some of them fight shy of being incorrect. 51% of the total respondents have informed the researcher that they cannot even try to speak English, as their family members are not able to speak it. 49% of the students are lucky of being members of educated families but most of them hesitate to practise English at home.

⁷ 47% of the total respondents try to answer questions in English in English classroom.

⁸ 4.5% of the respondents exchange greetings in English (Hi!, Hello! Good morning...).

It is a positive sign that more than 93% students like English for various reasons. The following table (Table 4.5) shows that 93.50% of the students love to learn English. So the teachers can exploit this big percentage of students' love for English by engaging them (students) in English language learning activities.

Table 4.5
Students' Liking for English

Do you like English?	Number of Respondents	Percentage (N=200)
Yes	187	93.5%
No	13	6.5%

The following table shows that students are aware of the national and international importance of English. 32.50% of the students say that English is comparatively easier to learn and 30.50% of them say that they get pleasure in learning English. 11.50% of the respondents who like English are aware of the fact that English knowing people are given preference in job market. While English is such a favourite subject to 93.50% students of secondary level, future of English teaching-learning is bound to be positive if other factors like good-teaching, appropriate learning resources, suitable assessment system, favourable English language environment are present.

Table 4.6
Reasons for Students' Liking English

Reasons why respondents like English	Number of Respondents	% (N= 200)
International language	45	22.50
Easy to learn	65	32.50
It is interesting	61	30.50
Preference in job market	23	11.50
Others/Status	6	3

4.4 Use of the Teaching Materials

“Certain aids encourage the pupils to make active use of the language they are learning. If a picture is interesting, they will want to talk or write about what they see or have seen in it – or perhaps about what may happen next in a story left unfinished.”⁹ There are some materials without which proper teaching and learning in the classroom cannot happen. These materials include textbooks, TGs, boards (black or white), chalk or board markers, writing-books (Note books) for the students and so on. All these things together are called teaching materials. Besides, some other things that accelerate teaching and learning are called teaching aids. For language teaching, audio-visual aids play very important roles in prompt learning of the target language. “Both aural and visual aids can stimulate the children to speak the language as well as to read and write it. Well-decorated, attractive classrooms are always helpful for language learning. Pictures, posters, friezes can be made if not bought, and students can prepare them using waste materials like calendars, newspapers, cheap newsprint paper, magazines etc. Many other things like menus, coins, bank forms, admission forms, postage stamps, reproductions of street signs, toys, dolls, advertisements etc can be good teaching aids if suitable for a particular situation.”¹⁰ Similar importance has been attached to the use of teaching aids in the curriculum report. “A stimulating atmosphere for language teaching can be created by displaying posters, advertisements, maps, charts, timetables, signs etc.

⁹ W R Lee and Coppen Helen, *Simple Audio-Visual Aids to Foreign-Language Teaching* (Hong Kong: Oxford University Press, 1981), p. 5.

¹⁰ *Ibid.*, p. 1.

together with work produced by students themselves.”¹¹ However, all teaching aids are teaching materials but all teachings materials are not teaching aids.

Table 4.7
Teachers’ Use of Teaching Materials

Teacher’s Guides	Number of Respondents		% (N= 20)
	Yes	04	20
No	16	80	
Text Books	Yes	10	50
	No	10	50

In order to ensure a proper teaching methods and techniques, TGs should be used regularly by teachers in their schools as an aid to lesson preparation.¹² Listening texts are there in the TGs. But the researcher has found not a single English teacher using any TGs or other teaching resources to make the teaching and learning successful. As teachers do not use TGs, they have to leave out the listening activity from their lesson. Though 20% of the teachers have told that they use TGs (Table 4.7), they could not show the researcher any evidence. The said table also shows that 50% of the English teachers do not use the textbooks during teaching.

The following table shows that none of the English teachers uses teaching aids in teaching English language.

¹¹ National Curriculum and Textbook Board (NCTB), *Shikkhakrom O Pathyosuchi Report*, Vol. I, p. 151.

¹² *Ibid.*, p. 152.

Table 4.8
Use of Teaching Aids

Use of Teaching Aids	Number of Respondents	% (N= 20)
Yes	00	00
No	20	100

The classroom teachers never feel the necessity of preparing or collecting teaching aids themselves. As they do not use teaching aids, they very often have to fall back into traditional Grammar Translation method. 100% of the English teachers have agreed that teaching aids can accelerate language learning but they cannot use or prepare teaching aids due to excessive workload. They say that they have to conduct 5/6 sessions a day. The head teachers and the assistant head teachers have accused the English teachers of being involved in out-of school tutoring as a result of which they cannot employ full efforts in class teaching.

Ethically ETs should not use notebooks or guidebooks in the classrooms. The following table (Table 4.9) shows that 50% of the ETs use guidebooks in classroom teaching to minimize their trouble of teaching the EfT books. The said table depicts a sad picture of teachers' using guidebooks and 'notes' which are easy to collect from the open market.

Table 4.9
Teachers' Use of Guidebooks and Notebooks

Guidebooks and Notebooks	Number of Respondents	% (N= 20)
Yes	10	50
No	10	50

Most of the students use low quality guidebooks to prepare their everyday lessons and to take preparation for the examinations. 89% of the total student-respondents have said, “We can learn word meanings and answers to the questions from the guidebooks. Problems like matching, gap-filling, true-false etc are solved in a guidebook and we can memorize them from it.” The following table (Table 4.10) shows students’ use of guidebooks and ‘notes’. Teachers directly or indirectly encourage students to use guidebooks.

Table 4.10
Students’ Use of Guidebooks and Notes

Guidebooks and Notes	Number of Students	% (N= 200)
Yes	178	89
No	22	11

4.5 Physical Facilities and Classroom Environment

Physical facilities play a very vital role in accelerating teaching and learning at schools. So the researcher has brought the physical facilities of the schools under critical observation. Physical facilities include location of the schools, schools themselves, classrooms, furniture, black/white boards and markers, teaching aids, teaching-learning resources (cassette player, radio, television, OHP, books, journals, newspaper, posters, maps, cartoons etc), library facilities, computers, cleanliness of the schools as well as of students, audio-visual facilities, English language club, debating club, recitation club and so on.

All the four visited schools are brick-built. One building of a school is located at a place where a lot of power-loom factories are in operation. Six sections of three classes (six, seven, eight) are housed there. The sound of hundreds of power looms hampers the normal teaching-learning activities of the said classes. Floors and benches of the said school are very nasty. Students litter the floors and spit in the classrooms. They (students) have said that the rooms are cleaned once a week. Teachers and students seem to be unaware of the nasty environment inside the classrooms. Other schools are more or less neat and clean. Sufficient light and air is present in all the classrooms. Congested joined benches hamper easy movement of teachers and students. Excepting the one, congenial atmosphere is present in all other schools.

75% of the visited schools have got electricity connection. But there is no audio-video facility in any school. On average the number of students in each class is 70.

Teachers wear good dress and look smart. Students also look smart in their school uniform.

4.6 Classroom Practices

Present teaching-learning practices reflect the present state of communicative English teaching at the secondary level. During observation not a single classroom is seen to be participatory and interactive though English is not a content-based subject. "It is a skill-based subject. English is not about any particular topic but rather is

about practising listening, speaking, reading and writing. It is about practising four language skills. The English language classroom should, above all else, be an interactive one. The students should practise English with the teachers, the teachers with the students, and the students with each other. That is what communicative English language teaching and learning is about: the acquisition of language through constant and regular practice. For successful implementation of this syllabus many new things will be required. Chief among these is suitable communicative language materials that will enable teachers to reactivate their classes and appropriate examinations that will test language skills, not the ability to memorise the contents of textbooks, or even worse notebooks without understanding.”¹³ Appropriate examinations that test all the four language skills have been proposed in the curriculum report. Learning outcomes are to be judged in terms of skills of language use.

Though teachers are expected to conduct all the English classes in English using CLT approach, they are seen to use their own methods leaning towards the Grammar-Translation method. The following table (Table 4.11) shows that 90% of the teachers till now love to use Grammar Translation method. Only 10% of them are seen to conduct sessions in Direct Method. Even there, participation of students in the learning process is very poor. Teachers are seen to talk much more than students solve problems, ask students questions etc. When asked they have said that they usually do not conduct classes in the Direct Method. In answer to a question, they have said that they have used

¹³ Ibid., p. 126.

that method only to show their ability to the researcher. The following table shows that only 10% of the teachers conduct pair work in classroom teaching¹⁴.

Table 4.11
Teachers' Use of Methods and Techniques

Methods/Techniques	Number of Users	% (N= 20)
Grammar-Translation	18	90
Direct Method	02	10
Pair Work	02	10
Dialogue Practice	00	00
Drill/Chain Drill	00	00

But the real picture is different. The researcher has observed 19 classes of 19 English teachers but he has not seen anyone conducting any kinds of activity like pair work, group work, role play, dialogue practice, drilling which are almost inseparable from a communicative language classroom. It seems that the message of communicative approach has not yet reached them. The following table shows students' opinion about activities conducted in the classrooms.

Table 4.12
Students' Comments About Teachers' Conduction of Pair Work ----¹⁵

Activities	Yes	% (N= 200)
Pair Work	46	23
Group Work	00	00
Dialogue	00	00
Role Play	00	00
Listening	00	00

¹⁴ This information was given by ETs themselves in questionnaire survey.

¹⁵ This table has been prepared from the students' questionnaire survey.

At the visited schools, the English teachers were found prolonging the presentation stage of teaching. Teachers are satisfied that they can well-explain the lesson to students. They do not spend any time for the practice and production stages that are most important in language teaching and learning. Teachers are doing all the activities without considering who is/are supposed to do the work/activity. They (teachers) do not create opportunities for students to practise English.

Teachers read out the texts which are meant for developing the reading skills of the students, i.e., teachers read out the texts which are set for students' individual reading to develop their reading skills. Not only that, teachers themselves solve all the problems like gap filling, matching, rearranging etc. Only answers to questions are elicited from students though in a limited way. 100% of the students have told that their teachers organize listening practice class. But the researcher has seen that they (teachers) read out the texts set for students' individual reading (Ss took teachers' reading as listening practice session). Even that reading is done in a faulty way. Teachers read out the texts line by line and explain them to the students in Bangla, which can in no way improve the listening skills of students. Thus for the wrong teaching methods and techniques, students always remain weak in the four language skills (Listening, Speaking, Reading and Writing). Another very unusual thing is that, 89.50% students do not know that there are four language skills. Even those who know, have not been able to mention the names of all the four skills.

4.6.1 Teaching *English for Today* Books

The *English for Today* books are designed in a way so that four language skills are practised in a balanced way. The activities set in the books are set as examples of activities, not for setting questions from there. If students practise these activities in the books properly, they will be able to communicate properly and will be able to answer any questions in the examinations. English class periods range from 35 to 40 minutes. Six classes are held for each section every week. The whole-class time is dominated by teachers (Bar diagrams and pie charts are given in the next chapter). Their methods of teaching are also faulty. The following table (Table 4.13) shows how many of the English teachers do not know themselves “how to develop four language skills” of the learners. Where a big number of teachers do not know how to develop the language skills of students, it is quite impossible to reap a good harvest from the communicative syllabus. This is one of the reasons why teachers are seen to go off track during teaching the EfT books.

Table 4.13
Teachers’ Knowledge about Developing Four Language Skills

Skills	Failed to Give Correct Answers (N= 20)	%
Listening Skill	04	20
Speaking Skill	12	60
Reading Skill	09	45
Writing Skill	06	30

There is a Book Map at the beginning of EfT book for classes 9 and 10. In that book map skills to be practised in a particular lesson are mentioned. 95% of the teachers are not aware of the book map. Only

05% of the teachers have said that they usually have a look at the book map before teaching a lesson. Teachers even do not know that listening texts are there on the back pages of the EfT books for classes six, seven, eight, and in the TG for classes nine and ten. As they do not know where the texts for listening practice are and as most of them do not have TGs (earlier shown), they avoid doing the listening activities. Teachers are not aware of the aims and objectives set at the beginning of every lesson. “It is quite difficult to cover all the contents of a lesson within 30/35 minutes of class time” say the teachers (though every period is of 35/40 minutes, actual working time must not be more than 30/35 minutes).

4.6.2 Teaching English Grammar

“Meaningful communication depends on our ability to connect form and meaning properly. In order to do so we must consider such factors as intention, attitude, and social relationships in addition to the context of time and place. All of these factors make up a discourse setting. For example, we use the present continuous not only to describe an activity in progress (He’s working.), but also to complain (He’s always working.), to describe a planned event in the future (He’s working tomorrow.), and to describe temporary and unusual behaviour (He’s being lazy at work). It is only through examination of the discourse setting that the different meanings and uses of the present continuous can be distinguished from one another. A discourse-based approach provides students with the tools of making sense of grammar of natural language by systematically explaining who, what, where,

when, why, and how for each grammatical form.”¹⁶ In the very recent past there was no direct grammar at secondary level. In 2005 communicative grammar was reintroduced in class nine. Those students (who were in class nine in 2005) sat for SSC examinations this year (2007: Question paper appended). Six grammar classes are held in one section of a class per week. In the new system of teaching grammar, teachers are supposed to put emphasis on communicative rather than structural approach. But the visits to the schools reveal that teachers are directly teaching the rules of grammar. They are not seen even to combine theory and practice together.

4.7 Linkage between Schools and Training Centres

There are 14 government and 68 private Teachers’ Training Colleges (TTCs), 5 Higher Secondary Teachers’ Training Institutes (HSTTIs), 1 Institute of Education and Research (IER, DU deals with education related things but IER in RU does not have this sort of programme), 1 Madrasa Teachers’ Training Institute (MTTI)¹⁷, 34 English Language Teaching Improvement Project (ELTIP) resource centres in the country. These centres/institutions are engaged in providing training to the school/ college/ madrasa teachers. Some of them directly provide short training on different subjects and pedagogy, some give degrees/diplomas/master degrees in education. English teachers can go

¹⁶ Susan Iannuzzi, *Grammar Sense: Teacher’s Book 1* (Hong Kong: Oxford University Press, 2004), p. v.

¹⁷ Abdul Malek, *et al.*, *Shikkha Bigyan O Bangladeshe Shikkha* [Pedagogy and Education in Bangladesh] (Dhaka: University Grants Commission, 2007), pp. 301-302.

to the nearest centre to talk to the resource persons about their problems in handling the textbooks. As there are resource persons trained on CLT, hopefully they can guide the teachers how to deal with a particular lesson. But this type of culture has not yet developed in our country. Teachers go to the training centres only when they are invited. Government can issue letters to the schools to take pedagogical assistance from the mentioned training centres/institutions. In this regard the training centres/institutions should be mentally prepared to help the teachers at least once a week. Motivated ETs and welcoming attitudes of the training centres/institutions can contribute a lot to the development of CLT in Bangladesh.

4.8 Scope of Professional Development at Schools

Motivated teachers always try to perform the best with the help of available resources. Sometimes they talk to their colleagues about any issue to have ideas to do it differently or to check to see if they are right or wrong. Sometimes they can observe their colleagues' teaching. The observer can learn many things even from the mistakes of a teacher. English teachers of a school can sit together at least once a week to discuss their problems in teaching. If possible they can invite ETs from the nearby schools and thus they (ETs) can develop themselves professionally.

Reflective Practice is another way to develop one's teaching. A teacher can ask himself/herself -'How did the lesson go? What were the strong sides of my teaching? What were the weaknesses? What

change(s) can I bring if I teach the same lesson again?' etc. They can also reflect on even the performances of their students.

Teachers were asked whether they did anything for their professional development. Obviously the answer was 'no'. 100% of the HTs and AHTs have told the researcher that they discuss many things in their monthly meetings but they have never discussed the problems of CLT.

4.9 Working Atmosphere at the Schools

Congenial atmosphere at work place encourages employees to exert full effort to do the work they are assigned for. This atmosphere consists of the relationships between teachers, teachers and other staff, students and teachers, SMC members and teachers, guardians and teachers, school and the higher authority, salary of the teachers and other employees etc. In absence of the good relationship among the said, employees never like to work wholeheartedly. Atmosphere in 50% of the schools is so vulnerable that the teachers do not have the feeling of ownership about the schools. All time presence of some of the SMC members and their interference in every trifling matter of the schools mars the atmosphere. Teachers including the HTs and AHTs are quite displeased at their undesirable interferences. Sometimes the politically powerful SMC members appoint their relatives as teachers without interview. This sort of teachers always try to keep themselves away from academic matters but poke nose in every matter marring the normal academic environment of the schools. Sometimes they (SMC members) give promotion to students who have failed in 5/6

subjects. Sometimes they find ways to grab school money. One of the helpless head teachers expressed his disappointment about a teacher by saying, “She has been appointed politically and has no ability to teach English. She has become a long-term problem for the school. Sometimes she remains absent from the school without prior permission and I don’t have the power to issue a show-cause letter against her. God knows how to get rid of this sort of garbage.”

In a school, a local ‘journalist cum mastan’ was seen to threaten the AHT to admit his son though the position of his son in the merit list was below 40 admission-seekers and he had not passed the admission test. These are a few examples of unwanted situations prevailing in the schools.

4.10 Students’ Failure in English and Its Causes

Every year a fairly big number of SSC examinees fail in English. The following table (Table 4.14) shows last five years’ (2002-2006) average failure in English (SSC Examinations) in the study schools.¹⁸

Table 4.14
Five Years’ Average Failure in English in SSC Examinations
(Statistics is of the Four Study Schools of Narsingdi District)

Name of Schools	Total Examinees in 5 years	Failed in English	% of Failure
Raban High School	298	91	30.54
Sir KG Gupta High School	706	434	61.47
Ghorasal Pilot High School	686	115	16.73
Brahmondi KKM Govt. High School	900	95	10.51

¹⁸ Only total number of examinees and total failure in English has been shown. Class-wise and year-wise (in case of SSC Examinations) number of examinees and total failure in English has been shown in the appendix.

The table (Table 4.14) shows that the results in the government school are better than those in the non-government schools. The credit of good results in English does not go to the English teachers alone. For none of the four English teachers in this school is trained on CLT. Their performances in the classrooms are not also up to the expectation. According to the teachers (HTs, AHTs, ETs), the rate of failure can be minimized if English teachers are provided with training on CLT.

The following table (Table 4.15) shows the rate of failure in English in school final examinations in 2006.

Table 4.15
Statistics of Failure in English in School Final Examinations 2006

Name of Schools	Total Examinees ¹⁹	Failed in English	% of Failure
Raban High School	470	260	55.32
Sir KG Gupta High School	817	334	40.88
Ghorasal Pilot High School	914	548	59.96
Brahmondi KKM Govt High School	651	110	16.90

This table (Table 4.15), too, depicts a very disappointing picture of English language teaching and learning at the secondary schools. As some weak students are detained in class ten for not being able to do a good result in the test examinations, the SSC results are much better than the school final examination results. Another reason is that students become more serious in the last few months before their examinations.

¹⁹ Total examinees means all the students from classes six to nine who attended the school final examinations in 2006.

The tables 4.14 and 4.15 show how many students fail only in English. It is alarming that such a big number of students fail only in one single subject. The HTs, AHTs and ETs mentioned some causes responsible for the failure. The reasons or causes are as follows:

- Lack of motivation on the part of students
- Short class duration
- Large multilevel classes
- Absence of good and methodical teaching
- Shortage of skilled, trained and motivated English teachers
- Little or no use of TGs and teaching aids
- Irregular attendance of students
- Poverty-stricken, backward family background of students

4.11 Conclusion

The present state of CLT has been discussed in this chapter. The researcher has stated what he has seen through the investigations in the field of study. He has tried to focus on the real situations and happenings at the schools and thus to elicit the present condition of CLT at secondary level of education in Bangladesh. Teachers' education, training and motivation, use of teaching materials and teaching aids, physical facilities available in the schools, classroom practices, schools and training centres relationships, working atmosphere at schools are not so satisfactory. It is assumed that the real English teaching and learning situations in other schools would be more or less similar. The researcher has described the challenges of CLT in the next chapter.

Chapter 5

Challenges of Implementing CLT Curriculum

5.1 Introduction

Communicative language teaching at the secondary level in Bangladesh is fraught with many problems. Some of the challenges can be mitigated at the local level and some need steps from concerned authority to get addressed. Some challenges are related to the attitudes of the stakeholders; some are related to the misunderstanding of CLT. The researcher has described the challenges of CLT at the secondary level of education in Bangladesh in this chapter. Teachers' use of teaching materials and teaching aids, before-class preparation, mode of teaching, dedication and motivation of teachers and students, teacher training, classroom management, English speaking environment at schools, flaws in assessment system, students' family background and so on have also been discussed here.

5.2 Teaching Materials and Teaching Aids

Teacher's Guides (TGs) are in no way less important than the textbooks. The textbooks are available in the open market and anyone can buy any textbook for their personal use. Textbooks themselves are not self-reliant to be taught in the classroom. TGs are a part and parcel of the textbooks. There are some 'listening texts' in the TG of class nine and ten, which are absent from the textbooks. Teachers are supposed to use the TGs to plan their lessons as well as to read out the texts that are specially designed to develop the listening skill of the

students. The following table (Table 5.1) shows that only 20% of the English teachers have got TGs.

Table 5.1
Use of Teacher's Guides

Teacher's Guides	Number of Respondents	% (N= 20)
Yes	04	20
No	16	80

National Curriculum and Textbook Board (NCTB) has prepared TGs on the EfTs of classes six, seven and eight separately for each class, and of classes nine and ten together for the English teachers for better implementation of the English curriculum. TGs are supposed to be distributed to the secondary school English teachers free of cost. But those books (TGs) have not been sent to the users. Only those who got training from ELTIP have got the opportunity to get a set of the TGs. But the ELTIP-trained teachers have informed the researcher that they are each supplied with only a single copy of the TG of classes nine and ten. Like the textbooks, these TGs are not available in the market for the interested teachers to buy. In the school library, there are no books on methods and techniques of teaching English, posters, dictionaries etc that can help the English teachers fight the prevailing situation. Teachers never feel it necessary to use teaching aids to accelerate learning. The school authority, too, does not buy teaching materials/teaching aids for the teachers to use in the classrooms. One bad thing is that teachers do not use teaching aids but the worse thing is that 50% of the English teachers use guidebooks and 'notes' in place of *English for Today* books during teaching (Table 4.9).

5.3 Teaching Methods and Techniques

One fundamental requirement for communicative English teaching and learning is to create opportunities for students to practise and use the L2. These opportunities involve student-student interactions, student-teacher interactions, and teacher-students interactions although the amount of teacher talking time (TTT) is supposed to be very small. Instead of being a dominating authority in the CLT classroom, the teacher facilitates the communicative process among all the learners and between students giving guidance and advice when necessary. Any unnecessary intervention on the teacher's part may prevent learners from becoming genuinely involved in the activities and thus hinder the development of their communicative skills. It does not mean that teacher should become a passive observer instead of being a guide.¹ The researcher expected to see the stated conditions or at least something near to the stated conditions in the classrooms after ten years of introduction of CLT in the secondary schools in Bangladesh.

But the class teaching observation by the researcher shows that English teachers are still dominating the classrooms. Students remain more or less passive. Teachers are not seen conscious to nourish the four language skills of the students. National Curriculum and Textbook Board puts emphasis on some skills to be practised in a particular lesson but ETs are seen to do something other than that. The bar diagrams and the pie charts on the following pages show that teachers are not on the right track.

¹ Rao Zhenhui, "Modern Vs Traditional", *Forum*, Vol. 37, Nos. 3 (September, 1999), p. 29.

To record the classroom interactions, the researcher has used a very simple tool devised from the one used by the EU-funded project PROMOTE to observe a 15-day ELTIP training. The tool has got six categories of interactions and recordings have been made in every five seconds. Instead of putting ticks in the boxes, the researcher has put B in case of teachers and students' speaking Bangla in English class. The categories are as follows:

T – S: Teacher talking to students

S – T: Student(s) talking to teacher

S – S: Student(s) talking to student(s)

R: Student(s) reading

W: Student(s) writing

X: Silence/Confusion/Interruption in teaching and learning

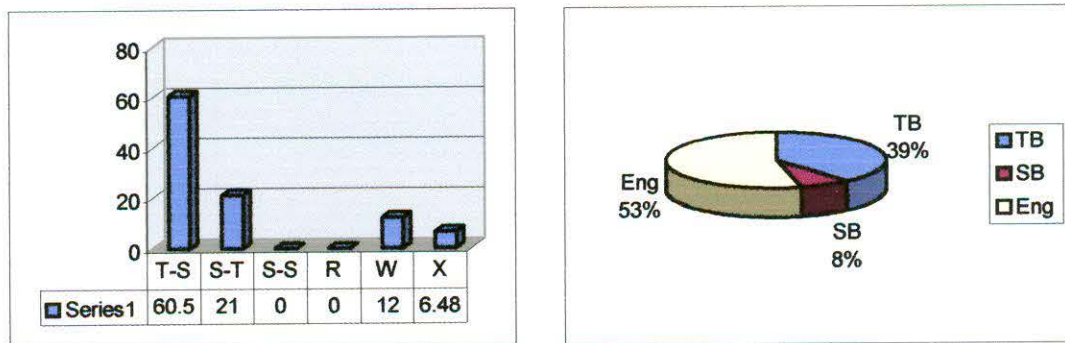
As it is not possible to be completely objective in interaction analysis with this type of tools, there are inevitably subjective decisions to be made about how to categorize certain types of interactions. So, to accommodate comments of the researcher, there is space on the checklist for writing comments/notes.

The researcher has observed nineteen classes of nineteen teachers. The classes include six, seven, eight, nine, and ten of the four secondary schools. The researcher had a plan to observe one class-teaching of each of the twenty English teachers. One teacher was found unwilling to demonstrate his class-teaching to the researcher. He (researcher) failed to convince that teacher. But the researcher thinks that being unable to observe the teaching of a single teacher does not affect the

findings of the study as the teaching methods seem to be very similar regardless of the topics, teachers and classes.

The following bar diagrams show the average (%) classroom interactions and the pie charts show percentage of Bangla and English spoken in the classrooms:

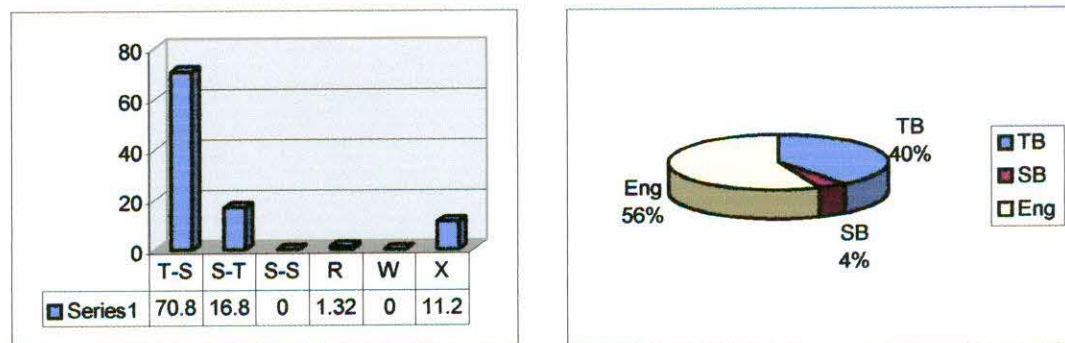
Figure 5.1
Teacher-1, Class: Six, Topic: Letter Writing,
Skills: Speaking, Writing



Teacher dominated class. No S-S interaction and a little Writing.

Teacher mostly used L1 in the classroom. Ss recited letter from their memory

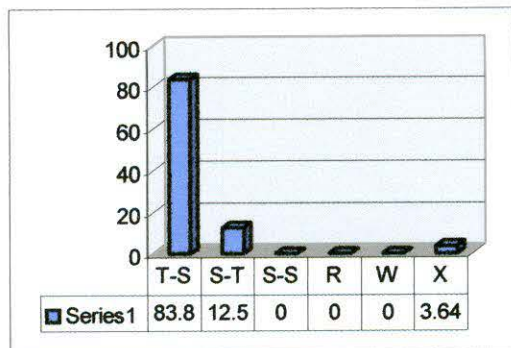
Figure 5.2
Class: Nine, Topic: Interrogative Sentences,
Skills: Speaking, Writing



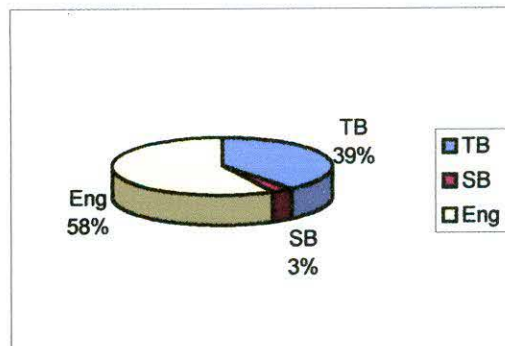
Teacher dominated class. No S-S interaction, no Writing

Teacher using L1 in the classroom. Little Speaking and no opportunity for Ss' Writing.

Figure 5.3
Teacher - 3, Class: Ten, Topic: Paragraph Writing,
Skills: Speaking, Writing

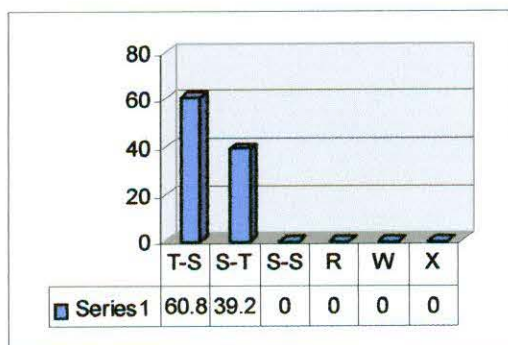


Teacher dominated class. No S-S interaction, no Writing.

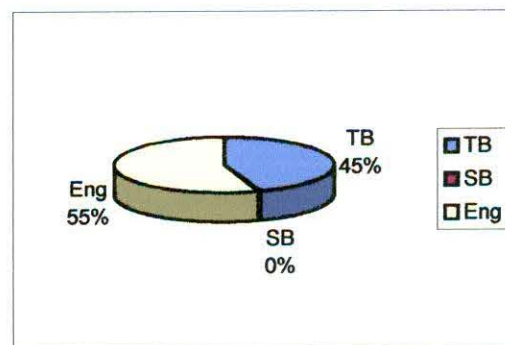


Teacher mostly used L1 in the classroom. Ss recited the paragraph from their memory.

Figure 5.4
Teacher - 4, Class: Six, Topic: Letter Writing,
Skills: Speaking, Writing

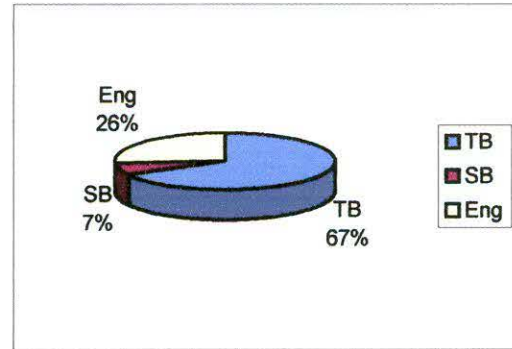
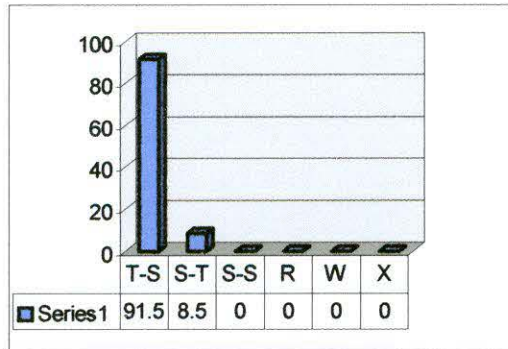


Teacher-dominated class. No Writing opportunity for Ss.



Teacher mostly used L1 in the classroom. Ss recited the letter from their memory.

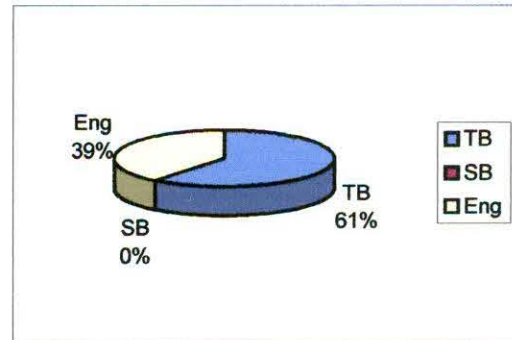
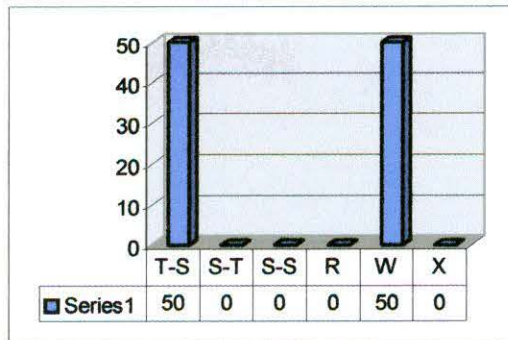
Figure 5.5
Teacher – 5, Class: Six, Topic: Articles (A, An, The),
Skills: Listening, Speaking, Writing



Teacher-centred class. No Listening, S-S interaction and Writing.

L1 dominated the entire class.

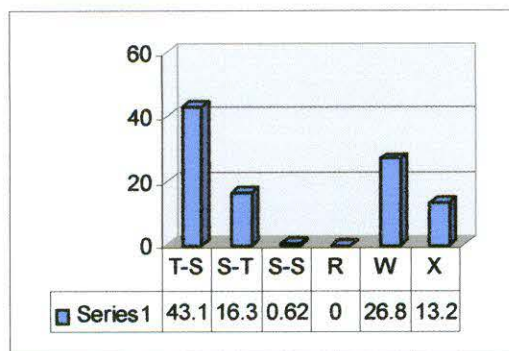
Figure 5.6
Teacher – 6, Class: Eight, Topic: Paragraph Writing,
Skills: Speaking, Writing



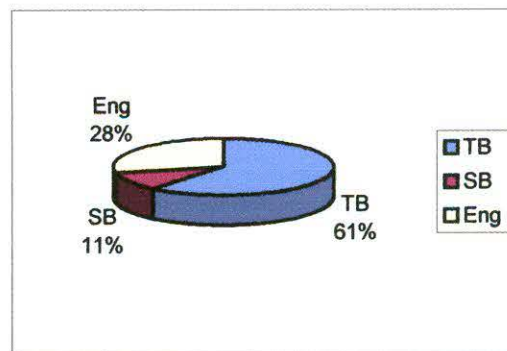
Teacher-dominated class. No S-T and S-S interaction, but there was opportunity for Ss' writing.

It was a teacher-centred L1 dominated classroom.

Figure 5.7
Teacher –7, Class: Ten, Topic: Tense (Past Continuous),
Skills: Speaking, Writing

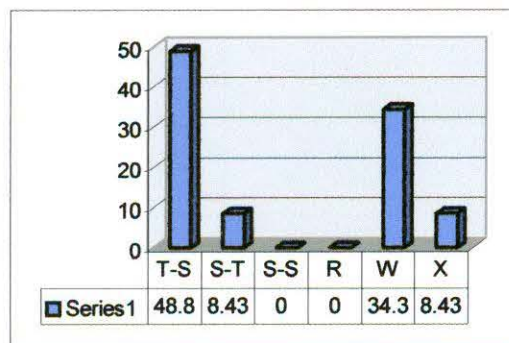


Teacher-dominated class. Some Writing but no S-S interaction.

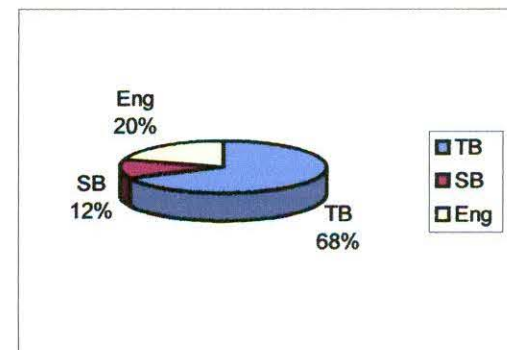


Teacher used the Grammar Translation method. Bangla dominated the whole class.

Figure 5.8
Teacher – 8, Class: Six, Topic: More Relations (EFT, Unit-1, Lesson-8),
Skills: Speaking, Reading, Writing

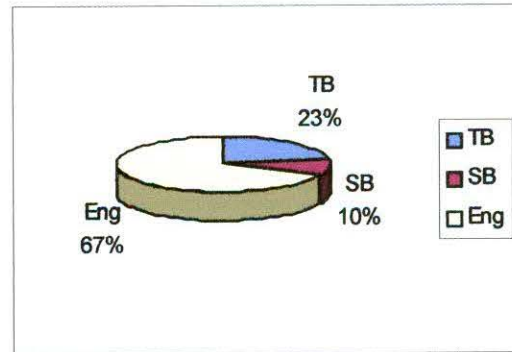
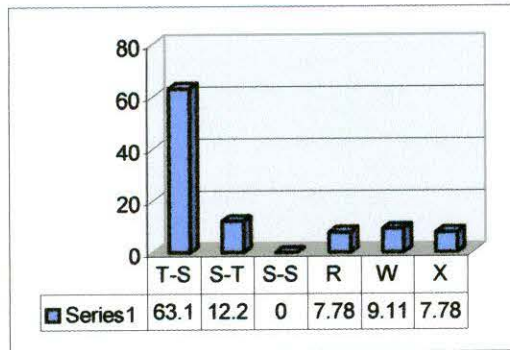


Teacher-dominated class. There was some Writing but no S-S interaction and Reading.



Only 20 % of the whole interactions were in English.

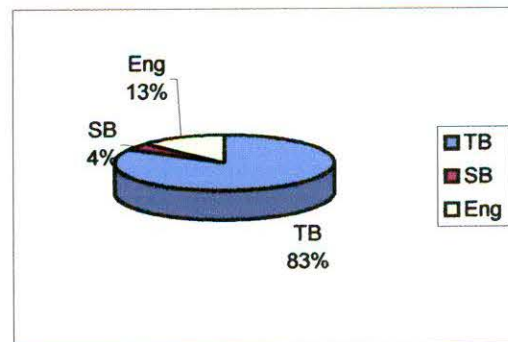
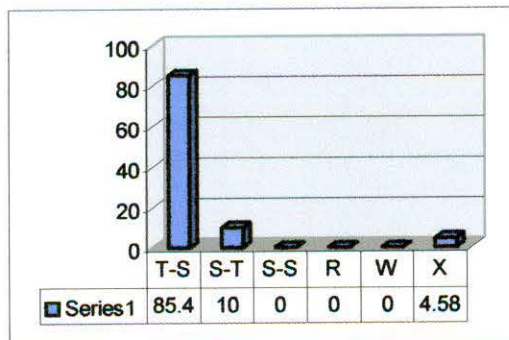
Figure 5.9
Teacher – 9, Class: Ten, Topic: The Maghs (EfT, Unit-17, Lesson-1),
Skills: Listening, Speaking, Reading, Writing



Teacher-dominated class. No Listening and Speaking but very little Reading and Writing.

67 % of the total talking was in English but total Ss' talking time was very little.

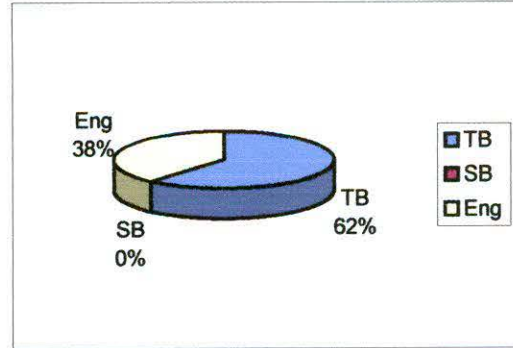
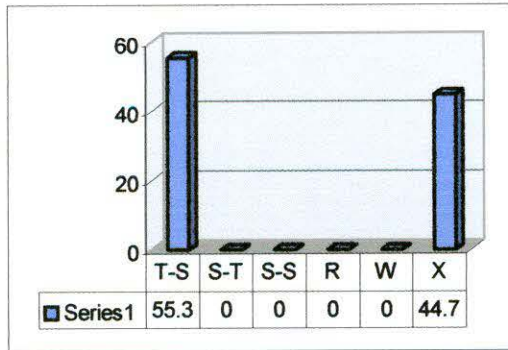
Figure 5.10
Teacher – 10, Class: Eight, Topic: Tense,
Skills: Speaking, Writing



Teacher-dominated class. No Writing and little Speaking.

87 % of the total talking was in Bangla and total Ss' talking time was very little.

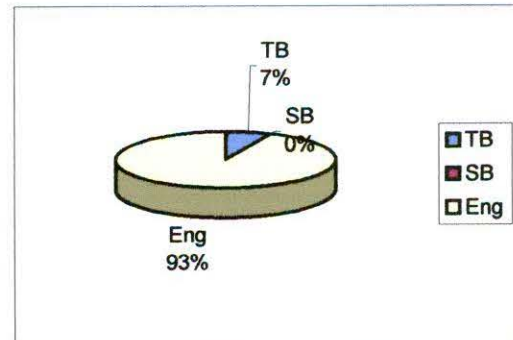
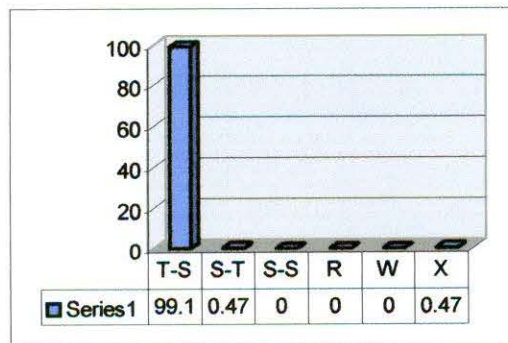
Figure 5.11
Teacher – 11, Class: Nine, Topic: Pahela Baishakh (EfT, Unit-1, Lesson-4),
Skills: Reading, Speaking, Writing



Teacher-dominated class. No Reading, Speaking and Writing. Teacher was confused.

All the talking in the classroom was done by the teacher. No participation of Ss.

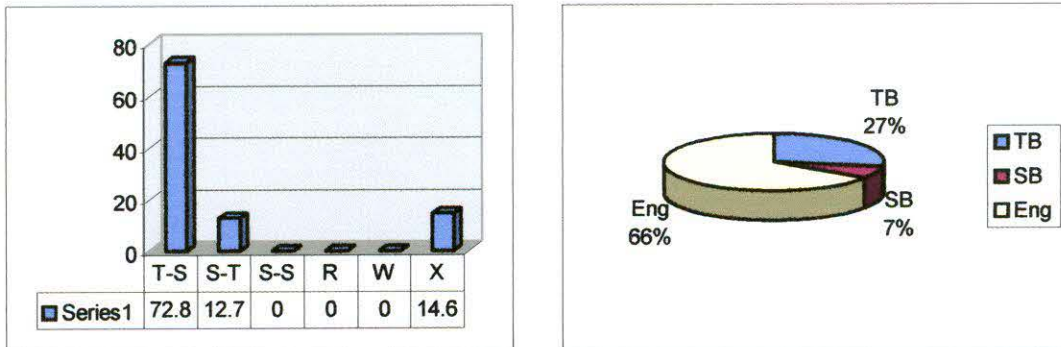
Figure 5.12
Teacher – 12, Class: Ten, Topic: The Fisherman and the Gene (EfT, Unit-20, Lesson-1),
Skills: Reading, Writing



Teacher-dominated class. No Reading and Writing.

Teacher spoke all the time.

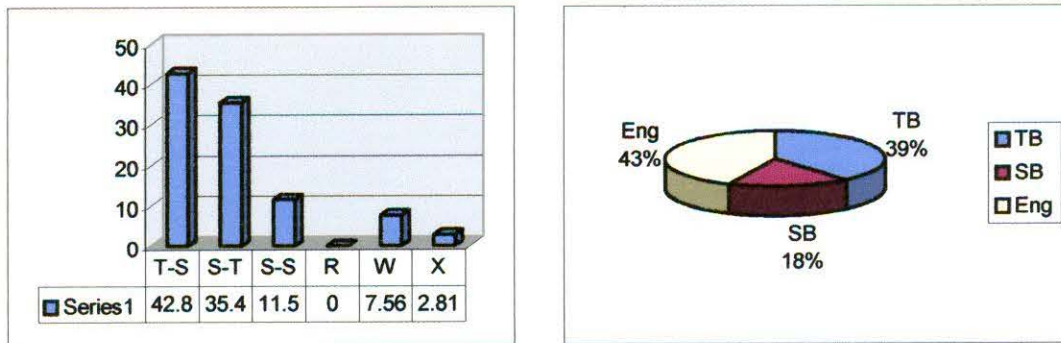
Figure 5.13
Teacher – 13, Class: Eight, Topic: Active and Passive Voice
(Interrogative Sentences),
Skills: Speaking, Writing



Ss' participation is very little. No S-S interaction, no Writing.

Most of the talking was done by the teacher.

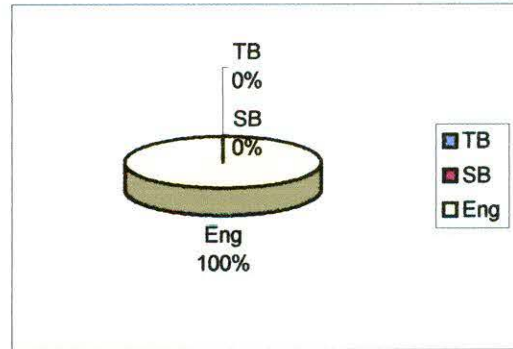
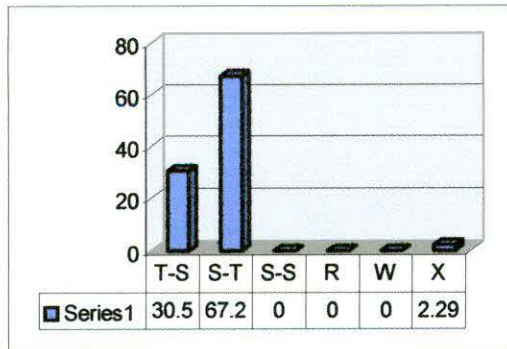
Figure 5.14
Teacher – 14, Class: Nine, Topic: Tense (Present Progressive),
Skills: Speaking, Writing



Good thing is that the teacher involved Ss into PW and Writing.

L1 dominated the whole class.

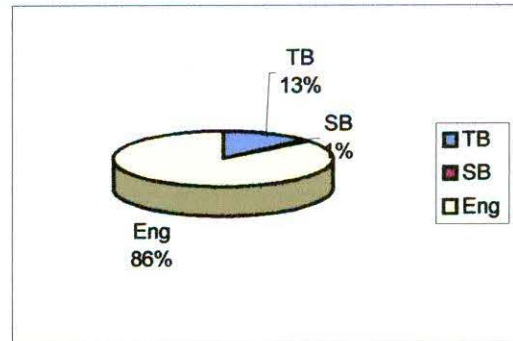
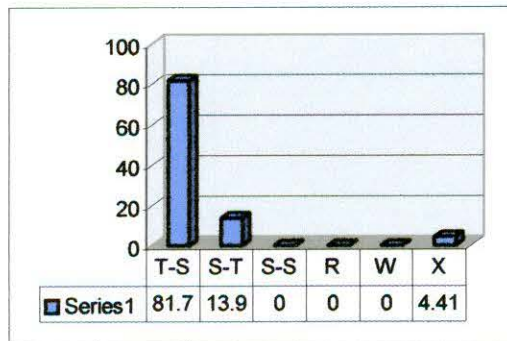
Figure 5.15
Teacher – 15, Class: Ten, Topic: Essay Writing,
Skills: Speaking, Writing



Teacher did not dominate the class but there was no Writing.

100 % talking was in English but the teaching was not methodical.

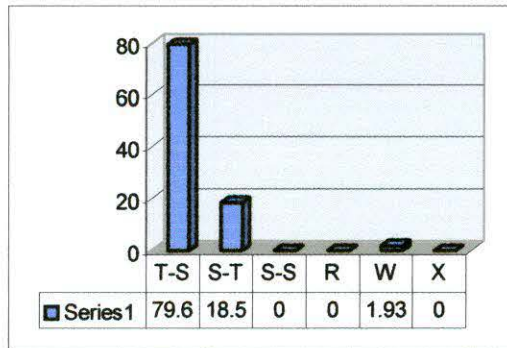
Figure 5.16
Teacher – 16, Class: Ten, Topic: The Fisherman and the Gene (EfT,
Unit-20, Lesson-1),
Skills: Reading, Writing



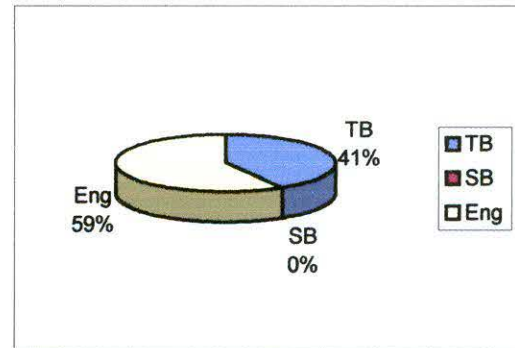
Teacher dominated class. No Reading and Writing by Ss.

86 % of talking was in English but the teaching was not methodical

Figure 5.17
Teacher – 17, Class: Seven, Topic: Help! Snake (EFT, Unit-1, Lesson-24),
Skills: Speaking, Reading, Writing

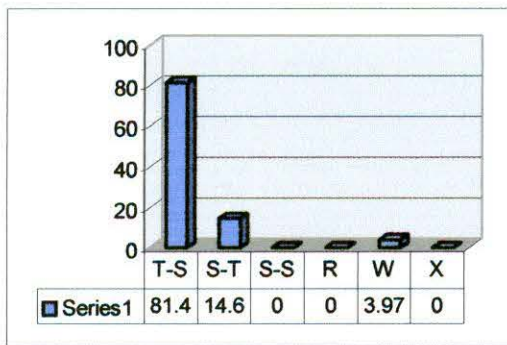


Teacher-dominated class. Little Speaking by Ss, no Reading and Writing.

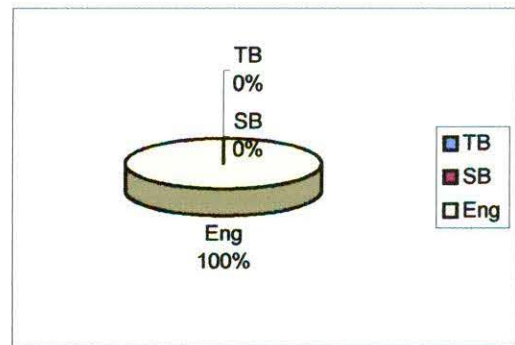


English covered 59 % of the total talking but the teacher failed to involve Ss in skill-practices.

Figure 5.18
Teacher – 18, Class: Nine, Topic: Direct and Indirect Speech,
Skills: Speaking, Writing

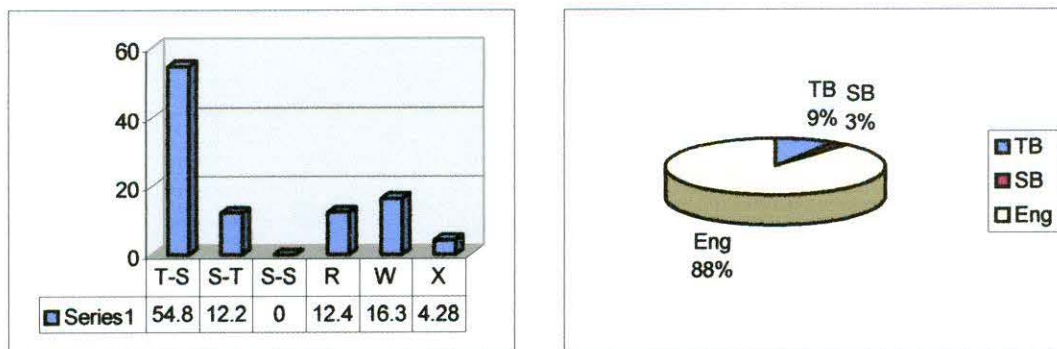


Teacher-centred teaching. Almost no Speaking and Writing.



100 % English in the classroom but Ss' skill-practices were not taken into account.

Figure 5.19
Teacher – 19, Class: Nine, Topic: The Maghs (EfT, Unit-17, Lesson-1),
Skills: Listening, Speaking, Reading, Writing



TTT is much more than STT. None of the stated skills was properly practised by Ss.

Percentage of L2 in the classroom was quite good but Ss' practice was ignored.

From the class teaching observations, the researcher has seen that most of the teachers use the Grammar Translation method in teaching English. As they are not trained on CLT, they have no other way than to fall back into the traditional method. The bar diagrams and the pie charts show that Teacher's Talking Time (TTT) is much more than Students' Talking Time (STT). None of them is found to use any techniques like pair work, group work, role-play etc. 10% of the English teachers have told that they conduct pair work (Table 4.11) but in reality, none was found to involve the students in pair work. They (teachers) say that they cannot organize it because of time limitation, difficulty to organize pair work, large number of students in a single class and difficulty to manage them.

5.4 Dedication, Motivation and Attitudes of ETs and Ss towards CLT

Without a trained motivated teaching force, no curriculum – however good it is – can be actualized. A well trained teaching force motivated

to work as agents of change can only implement the curriculum. The way of implementation matters much more than how well-planned the curriculum is. A well-planned curriculum is of no use if it is not implemented in the right way and spirit. The following table (Table 5.2) shows that 100% of the English teachers do not prepare their lessons because of their involvement in out-of-school tutoring. With such a teaching force – untrained and unmotivated – present curriculum cannot be implemented; it does not matter how good it is.

Table 5.2
HTs'/ AHTs' Opinions about English Teachers

Comments	Yes	% (N= 08)
Teachers Make Lesson Plan	00	00
Teachers Busy Otherwise	08	100

Attitudes of teachers and students towards communicative English are very important to assess their motivation and dedication. Their attitudes also show how much importance they (teachers and students) attach to the teaching and learning of English or whether they could realize the message of CLT or not. The following table (Table 5.3) shows what sort of attitudes ETs and Ss possess towards communicative English.

Table 5.3
Teachers' and Students' Attitudes towards English

Comments	Yes	% (N= 200)
ETs should always speak English in the classroom	13	6.5
ETs should always speak Bangla in the classroom	00	00
ETs should always speak Bangla and English together in the classroom	187	93.5
Your teacher always correct your written and spoken English	190	95

5.5 Teacher Education and Teacher Training

Teacher education is a new term in Bangladesh. The education that teachers and/ or would-be teachers receive from Teachers' Training Colleges, Institutes and universities is called teacher education. Degrees they receive from there are B.Ed (Bachelor of Education), Dip-in-Ed (Diploma in Education), M.Ed (Master of Education) etc. There are also Honours and Masters in Education degrees. Learning theories, Education Commission Reports, Education management, Aims and Objectives of education in different levels of education in Bangladesh, different methods of teaching different subjects, Educational Psychology, Comparative Education and other education related things are the contents of these courses. These teacher education courses are conducted to prepare a strong professional teaching staff and skilled education administrators especially for secondary education. In many countries like New Zealand, Canada, a degree/diploma in education is a precondition for anyone to be a secondary school teacher. Though not a precondition, degree/diploma-in-education holders are given preference even in our country. Sometimes this degree or diploma is not sufficient for a teacher to be able to teach a subject successfully. It becomes more difficult when curriculum changes. Then providing training to teachers becomes urgent to cope with the challenges of the new curriculum.

Training empowers teachers, allowing them to use most of the new methods and techniques of teaching. By being confident in using the methods and techniques effectively, teachers can enhance students' language learning. Adequate training of teachers is absolutely

necessary for the effective use of the new methods and techniques in the classrooms. The majority of teachers feel inadequately prepared to use the textbooks in classroom teaching. To cope with the changed situation, teachers need to undergo rigorous in-service or pre-service training. The importance of training can be well-understood from the quotation of Leo Tolstoy (1862)²

The difference between education and training lies solely in the coercion which training claims as its right. Training is forcible education. Education is free.

If teachers are not acquainted with the modern methods and techniques, CLT is bound to meet with a failure. Government is responsible for in-service training of the school teachers. ELTIP has been providing training to the secondary school English teachers since its inception in 1998. It trained up a total of 28846 English teachers of the country till March 2007 in two phases of the project.³ Till now ELTIP has been providing training to the remaining English teachers through 07 RRC and 27 SRC throughout the country. Teaching Quality in Secondary Education Project (TQI) in its 5th Project Steering Committee (PSC) meeting raised the question 'if ELTIP should continue after its second phase is over'. As the project is very important, it is positively thinking to give some more life to it. TQI will take over the charge of ELTIP so that it does not stop owing to fund crisis⁴. Another project FSSAP-II trained up 5494 English teachers of the country till March 2007. It was

² As quoted by Geetha Nagaraj in the preface of her *English Language Teaching: Approaches Methods Techniques* (Kolkata: Orient Longman Private Limited, 2003).

³ Mr. Mujibor Rahman, PD, ELTIP gave the information during interview with the researcher on 21.03.07.

⁴ Mr. A Rahim, AD, TQI, gave the information during interview with the researcher on 22.03.07

planning to start its training program again from April 2007.⁵ Government should continue with the existing projects which are providing training to the secondary English teachers and can take a crash programme to train up the untrained English teachers within next one year. For, no other organizations will take the noble responsibility of training up the secondary school English teachers and there is no other way for them (teachers) to develop professionally even if they want to do so.

Table 5.4
ETs' Responses about Lesson Plans

Do you plan your lessons?	Yes	% (N= 20)
		00

Teachers come to schools and attend the classes regularly. But none of them is found to take preparation ahead of going to teach. The above table shows that not a single English teacher prepares his/her lesson in black and white. They even do not know how to prepare a lesson plan on a lesson of EfT. The head teachers and the assistant head teachers have informed the researcher that the well-off guardians pay the same classroom teachers a big amount of money to prepare their ward(s) for the Secondary School Certificate examinations. In this teacher-hiring competition, the poor guardians lag behind. On the other hand, being exhausted in out-of-school tutoring, the teachers cannot use full efforts in the classroom teaching. Thus the financially weak students lag behind in the race of gathering skill in English language. The English teachers blame the huge syllabus that cannot be completed in due time

⁵ Mr. Didarul Alam, DD, FSSAP-II, gave the information during interview with the researcher on 22.03.07.

and for that reason students feel compelled to cover the syllabus at home with the help of tutors. Some of the students are tutored by college students at home who do not have proper education and training to do that.

As most of the teachers are not motivated, they never take the opportunities to share ideas with other English teachers of the same or neighbouring schools or with TTC/ HSTTI/ ELTIP people who have got some expertise on different subjects and pedagogy.

5.6 Classroom Management

Effective classroom management is important for good teaching and learning to happen. Classroom management includes controlling the students' behaviour, managing students' learning, management of the stipulated thirty five/ forty minutes' class-time, management of teaching-learning resources, sitting arrangement, classroom setting etc. A teacher with proper training can manage everything well.

5.6.1 Large Multi Level Classes

Large multi level classes are a great problem for the teachers to manage. It is a common phenomenon in Bangladesh. In some situations 30 students are considered to be a large class. It is difficult to take care of every individual student with different language acquisition ability, motivation, intelligence, self-discipline, literacy skills, attitude and interest. ETs of Bangladesh are constantly facing this problem with 60 – 100 students in a single classroom. Teachers have to be careful in addressing all their problems. As it is an

unavoidable challenge for the practising ETs in Bangladesh, they have been much more resilient than the teachers of other countries and sometimes they (teachers) are forced to invent and develop new ways of organizing materials. This sort of classes compel teachers to find better ways of setting up routine tasks.

5.6.2 Classroom Setting

To bring variation and newness in the classroom, changing setting is a good idea. If benches or desks are not nailed down, they can be arranged in a circle, U-shape, Square and so on. Sometimes students can be put into groups of 5 – 10. If furniture is fixed to the ground, students can stand at the desks/benches and make a circle or group. If possible the walls of the classrooms can be painted with necessary pictures and everyday English can be written there for students' practice. Posters and pictures which help practise English can be prepared/ bought and hung on the walls.

5.7 Family Background of Students

In most cases intelligence, motivation, aptitudes etc depend on family background of students. This research reveals that students from an educated family background perform better than the students from an uneducated family background. HTs, AHTs and ETs also have similar opinions. Exceptions are a very few.

The table below (Table 5.5) shows that 51% of the students do not get any help at home to prepare their English home work as their parents or other family members are not educated enough to help them let alone speak English.

Table 5.5
Family Education of Students

Do you have anybody at home who can help you prepare your English home-work?	Yes	% (N= 200)
	98	49
Do you speak English with your family members?	00	00

And the rest 49% of the students have got educated family members who can help them in preparing their home work but they (students) cannot practise English because their family members cannot speak it (not good in English or unwilling to speak). Some of the students have told that they (students) themselves cannot speak and some others have told that they feel shy to speak English with family members and others. In answer to a question, they have informed the researcher that ‘it is not necessary to speak English with family members. We do not have to speak English even with our teachers.’

Most of the students living in Narsingdi town have got private tutors. But the scenario in the rural areas is different. Only a few of the respondents have got the opportunity to have a private tutor. The table below (Table 5.6) shows that only 27% of the students can afford to appoint a house tutor.

Table 5.6
Information about Private Tutor

Do you have a tutor at home?	Yes	% (N= 200)
	54	27

5.8 Assessment System

Assessment in education is important to measure and evaluate the achievement of learners or as a device for checking students’

understanding. Continuous assessment throughout the academic year is central to any proper evaluation system. It should replace the monthly tests allocating marks for homework and regular class performances throughout the months. Teachers should ensure that all the skills and sub skills of English language have been covered in the tests.⁶

5.8.1 Internal and Terminal Assessment

Educationists suggest formative assessment (assessment done during teaching in the classroom) to find weaknesses of learners with a view to addressing them. After continuous formative assessment throughout the year, students sit for terminal examinations (assessment done at the end of the year to test the achievement of students). But the function of tests and examinations should aim at ascertaining the extent to which students have attained the stated learning outcomes/objectives, identifying students' strengths and weaknesses, motivating students and making their parents aware of their children's progress.⁷ Ministry of Education has decided to introduce School Based Assessment (SBA) system from class six to twelve. A percentage of marks will be given at the disposal of the school authority. Performances of students in different activities in and outside the classrooms including examinations will be counted as their achievement. Schools/ government can allocate some marks for the assessment of listening and speaking skills of the students in SBA.

⁶ National Curriculum and Textbook Board (NCTB), *Shikkhakrom O Pathyosuchi Report*, Vol. II, p. 151.

⁷ *Ibid.*, pp. 151-152.

5.8.2 Board Final (SSC) Examination

After 5 years of study in the secondary school, students sit for the Secondary School Certificate examination. This examination is very important in students' life. If they achieve success, they become more confident for future life. Problems arise there where examinations do not test what they should test. "Until and unless a public examination is devised that tests English skills rather than students' ability to memorize and copy without understanding, the aims and objectives of the curriculum and syllabus can never be successfully realized"⁸. SSC examinations do not reflect the spirit of CLT curriculum. Only reading and writing skills are tested. Two most important skills – listening and speaking – are totally absent from the said examination. This is why teachers, students, school authority are not interested in taking extra load of testing the neglected two skills on their own unless it is imposed on them. So it can be said that the present curriculum is not being successfully implemented.

5.8.3 Terminal Competencies Set for the Students of Class Ten⁹

The following competencies are supposed to be achieved by the students by the end of class ten:

Listening: The students will be able to –

- a) understand a series of instructions and commands
- b) take part in conversations and discussions on a variety of topics

⁸ Ibid., p. 152.

⁹ Ibid., pp. 142-144.

- c) understand any text when anybody reads it out
- d) listen for gist and specific information, and take notes

Speaking: The students will be able to –

- a) speak fluently and correctly in any situation
- b) give a series of instructions and commands
- c) initiate and participate in conversations on a variety of topics
- d) express opinions logically
- e) take part in debate
- f) tell stories
- g) recite poetry

Reading: The students will be able to –

- a) understand written texts, formal and informal letters etc
- b) use dictionaries, and other written references
- c) read extensively with appropriate speed
- d) skim, scan and summarize
- e) recognize the functions of different punctuations

Writing: The students will be able to –

- a) write simple dialogues, formal and informal letters, and reports
- b) demonstrate imagination and creativity in written forms
- c) fill in forms and write a curriculum vitae
- d) plan and organize any written task skilfully on any topic
- e) take notes
- f) use different punctuations and graphological devices

5.8.4 Achievement of Terminal Competencies

It is said in the curriculum report that examinations should be based on the four language skills and their sub skills. But in reality, only two skills – reading and writing – are tested in schools as well as in SSC examinations. CLT was introduced in 1996 but even after 10 years the authority has not been able to incorporate the assessment of listening and speaking skills in school examinations let alone SSC examinations. So it can be said that the competencies stated are not achieved at all. The following table shows the state of skill-assessment at the visited schools. It is clear that the schools do not test the listening and speaking ability of the students as these skills are not tested in the SSC examinations.

Table 5.7
State of Language Skills Assessment

Questions	Yes	% (N= 28)
Do you test listening and speaking skills of your students?	00	00
Is it possible to test Listening and Speaking skills in internal assessment?	27	96.43

Students were asked whether they understood or not when other people spoke English and/ or when they enjoyed English programmes on radio and television. The following table (Table 5.8) shows their listening capacity.

Table 5.8
Students' Listening Capacity

Do you understand?	Full Understanding (N= 200)	Some Understanding (N= 200)	No Understanding (N= 200)
When others speak English	00	103 (51.50 %)	97 (48.50 %)
When you listen to TV/radio/sport commentary	00	15 (7.50 %)	185 (92.50 %)

5.9 Testing Four Language Skills at Schools

Testing oral proficiency has become one of the most important issues in language testing as the role of speaking ability has become more central in language teaching with the advent of communicative language teaching.¹⁰ But the authority of our country neglects the testing of oral proficiency of the learners. They are crying for communicative competence of the students on the one hand, and ignoring the importance of speaking ability of the learners on the other. In internal assessment, only Reading and Writing skills are tested.

But 96.43% teachers – head, assistant head, and English teachers - agreed that the inclusion of listening and speaking tests in school examinations was possible. They also said that as there was no order or directive from above, teachers and students were not willing to do that. Even they were not bound to do that extra work for listening and speaking.

One head teacher said that it would be difficult to organize speaking tests considering the large number of students and lack of trained

¹⁰ www.asian-efl-journal.com, accessed on 31/07/07.

English teachers in the schools. He added that some extra posts for English teachers should be created and if they were properly trained up, only then listening and speaking skills could be brought under assessment.

Internal examinations would comprise formative and summative assessment and they should be based on Listening, Speaking, Reading and Writing skills. And terminal examinations could be only on reading and writing skills. But it is recommended that the final evaluation should be done combining the results of internal and terminal examinations.¹¹

The curriculum report has stated what should be ideal situation and there is directive for the teachers to follow. Obviously the school authorities are avoiding their responsibility by ignoring the curriculum report. The following table (Table 5.9) shows the reasons why the schools do not test the speaking and listening skills of the students.

Table 5.9
Reasons why Listening and Speaking not Included in Assessment

Why don't you test the Listening and Speaking skills of your students in school assessment?	Because, Listening and Speaking skills are not tested in SSC examinations, and there is no instruction from above to do that in school examinations.	% (N= 28)
		100

They (teachers) have also told that they have never thought about testing listening and speaking and they do not know about the curriculum report. Another problem the teachers have mentioned is that there are a large number of students and a small number of

¹¹ NCTB, *Shikkhakrom O Pathyosuchi Report*, Vol. I, p. 156.

English teachers. Above all the practising teachers do not have training to test the said skills of the students.

A study reveals that Korean junior secondary school English teachers test the speaking skills of their students. But they are concerned about problems in assessing the speaking skills. Communicative English teaching and assessment of speaking, they think, do not reflect authentic oral interaction.¹²

5.10 Conclusion

In this chapter the researcher has described the challenges of implementing CLT in Bangladesh. He has described here what he has got in his investigations. The alarming things the researcher has found are that ETs are not trained to implement the curriculum and four language skills are not included in assessment system. Two most important skills that communicative language teaching emphasizes - listening and speaking - are not consciously practised at schools on pretext that these skills are not tested in SSC examinations.

¹² www.asian-efl-journal.com, accessed on 31/07/2007.

Chapter 6

Summary, Recommendations, and Conclusion

6.1 Introduction

This is the concluding chapter of the M.Phil thesis on *Challenges of Communicative English at Secondary Level in Bangladesh: A Study on Narsingdi District*. Here in this chapter, the researcher has summed up the whole thesis, stated the findings of the study, suggested some measures to be taken by the concerned authority as well as by schools. There are some hints for future researchers who may work in this field.

6.2 Summary

The idea of the present study originated from the researcher's experiences in different training sessions with the secondary school English teachers throughout the country. As a teacher educator (trainer), the researcher has had the opportunity to conduct sessions on CLT methods and techniques with teachers from different districts (Dhaka, Barisal, Brahmon Baria, Comilla, Feni, Noakhali, Laxmipur, Bhola, Pabna, Nilphamari, Dinajpur, Gaibandha, Gazipur, Chapai Nawabgonj and so on). In the training sessions, it was revealed to the researcher that English teachers were facing problems in teaching the *English for Today* books. Teachers have a lot of complaints about the textbooks and communicative English itself. So the researcher has considered it to be a good topic for conducting research to see the status and challenges of CLT at the secondary level of education in Bangladesh.

At the beginning of the last decade of the last century, the then government of Bangladesh put emphasis on teaching and learning of English language rather than English literature. Before training up the English teachers, communicative English was introduced in class six in 1996. All other classes have been covered one by one in course of time. The practising English teachers face a big problem with the new textbooks. A very small number of teachers have been trained up so far but they are not motivated to teach communicative English. So they stick to teaching English in the traditional way as they were doing previously. Actually they are not teaching 'English', rather they are teaching 'about English'. As a result, learners are not acquiring communicative skills of the target language.

In the first chapter of the thesis, the researcher has stated the topic and spelt out the objectives. Objectives are set to study the present status and challenges of communicative English at the secondary level of education in Bangladesh. The researcher has taken textbooks, teacher's guides, tests (question papers), mode of teaching, classroom behaviour of teachers and students, attitude of teachers and students towards CLT, assessment system and so on under his study.

The second chapter of the thesis deals with the background of CLT in Bangladesh and around the globe. CLT came into being at the beginning of the 1970's on the failure of other methods and approaches. The Grammar Translation method ruled over the realm of language education for hundreds of years. Then came Structural, Audio Lingual and Direct methods. Situational Approach,

Communicative Approach, and other approaches like Suggestopedia, Total Physical Response, Community Language Learning Approach, The Silent Way etc have become the modern alternatives to the age-old Grammar Translation method. Linguists say that communicative approach is nothing but eclecticism in practice.

The researcher has deliberately selected 04 secondary schools of Narsingdi district. First of all he met the District Education Officer (DEO) of the district and collected a list of all the secondary schools. Through random sampling procedure, 200 respondents were selected from students. And all the 20 English teachers, 08 head teachers and assistant head teachers of the selected schools were taken as respondents. Along with the questionnaire survey of the English teachers and students, the researcher talked to ETs, Ss, HTs, AHTs, and observed the classroom teaching of 19 teachers. The researcher carefully observed the interactions between students, teacher and students, and students and teacher. From questionnaire surveys, interviews, teaching and classroom observations, the researcher has been able to elicit the educational background, degree/diploma on pedagogy, training on CLT of ETs, HTs, AHTs, and teaching-learning practices at the schools, teachers and students' attitudes towards CLT, psychological standpoint of teachers and students and so on.

The questionnaire survey has revealed that 25% of the ETs do not have degree/diploma on pedagogy, 80% of them are not trained on CLT/ELT methods and techniques, and 20% of them have not studied any English at the degree level. Teachers do not take any before-class

preparation and do not make any lesson plan. Only 20% of the ETs have got only nine-ten TGs and 80% of them do not have TGs of any classes (Table 4.7). 90% of the teachers use Grammar-Translation method of teaching English and they are not accustomed to speaking English throughout the class period (Table 4.11). There is no language-speaking environment at the schools. Teachers and students are not motivated to practise English. Accuracy is more important than fluency to all of them.

Teachers do not use teaching materials and teaching aids to make teaching and learning a success but 100% of them have admitted that teaching aids can accelerate language learning. The class-teaching observations have revealed that teachers dominate every class. Not a single class was found to be student-centred, participatory and interactive. There is no easy way for the teachers to develop themselves professionally or to attend any training to compensate their inadequacy. Four language skills are not tested in school examinations as well as in SSC examinations. The study has revealed that there is a crisis of qualified, motivated, dedicated and trained English teachers. Moreover there is no provision for appointing teachers as “English teachers”. There is mention of only social science teachers in the *Besorkari Shikkha Protisthan – Bidyaloy Somuho – ar Shikkhok O Karmocarider Beton Bhatadir Sorkari Ongsho Prodan Abong Janobal Somporkito Nitimala–1995* [Staffing Pattern for Private Educational Institutions (Schools) for Disbursing Government Portion of the Salary–1995] These social science teachers are supposed to teach English irrespective of whether they have studied English at the

degree/ master's degree level or not. Very recently, the government has started to recruit 'English teachers' for government high schools of the country.

6.3 Findings of the Research

The researcher has identified a lot of challenges that should be addressed in order to harvest a good crop of communicative English in Bangladesh. The following are the main findings of the study which cover all other minor findings.

- a) Lack of qualified, well-trained, devoted and highly motivated English teachers. 25% of the English teachers have got degree/diploma on pedagogy. And only 20% of them are trained on the methods and techniques of communicative English. 20% of the practising teachers have not studied English at degree level. 35% of them are teaching English with a background of reading a 100-mark English course at degree level.
- b) There is no English speaking environment in the classrooms as well as in the school premises. ETs do not speak English and do not create English speaking environment though it is their responsibility. ETs and Ss prefer Bangla to English in the classrooms. 93.5 % of the students studying in classes six to ten want their English teachers to speak Bangla along with English. Only 6.5% of them want their teachers to speak English exclusively during teaching and out-of –classroom interactions.
- c) Teachers are ignorant of the modern methods and techniques of CLT. Moreover most of them are unwilling to learn them.

Teachers having training on CLT methods and techniques do not use them in the class teaching.

- d) Teachers' minimum or no use of teaching materials and teaching aids hampers proper teaching and learning of the target language. They do not prepare or collect any teaching aids. Even school authorities do not buy teaching aids and do not encourage teachers to use them.
- e) Assessment system is faulty. Present assessment system does not have validity of testing the language skills. Four language skills are not tested. Only reading and writing skills are tested. In internal assessment, reading and writing skills are practised and tested in a wrong way.
- f) Teachers talk much more than is necessary. Sometimes they do the work set for students. They read out the texts which are meant for students' reading, and they solve the problems which are to be solved by students. This way of teaching is a great obstacle in developing students' four language skills equally.
- g) Teachers do not use TGs (teacher's guides). Only 20% ETs have got TGs only of classes nine – ten. No other teachers have been supplied with any other TGs of classes six, seven and eight, and nine-ten.
- h) There is no system of academic supervision. Trained teachers are not supervised by anybody who has got expertise in the subject. Even the trained teachers are not accountable to anybody or to any authority regarding their use of the CLT methods and techniques.

- i) No system of professional development has developed in the schools. Teachers teaching the same subject do not sit together to discuss their problems in teaching that subject.
- j) Teacher-dominated teaching culture in our society hampers the creation of environment of participatory student-centred classrooms which is one of the most important features of communicative language teaching.
- k) Textbooks have been printed on very low quality paper and the pictures used in the books are black and white. They are so blurred that it is quite difficult or sometimes impossible to identify what is (are) in the pictures.

6.4 Recommendations

- a) The researcher recommends that crash programmes should be taken to train up and motivate all the English teachers as well as the head teachers and the assistant head teachers of the country. In this regard the government can widen the periphery/jurisdiction of ELTIP entrusting them with more responsibility of providing training and supervising the post-training-teaching at the schools. Teachers' Training College English teachers and other English teachers having local/foreign training on CLT can be used for this purpose in addition to their regular work. Necessary number of posts should be created for English teachers.
- b) Direct orders and motivational programmes from higher authority should be there to create English-speaking environment in school premises. Sandwich training programmes can be undertaken to enable teachers to speak English and at the same time to make them able to use the

modern methods and techniques of CLT. In this regard, school teachers with directions and assistance from higher authority can organize short motivational training programme with the students and teachers of other subjects. ETs can prepare and supply sheets of everyday English to ease the situation.

- c) Building accountability among the teachers is obligatory. There should be some authority to oversee what English teachers are doing and how.
- d) Teachers themselves will have to find ways/techniques to be able to cope with the existing conditions like large multilevel classes, lack of resources, lack of facilities like audio-visual materials etc. Teachers will have to think out alternative ways befitting their situations.
- e) Teachers will have to devise their own tests that cover the four language skills. They can allocate some marks for listening and speaking in school examinations. They can test the listening skill of all the students of a class together (even 100 students not a problem). The speaking skill can be tested in groups of 5 – 10 in a viva voce examination. Teachers can ask students to talk on a specific subject like going on a picnic, learning English, school sports, planning a cultural programme and so on. Some photographs can be used to initiate speaking. Students can describe a picture and discuss it among themselves. And government should incorporate listening and speaking into SSC examinations as soon as possible and at any cost.
- f) Peer observations and Reflective Practices should be introduced for continuous development of the teachers.

- g) SMC members should not interfere in every activity of the schools and they should help the head teachers as well as other teachers to develop the quality of teaching and learning exploiting the limited existing resources. SMC members' power should be limited so that they cannot take any politically biased decision creating problem in smooth running of the schools.
- h) Quality paper should be used to make textbooks and the pictures in the books should be colourful rather than blurred and black-and-white.
- i) Government should formulate and declare a well-planned English language policy where everything regarding teaching and use of English would be spelt out.

6.5 Scope of Further Research

The researcher has conducted research on status and challenges of CLT at the secondary level of education in Bangladesh. As this is an M.Phil level research, the researcher did not have scope to cover all the areas of CLT in Bangladesh. Other researchers can choose to conduct research on the following aspects of CLT:

- a) Testing in Communicative Language Teaching in Bangladesh: Theory and Practice.
- b) Myths and Reality of Communicative Language Teaching at Higher Secondary Level in Bangladesh.
- c) Need Assessment of the Communicative Language Teachers
- d) Teaching Communicative Grammar in Bangladesh
- e) English Education in Teachers' Training Colleges in Bangladesh.

6.6 Conclusion

The researcher started this research with a view to studying the status and challenges of communicative English teaching at the secondary level of education in Narsingdi district in Bangladesh. To investigate that, the researcher has studied the classroom practices, teachers' use of teaching materials and teaching aids, TGs, qualification and training of ETs, dedication and motivation of teachers and students, all of their attitudes, assessment system and so on.

In a learner-centred class students are supposed to come with their own problems to get solved and they are supposed to be more active than the teachers. But in reality even after 10 years of introducing CLT, almost no practices of CLT are seen in the classrooms. Assessment system is faulty and above all teachers are not properly trained or not at all trained.

The researcher has identified the challenges of communicative English teaching and suggested possible remedial measures here in this chapter. The experiences of the researcher say that the challenges identified here are more or less similar all over Bangladesh. The researcher would like to conclude here by saying that the concerned authority would take immediate measures to get rid of the problems English teachers of the secondary level in Bangladesh are facing in the implementation of the CLT curriculum.

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Appendices

- a) English Teachers' Questionnaire
- b) HTs and AHTs' Interview Questionnaire
- c) Students' Questionnaire
- d) Interactions Observation Checklist
- e) Classroom Observation Checklist
- f) SSC and School Final Results
- g) Question Paper of SSC
- h) Book Map

Questionnaire for English Teachers

Name of the School:

Name of the Teacher:

Phone number:

This questionnaire is meant for collecting data for a research work. Your answers to the items of this questionnaire are very much essential for the research. So you are requested to answer the questions with sincerity, honesty and unbiasedness. Your answers will be treated as confidential and will be used only for the research purpose. So you can feel free to give any opinion or observation, which you think appropriate for the questions.

1. Qualifications:
2. Training on ELT: ELTIP/NCTB/BIAM/NAEM/TQI/Others (Specify.....)
3. Did you study English at degree level? A) Yes (Marks:) B) No
4. How long have you been teaching English? -----years
5. Do you teach any subjects other than English? A) Yes B) No
If yes, what are they? -----
6. Are you familiar with the CLT methods and techniques?
A) Yes B) No C) Only a little
7. What do you do except delivering lectures in the classroom? -----

8. Do you involve your students in pair work? A) Yes B) No
If not, please state why -----
9. Do you follow Teacher's Guide to teach English? A) Yes B) No
If not, please write why -----

10. Do you always speak English in the classroom? A) Yes B) No

If not, why? -----

11. Do you try to develop the four language skills of the students? A) Yes
B) No

If not, please state why -----

12. Do you think that your students are up to the desired level in English?

A) Yes (%) B) No

If not, Why? -----

13. Can your students speak English? A) Yes (%) B) No

14. Why do you think your students cannot speak English? -----

15. Do you encourage your students to speak English? A) Yes B) No

If not, please state why -----

16. Please write below/overleaf what you usually do to develop four language skills of your students:

Listening:

Speaking:

Reading:

Writing:

17. What do you usually do to test **Skills** of your students? -----

18. Do you assess your students in every class? A) Yes B) No

If yes, how -----

If not, why? -----

19. Is it possible to include **Listening** and **Speaking** in internal assessment?

A) Yes B) No

If not, why? -----

20. Do you think Listening and Speaking should be exercised/practised in the class? A) Yes B) No

If not, why? -----

21. Do you organize any co-curricular activity that can help students learn English, especially listening and Speaking? A) Yes B) No

If yes, please specify what you usually do: -----

If not, why? -----

22. Do you observe English classes of your colleagues? A) Yes
B) No

If not, please state why -----

23. Do you discuss your problem (if any) of teaching English with your colleagues? A) Yes B) No

If no, why? -----

24. Do your students ask you questions or talk to you to solve their problems?

A) Yes B) No

If not, why? -----

25. Do you speak English with your colleagues? A) Yes B) No

If not, why? -----

26. Do you use any guidebooks in classroom teaching? A) Yes
B) No

If yes, why? -----

27. Do you use English for Today in classroom teaching? A) Yes B) No

If not, why? -----

28. What do you usually do to minimize the rate of failure in English? -----

29. Do you think grammar should be taught with special emphasis to teach students English? A) Yes B) No

If yes, please state why -----

30. Do you think that you need training for performing better? A) Yes B) No

If yes, please state areas where you need help -----

31. What, according to you, are the main problems of English for Today books? -----

32. What is your suggestion to improve English teaching-learning situation in your school? -----

33. Do you plan lessons before going to the class? A) Yes B) No

If not, please write why -----

34. Please mention some factors that, according to you, are barriers in implementing CLT curriculum (You can use the space overleaf)

Questionnaire for Head Teachers and Assistant Head Teachers

Name of the School:

Year of Establishment: Land area: acres

Name of the HT/AHT:

Phone numbers:

Length and number of English classes (per week) in a section of the following classes:

Six	Seven	Eight	Nine	Ten

1. Qualifications:

2. How long have you been teaching? A) Total -----years B) as an assistant teacher ----- yrs C) as a head teacher/ asst head teacher -----yrs.

3. Do you teach English? A) Yes B) No

4. Did you study English at degree / Master degree level? A) Yes(Marks:) B) No

5. Do you have any training on communicative English? A) Yes B) No

If yes, please put tick on ELTIP/ FSSAP/ NAEM/ BIAM/ NCTB/TQI/ Others (Specify:)

If no, are you familiar with the methods and techniques of teaching English?

A) Yes B) No C) Only a little

6. How many trained and untrained English teachers do you have in your school?

Trained	Untrained	Total	Training providers

7. Do they teach only English? A) Yes B) No

If no, what other subjects they have to teach?

8. Are teachers of other subjects allowed to teach English? A) Yes B) No

If yes, what are the reasons

9. Do you supervise English classes? A) Yes B) No

If no, please tell why -----

10. Are you satisfied with the overall performance of your English teachers?

A) Yes (Number:) B) No (Number:) Please specify why -----

11. Do you do anything for their professional development? A) Yes B) No

If yes, state what you usually do -----

12. Do they talk to you about their problems in handling communicative English?
 A) Yes B) No If yes, what are the problems they usually mention? -----

13. How many Bangla and English classes are there on the routine for a section of class nine per week? A) Bangla: B) English:

14. Do you think that attaching same importance to English and Bangla is reasonable? A)Yes B) No Please state why -----

15. Do the English teachers plan their lessons before going to the class?
 A) Yes B) No C) Others ()

16. Do they use Teacher's Guides? A) Yes B) No C) Others ()

17. Do the English teachers speak English in the English classes?

A) Yes B) No Please give the percentage - English: Bangla = :

18. Please give the statistics of SSC final examination of the years mentioned:

Year	No of SSC examinees	Total failed in English	% of failure
2006			
2005			
2004			
2003			
2002			

19. What are the causes of failure in English according to you? -----

20. Do you think that quality teaching can increase the success rate of students?
 A) Yes B) No

21. How many of your English teachers are friendly with students? ---- out of ----

22. Do you think that your students are up to the desired level in English?
 A) Yes (%) B) No

Specify why -----

23. Can your students speak English? A) Yes(%) B) No

If not, please tell why -----

24. Do you test Four Skills of your students? A) Yes B) No

If not, why? -----

25. Is it possible to include Listening and Speaking in internal assessment?

A) Yes B) No

If no, why? -----

26. Do you think Listening and Speaking should be exercised/practised in the classroom? A) Yes B) No Why?

27. Do you/your teachers organize any co-curricular activity that can help students learn English, especially Listening and Speaking? A) Yes B) No

If yes, please specify what you/they usually do: -----

If not, please tell why -----

28. Statistics of school final examination 2006:

Class	Number of Examinees	Failed in English	% of failure
Six			
Seven			
Eight			
Nine			

29. What do you usually do for those who are weak or fail in English? -----

30. Do you think grammar should be taught with special emphasis to teach students English? A) Yes B) No

If yes, please state why -----

31. Is it possible to learn to speak without learning grammar? A) Yes B) No

If no, please tell why -----

32. What is your comment on reintroducing grammar in secondary level? -----

33. Do you think your English teachers need training for performing better?

A) Yes B) No

If yes, specify the areas where they need help -----

34. Do the teachers get salary as per the govt. scale? A) Yes B) No

35. Where does the salary come from?

Govt/Students' tuition/ Donation/School property/ Others ()

36. What, according to you, are the negative sides of English for Today books? ---

37. What is your suggestion to improve English teaching-learning situation in your school? -----

38. Can you mention any factors that are barriers in implementing CLT curriculum? -----

Questionnaire for Students

Name and Address of the School:

This questionnaire is meant for collecting data for a research work. Your answers to the items of this questionnaire are very much essential for the research. So you are requested to answer the questions with sincerity, honesty and unbiasedness. Your answers will be treated as confidential and will be used only for the research purpose. So you can feel free to give any opinion or observation, which you think appropriate for the questions.

Section I

1. Name and roll no. of the student:
2. Class:
3. Group: Arts/Science/Commerce

Section II

4. Do you like English? A) Yes B) No
Why/why not? -----

5. Do you try to speak English at school? A) Yes B) No
If not, please write why -----

6. Do your friends try to speak English with you? A) Yes B) No
If not, why? -----
7. Do your English teachers speak English during teaching? A) Yes B) No
If not, why? -----
8. Do you understand your teachers' instruction? A) Yes B) No
If not, please write the reason -----
9. What is your expectation from your teachers?
A) Only English B) Only Bangla C) Mixture of English and Bangla
10. Do you understand when anybody speaks English? A) Yes B) No
If not, please state why -----
11. Do your English teachers encourage you to speak English? A) Yes B) No
If not, why? -----
12. How many skills are there in a language? -----
13. Do you understand when you read a piece of text in English? A) Yes B) No
If not, what are the reasons? -----

14. Do you do pair work in English class? A) Yes B) No

Classroom Interactions Observation Sheet

(Devised from the Sheet PROMOTE, a EU funded organization, used for observing 15-day ELTIP Training)

NB – the class to be observed and put ticks (✓) with full concentration in every 5 seconds.

Name of the School:

Class: Topic:

Skills Focused in Text

L	S	R	W
---	---	---	---

Teacher's Name:

Date: / /2007 Time:

1. TS = Teacher ⇒ Student – this is when the teacher is talking to the whole group (lecturing, explaining, demonstrating etc)
2. ST = Student ⇒ Teacher – this is when a student is talking to the teacher in front of the whole class (asking a question, responding to a question etc)
3. SS = Student ⇒ Student – this is when there is a PW, Chain Drill etc)
4. R = Reading – this is when the students are reading a text individually.
5. W = Writing – this is when the students are writing individually.
6. X = Silence/Confusion – this is anything other than the first five categories (nobody is talking, bearer comes with a notice, a cat runs into the classroom and creates a chaos etc).
7. B = Speakers are speaking in Bangla.
8. TB = Teacher is speaking Bangla
9. SB = Students are speaking Bangla

Summary of the observation (for each class/form)

Summary	Number of instances/interactions	Percentage ⁶⁷
Teacher⇒Student		
Student⇒Teacher		
Student⇒Student		
Reading		
Writing		
Silence/Confusion		
TOTAL		100%

⁶⁷ Number of instances divided by total instances multiplied by 100.

Classroom Interaction Observation Sheet

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

T	S	S	R	W	X	N otes	T	S	S	R	W	X	N otes	T	S	S	R	W	X	N otes	T	S	S	R	W	X	N otes			
S	T	S					S	T	S					S	T	S					S	T	S							

TB (Teacher speaks Bangla) =

SB (Students speak Bangla) =

Classroom Facilities Observation Checklist

Name and Address of School:

Class: Section:

Sl. No	Facilities	Present	Absent	Comments
1	Enough Space			
2	Sufficient light			
3	Necessary furniture (benches, chair, table etc)			
4	Board (Black/White)			
5	Audio facilities			
6	Video facilities			
7	OHP facilities			
8	Posters/Maps/Paintings/Drawings etc			
9	Supply of electricity			
10	Neatness			
11	Electric fans			
12	Congenial atmosphere			

SSC and School Final Result Sheets

Raban High School

Jinardi, Narsingdi

Five Years' SSC Results

(Total number of Examinees and Those who Failed in English)

Year	Examinees	Failed in English	% of Failure
2006	49	03	
2005	39	03	
2004	51	09	
2003	78	42	
2002	81	34	
Total	298	91	

Statistics of School Final Examination 2006

Class	Examinees	Failed in English	% of Failure
Six	145	61	
Seven	97	42	
Eight	99	77	
Nine	129	80	
Total	470	260	

SSC and School Final Result Sheets

Sir KG Gupta High School

Panchdona, Narsingdi

Five Years' SSC Results

(Total Number of Examinees and Those who Failed in English)

Year	Examinees	Failed in English	% of Failure
2006	51	15	
2005	154	95	
2004	167	110	
2003	166	112	
2002	168	102	
Total	706	434	

Statistics of School Final Examination 2006

Class	Examinees	Failed in English	% of Failure
Six	268	117	
Seven	200	90	
Eight	172	65	
Nine	177	62	
Total	817	334	

SSC and School Final Result Sheets

Ghorasal Pilot High School

Palash, Narsingdi

Five Years' SSC Results

(Total Number of Examinees and Those who Failed in English)

Year	Examinees	Failed in English	% of Failure
2006	102	15	
2005	73	04	
2004	169	23	
2003	171	45	
2002	171	28	
Total	686	115	

Statistics of School Final Examination 2006

Class	Examinees	Failed in English	% of Failure
Six	293	208	
Seven	184	121	
Eight	197	110	
Nine	240	109	
Total	914	548	

SSC and School Final Result Sheets

Brahmondi KKM Govt. High School

Narsingdi Sadar, Narsingdi

Five Years' SSC Results

(Total Number of Examinees and Those who Failed in English)

Year	Examinees	Failed in English	% of Failure
2006	169	09	
2005	222	30	
2004	203	38	
2003	168	13	
2002	138	05	
Total	900	95	

Statistics of School Final Examination 2006

Class	Examinees	Failed in English	% of Failure
Six	172	20	
Seven	174	40	
Eight	140	05	
Nine	165	45	
Total	651	110	

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ENGLISH (COMPULSORY)

[According to the Syllabus of 2007]

FIRST PAPER

Time—3 hours

Full marks—100

[N.B.—The figures in the margin indicate full marks.]

A. Reading Test

Marks

Read the passage carefully and answer the questions following it:—

May 1st, International Workers Day, commemorates the historic struggle of working people throughout the world, and is recognised in most countries. All the privileges workers enjoy today—a minimum wage, safety laws and eight-hour workday came about due to the sacrifice of the workers in 1886. On May 3, 1886, police fired into a crowd of strikers at the McComick Harvest Machine Company, Chicago, Killing at least one striker, seriously wounding five or six. Others and injuring an undetermined number.

From the beginning of the Industrial Revolution, people in factories have worked very long shifts, lasting up to fourteen or even more hours a day. In the 1880s a new movement calling for an eight-hour day inspired both Labour Unions and unorganised workers.

The events of May Day 1886 is a reminder that workers will continue to be exploited until they stand up and speak out to gain better working conditions, better pay and better lives.

1. Choose the best answer from the alternatives.

1×5=5

(a) The International Workers Day has been Observed—— across the world.

- (i) locally
- (ii) internationally
- (iii) unitedly
- (iv) nationally

(b) May the 1st, 1886 is a—— day in the history of working class people.

- (i) negligible
- (ii) working
- (iii) remarkable
- (iv) joyous

(c) It was a struggle organised by the workers to settle for a——.

- (i) maximum wage
- (ii) handsome wage
- (iii) freedom to work
- (iv) minimum wage

[Please turn over

- (d) The word 'commemorate' stands for——.
- a unity among people
 - loyalty towards authority
 - the struggle for movement
 - honour the memory of an event
- (e) The McComick Harvest Machine Company is situated in——.
- London
 - Chicago
 - Florida
 - New York

2. Write whether the following statements are true or false. If $1 \times 5 = 5$ false, give the correct answer :—

- May Day is an event of communion among the labouring class people.
- The workers in the factories were compelled to work 10 hours a day before 1886.
- There had been a safety law for the workers before the Movement of May Day.
- The International Workers Day is acknowledged in most countries.
- The employees in various industries were paid more incentive before 1886.

3. Fill in each gap in the following passage with a suitable word from the box. There are more words than necessary:— $\frac{1}{2} \times 10 = 5$

dedicated	bullet	rightful	toil
death	recognised	between	fired
injury	parade	owners	revolted

May 1st, International Workers Day is (a)—— as a day of victory. In order to establish their rights the workers (b)—— against their employers. It was a struggle (c)—— the employees and the employers. The labourers wanted to get their (d)—— wage. They requested the (e)—— of the industries to evaluate their hard (f)——. So they started to (g)—— on street. On this day police (h)—— at many workers to stop it. It caused the (i)—— of a striker. Many of them also received (j)—— injuries.

4. Read the passage in A again. Now write a paragraph based on the information about the struggle of labourers using the clues in the box. Write the information in the correct sequence as it appears in the text. 5

The paragraph should not exceed 70 words :—

Struggle→ protest→ 8 hour-day→ observe→ firing→ kill.

5. Read the passage in A again. Now answer the following $1 \times 3 = 3$ questions in your own words :—

- What were the demands of the workers?
- How did the people in factories work during the Industrial Revolution?
- What were the causes that led to the struggle?
- Why did the police open fire at the crowd?
- What facilities do the workers enjoy today?

Marks

6. Fill in each gap with a suitable word of your own based on the information from the text in A:— $\frac{1}{2} \times 10 = 5$

The Struggle of working class people which (a)—— place in the year 1886, (b)—— an important event in the life of labourers. Now a days May Day is (c)—— across the world. May Day is a day of (d)—— for the workers. Today a worker (e)—— a lot of facilities for it. It is due to the (f)—— Contribution of the workers in 1886. On May 3, 1886, the police (g)—— at least one worker. Of them about 5 or 6 (h)—— serious injuries. In addition to that an (i)—— number of workers were also (j)——.

7. Read the passage in A again, Suppose you have taken part in a procession held on the occasion of International Workers' Day in Dhaka. Now write a paragraph in about 70—80 words describing your feeling while participating it. 5

8. Read the passage in A again. Now write the main ideas of the passage in your own words in not more than five sentences. 5

B. Vocabulary Test

9. Fill in each gap with a suitable word from the box. There are more words than necessary:— $1 \times 10 = 10$

almost	useful	era	without
helps	knowledge	nations	mutual
necessity	essential	important	becomes

English is an International Language. As a result the (a)—— of english has increase. Different countries have to keep (b)—— communication among them. The (c)—— of learning English is very great. Because it (d)—— us to develop a good relationship with other (e)——. In this modern (f)—— of communication it is not possible to advance (g)—— it. English (h)—— the language of the whole world. (i)—— all books in Science and Technology have been written or translated into English. One can't think of higher studies without the (j)—— of English.

10. Complete the following passage using suitable words. Use only one word for each gap:— $1 \times 10 = 10$

The fruitcake which was (a)——, has arrived. The table has been (b)—— ready. Different items of food have been placed (c)—— the table. The drawing room (d)—— very nice and clean. It has also been nicely (e)——. Mina has (f)—— her new dress and is waiting (g)—— for her friends' (h)——. Her friends start (i)—— by twos and threes. By 4 O'clock all her friends have (j)—— except Hena.

C. Writing Test

11. Read the following table and make ten meaningful sentences:— $1 \times 10 = 10$

A King	was	a rich prize for the teller of biggest lie.
Applicants	told	enlisted serially for the competition.
They	declared	fixed for the competition.
A date	tried	all taken before the king.
A new comer	were	their best to tell bigger lies.
It	failed	to win the mind of the king.
He	prayed	nearly to a close of the competition.
		for a chance to try.
		allowed to play his role.
		that the king was a worthless person.

[Please turn over

Marks

12. Re-arrange the following sentences according to sequence and re-write them in a paragraph : — 1×10
=10

(a) Of Shakespeare's education little is known.

(b) He went to London in about 1587 and joined Burbages Company of actors.

(c) William Shakespeare was born on April 23, 1564 in Stratford-on-Avon.

(d) His mother Mary Arden was the daughter of a prosperous farmer.

(e) When he was 14, his father lost his property and fell into debt.

(f) She was eight years older than he.

(g) His father John Shakespeare was a farmer's son who came to Stratford about 1531.

(h) In 1582, Shakespeare married Anne Hathaway, the daughter of a peasant family.

(i) He died on the anniversary of his birth April 23, 1616.

(j) His real teachers were the men and women and the natural influences which surrounded him in Stratford.

13. Suppose you have attended a wedding ceremony. Now read the questions and write a paragraph about wedding ceremony in about 100 words by answering them:— 10

(a) Whose wedding ceremony was it?

(b) Where did it take place?

(c) How was the place decorated?

(d) How many guests attended there?

(e) How were the guests entertained?

14. Imagine you are Monir/Monira living at Shaheed Mainul Road, Dhaka-1000. Very recently you have made friendship with Edmund Lee, a non-Bangladeshi, friend who lives at Parkville Street, Melbourne, Australia. He is interested to know about Bangladesh and her people. Now write a letter telling him about Bangladesh and her people. 10

Or,

Write a composition in about 200 words on 'The Annual Prize-giving ceremony of your School'. Use the following clues:—

—time and place of the ceremony

—preparation and decoration

—chief guest and other guests invited

—programme

—the role you performed.

ENGLISH (COMPULSORY)

[According to the Syllabus of 2007]

SECOND PAPER

Time—3 hours

Full marks—100

[N.B.—The figures in the right margin indicate full marks.]

A—Grammar

Marks—40

Marks

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

be	use	add	have
work	do	keep	change

Mobile phone is one of the wonders of modern science. It has (a)——a new dimension to our way of life and to the communication system. It is a telephone system that (b)—— without any wire. Obviously, mobile telecommunication (c)—— become a part of modern life. Now-a-days, (d)—— a mobile phone is not a luxury in this poor country like Bangladesh. People (e)—— mobile phones to do rapid communication.

2. Use articles where necessary. Put a cross (×) where an article $\frac{1}{2} \times 10 = 5$ is not needed :—

Punctuality is of great value to (a)—— student, (b)—— unpunctual boy who is late in (c)—— class will miss (d)—— part of his lesson and fall (e)—— behind other students. But (f)—— punctual student will learn his lesson in (g)—— time and do well in (h)—— examination. Punctuality is (i)—— key to success in life. We all should be (j)—— punctual in ¹³⁷our activities.

[Please turn over

Marks

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

The Olympic Games were named (a)—— the town of Olympia in Greece. In those days Greece was divided (b)—— many cities. They used to fight (c)—— themselves. A man named Iphitos was concerned (d)—— such wasteful strifes. He hit (e)—— a plan to set up peace in the country. His plan worked well.

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

last of all	first of all	so
while	rather	such as
		besides

English is the most widely used international language. (a)—— communicating with the foreigners, we cannot but use this language. There are certain jobs in the country (b)—— the jobs of a pilot, a postman, a telephone operator etc. where English is very essential. (c)—— a student wishing to go abroad must learn English. (d)—— the importance of learning English in our country cannot be ignored. (e)—— we should put high importance on learning English.

5. Re-write the following in the reported speech:— 5

“My sons, listen to me. A great treasure lies hidden in the land. I am going to leave it to you.” “How’ll we find it?” said the sons. “You must dig the land for it,” said the old man.

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

(a) Poverty is the greatest problem in our country (make it positive). But we hardly realize that this miserable condition is our own creation. (b) Many do not try to better their condition by hard labour (make it compound). (c) They only curse their fate (make it passive). But this is not reality. (d) It is man who is the maker of his own fortune (make it simple). So, they should work hard to improve their lot. (e) By working hard, they can remove their condition (make it negative).

7. Add tag questions to the following sentences :— Marks
1×5=5
- (a) Mr. Brown teaches us English, ————?
- (b) You need not go to the field, ————?
- (c) Kindly do me a favour, ————?
- (d) Nobody went there, ————?
- (e) There is no King in China, ————?
8. Complete the following sentences :— 1×5=5
- (a) It is a long time - - - - - .
- (b) - - - - - is not gold.
- (c) Wait here - - - - - .
- (d) - - - - - he is honest.
- (e) If I were rich - - - - - .

B—Composition

Marks—60

9. Write a paragraph about Your National Flag by answering the following questions :— 10
- (a) What does it symbolize?
- (b) What is its size?
- (c) What are its colours?
- (d) What do the colours indicate?
- (e) Where is it hoisted?
- (f) When is the national flag kept half mast?
- (g) How can you uphold its honour?
10. Write a composition in about 200 words on any **one** of the following topics :— 15
- (a) Television.
- (b) A visit to a place of historical interest.
11. Suppose, you are Mahmud/Mahmuda of the village Rupnagar, Upazila Sonapur, District Rangpur. Recently a flood has swept over your area. It has caused a great havoc. Many people are suffering from want of food, cloth, drinking water, medicine etc. They need immediate help from the government. 10

Now, write an application to the Deputy Commissioner of your district for relief and medical aids for the flood affected people of your area.

Marks

12. Suppose, you are Habib/Habiba. You want to open a bank account and keep your scholarship money in it. You have gone to a bank as a client and had a talk with the Manager of the bank.

10

Now, write a dialogue between You and the Manager about the way of opening a bank account.

Or,

Write down the summary of the following passage. Give a suitable title to it :—

People say, "Health is wealth". Health is the soundness of mind as well as body. A healthy man or woman has a sound body as well as sound mind. Without having one it is very difficult to have other. To build up your health and to maintain it you have to do certain things for your physical health and you have to eat proper food. Without eating a balanced diet you can't remain healthy. Besides without drinking clean water you can't keep in good health. You have to sleep properly. Without it you cannot maintain good health. You have to take proper physical exercise. Without it you can't remain healthy. For your mental health you have to control your emotions. Without controlling it you cannot enjoy mental health. Above all you have to have patience and respect for other people's feelings.

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

15

Once a school boy named Ahsanullah was going home after completing his class. When he was crossing the road, he saw an old woman lying on the road. She was senseless. There was nobody to help her -----.

BOOK MAP : ENGLISH FOR TODAY FOR CLASSES 9-10

Unit/Lesson No.	Topic	Skills	Function	Grammar /structure	Vocabulary
Unit 1: Hello and welcome!					
Lesson 1	I'm Becky	reading, speaking, writing	greeting, introducing, exchanging personal information	present simple, wh-questions	jamboree, newsletter, interview
Lesson 2	Meeting others	listening, speaking reading, writing	greeting, introducing, describing	present simple, wh-questions	freshen up, looking forward, a little bit, take around, all the way
Lesson 3	Flashback	reading, speaking, writing	talking about the past	used to, past form, wish ... past form	indoor, commotion, embarrassing
Lesson 4	Pahela Baishakh	reading, speaking, writing	expressing requests and offers	simple present, would like to	celebrate, festivities, festoons, banners, placards
Unit 2: Home is where the heart is					
Lesson 1	Jobs for all	reading, speaking writing, listening	talking about the present	present simple	currently supervise
Lesson 2	Taking care	speaking, reading, writing	arguing, advising	present simple, past simple	keep, collected, depressed

Unit/Lesson No.	Topic	Skills	Function	Grammar /structure	Vocabulary
Lesson 3	Sharing	writing reading	describing food habits, expressing inconveniences	present simple, present perfect & perfect continuous	sprout, accustomed to, tremendously, accommodation
Lesson 4	A home of your own	speaking, writing	describing houses	present simple	conservative, unsociable
Lesson 5	Friends	reading, writing speaking	sympathising, giving compliments, expressing wishes	adjectives	soggy, acquaintance
Lesson 6	Tidy up your room	reading, writing, speaking	comparing and contrasting	use of but	dining chair, armchair, sofa, desk lamp, readymade curtains
Lesson 7	Next-door	reading, writing, speaking, listening	describing personalities	adjectives, yes/no questions	cautious, hardheaded, aggressive, talkative, conscious, simplistic, reckless, frustrated, realistic, sympathetic, cynical, cautious, competitive

Unit 3: Schools of the world

Lesson 1	Devonport High School for Girls	reading, writing	expressing opinion	present simple	potential, extensive bustling
Lesson 2	My school in Okazaki	reading, speaking	expressing interests	wh-questions	enthusiasm, marital arts, escort

Unit/Lesson No.	Topic	Skills	Function	Grammar /structure	Vocabulary
Lesson 3	A school in town	reading, writing, speaking	describing, comparing	present simple	ample, lounge, gathering, hesitation
Lesson 4	Sunshine KG school	reading, writing, speaking,	recalling, remembering	recall remember + v-ing	recall
Unit 4: Different skies					
Lesson 1	Getting ready	listening, speaking, writing	expressing near future	using linking words, 'going to'	traveller's cheque, travel agent, visa, lucky draw
Lesson 2	Neela asks for leave	writing, speaking	applying for leave	present simple, present perfect	grant
Lesson 3	Room 1609	listening, speaking, writing	making inquiries, polite requests	could/would for requests	ticket booking
Lesson 4	Security rules	reading, writing	filling in forms	imperatives	viewer, electronic safe persist, safety catch
Lesson 5	A new experience	reading, writing	showing purposes, describing experiences	use of to	buffet, complementary, cruise, delectable, exotic, familiarise, high tea, nocturnal, stir, stroll, subtle, sumptuous, aft.
Lesson 6	Eating out	listening, speaking, writing	informing about food habits	present simple, past simple	regret, rift
Lesson 7	A strange man in the lift!	speaking, reading, writing	expressing emotions	past tense	perspiration, eyed, weekly

Unit/Lesson No.	Topic	Skills	Function	Grammar /structure	Vocabulary
Lesson 8	First impression	listening	expressing likes and dislikes	using nationality words as nouns/adjectives	banker
Lesson 9	A mishap!	speaking, reading, writing	filling in a report form	passive form	overtime, explore, riot, NRTIC chaotic, amidst, mugging
Lesson 10	Back home!	speaking, listening, reading, writing	comparing	using but, yet, although, whereas, them etc.	resort (n) humid
Unit 5 : On the move					
Lesson 1	Wheels	speaking, reading, writing	talking about cause and effect	as (conjunction)	van, jam-prone
Lesson 2	Inter-city	speaking, writing	describing events	present simple, past simple	station, ticket, porter, luggage, check-in, farewell, compartment, booking
Lesson 3	On the water	speaking, listening, reading, writing	advertising	passive, future simple	advert, senior, discounts, negotiable
Lesson 4	Moving house	speaking, reading, writing,	finding causes & effects, advertising	use of because	balcony duplex
Lesson 5	Have a nice flight	speaking, reading, writing	asking for information, sequencing activities	questions	announcement, security, formalities, immigration, taxes, declare, flammable
Lesson 6	Town service	reading, writing	describing vehicles	present simple	vehicles, pollute

Unit/Lesson No.	Topic	Skills	Function	Grammar /structure	Vocabulary
Unit 6: Eat well					
Lesson 1	What do I eat?	reading, writing, speaking	making a list	wh-questions	protein, carbohydrate, moisture, minerals, pulses
Lesson 2	Let's cook	reading, writing, speaking	giving instructions	imperatives	diminishes, flavour, peppery, aroma, crisp, delicious, burger
Lesson 3	Food menu	reading, writing, speaking	ordering food, advertising	I'd like Can I What would you...	menu, curry, yogurt
Lesson 4	Junk food	reading, writing, speaking	describing, arguing	though/although	pungent, animal fat, fizzy, lemonade, nutrient
Unit 7 : What's on?					
Lesson 1	Football calendar	reading, writing	describing a process	past simple, future simple (passive)	replay, snooker, air (v)
Lesson 2	Sports and you	reading, writing, speaking	talking about causes and effects	without + V-ing, V-ing forms as nouns	muscles, flexible
Lesson 3	Power of the media	listening, reading, writing	describing events	past tenses	invasion, adaptation, Halloween, news, panic coverage, frenzy
Lesson 4	The mini screen	reading, writing,	asking for and giving opinions	questions	documentary, animation

Unit/Lesson No.	Topic	Skills	Function	Grammar /structure	Vocabulary
Lesson 5	Let's do it!	reading, speaking, writing	matching, persuading	present simple	precious, plaque, cavity, mega, dandruff
Lesson 6	Today's news	reading, writing, speaking	matching	relative <i>which, that</i>	forthcoming, security cover, expire, toxic, install, boost, deplete, extortionist, bloom
Lesson 7	Headlines	reading, writing	developing news stories	present participles	privatisation, off-loaded, veteran, memorial, unveil, tribute, mausoleum, update, indiscriminate, dump, pilgrims
Lesson 8	Eid Mubarak	speaking, reading, writing	describing events	relatives <i>who, that</i>	festival, self analysis, self-restraint, in accordance with, anarchy, purification, thanks giving, exploitation, commandments, stimulates, enriched, spiritual
Lesson 9	Merry Christmas	reading, writing	talking about future events	present continuous	reindeer, sleigh, Santa Claus
Unit 8 : Opening the windows					
Lesson 1	Thinking machines	reading, writing	describing things	use of -ing, ed within a clause	monitor, chip, trigonal, click, icon

Unit/Lesson No.	Topic	Skills	Function	Grammar /structure	Vocabulary
Lesson 2	Update	reading, writing, speaking	talking about likings/dislikings	use of because, the reasons why	stunning, reliability, proven, accomplishment, availability, durability, running costs do one's homework
Lesson 3	technology	reading, writing, speaking	describing events, comparing and contrasting	past tense	aviator, lunar, orbit (v)
Lesson 4	On the net	speaking, reading writing	asking information, describing a process	question forms, present simple	Internet, website
Lesson 5	Flying high	speaking, reading, writing	describing things	present simple	attitude, combat radius, cargo, lateral, vertical
Unit 9: Lives and jobs					
Lesson 1	A man with a mission	reading, writing, speaking	describing events sequentially	questions	downtown, inaugurate, upcoming reception, under class
Lesson 2	A world of work	reading	comparing and contrasting	enjoy/like + V-ing	relax, invite out, savoury
Lesson 3	A letter from Nottingham	reading, writing	analysing, persuading	present simple	potential, boundaries, ease....into, rigour, interactive, vicariously, consciously, subconsciously, culture, heritage, intermingle

Unit/Lesson No.	Topic	Skills	Function	Grammar /structure	Vocabulary
Lesson 4	Women at work	reading, writing	expressing obligation, giving opinions	have to/has to	exist, refresher, generation, assertive
Lesson 10 : Different strokes					
Lesson 1	Meeting Feroza	reading, speaking	narrating what someone said	past tense	legend, against all odds
Lesson 2	The facts of life	reading, writing	reporting	use of persons	maze, horizontally, vertically
Lesson 3	Feroza's tale	reading, writing	expressing past obligation	had to	cherish, chores, come across, worsen, starve, tease, pelt, make fun of, toiling
Lesson 4	A new sphere	reading, listening	describing a system	past tense 1st condition	eligible, persuade, obliged, loanee
Lesson 5	Making a living	reading, writing	describing events	past tense, linking words	instalment, husk, charity
Lesson 6	Against all odds	listening, reading, writing	finding cause and effect, sequencing events	past perfect tense	adult literacy centre, insult, jealous, inflict, smooth, falter, asset, concentrate
Lesson 7	Ups and downs of life	reading, writing	describing experience	past tense	shelter, clothing, handful, struggle (v) solvency

Unit/Lesson No.	Topic	Skills	Function	Grammar /structure	Vocabulary
Unit 11 : Day in day out					
Lesson 1	Lutfur's day	reading, writing	describing/narrating events	present simple	creek, afford to
Lesson 2	Women power	speaking, reading, writing	giving information	present simple	restrict, daunt, passionate
Lesson 3	Meena	speaking, reading, writing	expressing opinions	past perfect, would like to	disappointed, disagreed, deserve
Lesson 4	Three wishes	reading, writing	expressing wishes	wish + past tense	bow (v) sanitary, gasp
Lesson 5	Carrer windows	reading, writing	informing about professions	passive, can + see	discrimination, humane, cadre
Unit 12 : Sparkling stars					
Lesson 1	An icon of the 20th century	speaking, reading, listening	talking about the past	use of articles and prepositions	disgusted, strategies, incredible
Lesson 2	Mother Teresa	speaking, listening, reading, writing	talking about the past	passive form	divine, missionary
Lesson 3	A banker to the poor	reading, writing	giving facts and opinions giving information	present & past simple	trust, underprivileged, summit

Unit/Lesson No.	Topic	Skills	Function	Grammar /structure	Vocabulary
Lesson 4	He flies like a butterfly but stings like a bee	reading, writing	giving information	present simple	brag, controversial, punch, regains, retains, defend
Unit 13 : Believe it or not					
Lesson 1	Dinosaurs! Dinosaurs!	speaking, reading, writing	describing, comparing, contrasting	that as a relative pronoun, like as a preposition and a combining form	bulky, spike
Lesson 2	Exploring Mars	speaking, reading, writing	describing, comparing, contrasting	wh-questions	volcano, crater
Lesson 3	What is it made of?	reading, writing, speaking	describing a process	passive form	durable, sap, elastic, volcanisation, melt, mould, alloy
Lesson 4	Light, camera, action	speaking, reading, writing	writing a daily routine, talking about a daily routine, describing a process	present simple	shoot, take (n), illusion, sophisticated, image, compact, location, sequence, rehearse
Lesson 5	Chinese art	reading, writing	describing art works, interviewing	questions	porcelain, decorative, cite, ware, patronise, portrait, floral
Unit 14 : Buildings and monuments					
Lesson 1	The National Memorial	reading, writing	describing a monument	questions	porcelain, decorative, cite, ware, patronise, portrait, floral

Unit/Lesson No.	Topic	Skills	Function	Grammar /structure	Vocabulary
Lesson 2	The Shat Gambuj Mosque	reading, writing	describing a monument	present simple	inhospitable, mangrove, torchbearer, nucleus, affluent, stately, fabric, cluster, foliage, dome, arch, terracotta, floral
Lesson 3	The Statue of Liberty	reading, writing	describing monuments	present simple	symbolise, aloft, inscribe, overthrow, tyranny, sculptor, commemorate, pedestal, rivet, gesture
Unit 15 : Getting organized					
Lesson 1	Learning styles	reading, writing	evaluating	yes/no questions	accurate, effective
Lesson 2	Your day	speaking, reading, writing	talking about present habits	present simple, If + present tense + will/can	-
Lesson 3	Personal information	listening, speaking, writing	giving personal information	present simple	tiffin, celebrate
Lesson 4	Opening a bank account	reading, writing	asking for and offering help, filling in a form	future simple, imperatives	automated teller machine (ATM)
Lesson 5	Admission test	reading, writing	giving opinions, filling in forms	present perfect	competent, convinced, option
Lesson 6	Using a library	reading, writing	categorising	passive	category, alphabetically, assign

Unit/Lesson No.	Topic	Skills	Function	Grammar /structure	Vocabulary
Lesson 7	Examfitness	writing, speaking	giving instructions	imperatives	strategy, budget (v), elaborate, cope with, halfway through
Unit 16 : Let's enjoy poetry					
Lesson 1	The Old Wife and the Ghost	reading, writing	reciting	—	pottering, deaf, larder, jangle, scream, pickle
Lesson 2	The Sands of Dee	reading, writing	reciting	—	dank, mist, weed, tress, salmon, stakes
Lesson 3	The Solitary Reaper	reading, writing	reciting, comparing	—	reap, by herself, melancholy, strain, vale, profound, chaunt, haunt, plaintive, numbers, sickle
Lesson 4 152	Home They Brought Her Warrior Dead	reading, writing	expressing, feelings	—	swoon
Lesson 5	Stopping by woods on a snowing evening	speaking, reading, writing	appreciating the form and meaning of the poem	—	queer, harness bells, downy flake
Lesson 6	All the world's a stage	reading, writing	comparing	—	exit, entrance
Unit 17 : Different lives					
Lesson 1	The Maghs	speaking, listening, reading, writing	describing a process	linking words and phrases, first, then, next, after that, after some time, etc.	settle, weave, loom, thatch, crush, fermentation

Unit/Lesson No.	Topic	Skills	Function	Grammar /structure	Vocabulary
Lesson 2	The Eskimos	listening, reading, writing	describing people	present simple	span (v), adapt oneself to, clan, wrap round
Lesson 3	The peaceful people	speaking, listening, reading, writing	describing people, comparing, contrasting	linking words: while, though, on the other hand, etc.	consist of, harvest
Lesson 4	The Monipuris	listening, speaking, reading, writing	describing people, talking about customs, beliefs, etc.	present simple	predict, interpret
Unit 18 : Days to remember					
Lesson 1	The International Women's Day	reading, writing	describing events	past participle (-ed) form	commemorate, celebrate decade, footing, booming
Lesson 2	The voice of women	reading	giving information	past simple and present perfect	unanimous, brew, reflect
Lesson 3	The International Mother Language Day	reading, speaking, writing	describing events	questions, past simple, passive	tribute, adopt, proclamation, multilingual
Lesson 4	The International Day of the Elderly	speaking, reading, writing	talking about the rights and principles of elderly people	modal should	mortality rate, under pressure, launch, in observance of
Lesson 5	May Day	reading, writing	describing events	past simple, passive	exploit, anticipate, panicking, trap

Unit/Lesson No.	Topic	Skills	Function	Grammar /structure	Vocabulary
Unit 19 : Holidays					
Lesson 1	Making a plan	reading, writing	using ads, giving opinions	imperatives, wh-questions	mausoleum, excursion cruise
Lesson 2	A day out	reading, writing	describing events sequentially	linking words like first of all, then, next, etc.	riverine
Lesson 3	Going on a holiday	speaking, writing	asking for and giving information	polite request	-
Lesson 4 154	Take off	reading, writing	expressing feelings	past perfect	have a glimpse of ... tension, clenched, miniature, cherished, taxiing (v)
Lesson 5	Destination Kathmandu	listening, reading, writing	talking about past experience, giving and receiving information	past and present simple	touch down, blast
Lesson 6	Sights and sounds	reading, writing	describing a place	passive	laden with nick-nacks, buzzing with ..., overwhelming sights and sounds
Lesson 7	Top of the world!	reading, listening, writing	describing a place	present simple	sprawling, stretching, uphill

Unit/Lesson No.	Topic	Skills	Function	Grammar /structure	Vocabulary
Unit 20 : Myths and fables					
Lesson 1	The fisherman and the genie	reading, writing	narrating a story	past perfect tense, relative who	monster
Lesson 2	Snow white	reading, writing	narrating events	as ... adj ... as	prick, seize take pity on
Lesson 3	The country mouse and the town mouse	reading, writing	comparing and contrasting	must/mustn't	cupboard, nibble
Unit 21 : Let's write					
Lesson 1	A letter	reading, writing	applying for jobs	present simple	addressee, graduate (v), look forward to
Lesson 2	Writing a story	speaking, reading	making up stories	past tense	dishebbled, in an off mood, grind to a halt, swirl, doze off, crash
Lesson 3	Writing a CV	reading, writing	preparing CVs, interviewing	questions	CV, resume

Unit/Lesson No.	Topic	Skills	Function	Grammar /structure	Vocabulary
Unit 22 : Mother Earth					
Lesson 1	Crisis in the cities	reading, speaking, writing	asking for and giving information, talking about cause and effect	first conditional	garbage, emission, waste, agriculture waste, exhaust, industrialisation, outskirts, pollutant
Lesson 2	Acid rain	speaking, reading, writing	expressing cause and effect	present simple	severely, at risk, spoil.
Lesson 3	Trapped in a polybag	speaking, reading, writing	talking about cause and effect, motivating	first conditional	blockage, obstruct, potential (adj.), decompose, recyclable, trash
Lesson 4	Ecowarriors	speaking, reading, writing	protesting, campaigning	relative that	jeopardise, quarters, ring a bell, caution, charitable
Lesson 5	Recycling	reading, writing	describing a process	passive	cutlery , crockery, antique, re-smelt
Lesson 6	The killing water	reading, speaking, writing	giving information, persuading	first conditional	arsenic, address (v), in effect, pesticides
Lesson 7	A greener world	speaking, reading, writing	persuading, raising awareness	ing-form, within a clause	deforestation, habitat, sediment