

ফাইল নং-৪
২৬
২৬/৪/২০০২

**ENGLISH LANGUAGE TEACHING AND LEARNING AT
S.S.C. LEVEL IN BANGLADESH: AN INVESTIGATION**

**BY
MD. ZAHID AKTER**

A THESIS SUBMITTED TO THE UNIVERSITY OF DHAKA
FOR THE DEGREE OF MASTER OF PHILOSOPHY IN
APPLIED LINGUISTICS & ELT.

400413



**Department of English
University of Dhaka
May, 2001**



To my mother

400413



Date : 23.05.2001

Declaration

I would like to declare and confirm that no part of the material offered in this thesis has previously been submitted by me for a degree in the present or any other universities.



Md. Zahid Akter

M.Phil. Researcher

400413



সরদার মোঃ ফজলুল হক

এম. এ. (ঢাকা), এম. এ. পিএইচডি (ডারহাম)

অধ্যাপক

ইংরেজী বিভাগ

ঢাকা বিশ্ববিদ্যালয়, রমনা, ঢাকা-১০০০, বাংলাদেশ।

ফোন : ৯৬৬১৯০০-৫৯/৪২৭৭, ৪২৬০ (অফিস)

৮৬২৯৭৯৩ (বাসা)

ই-মেইল : engdu@citechco.net

ফ্যাক্স : ৮৮০-২-৮৬১৫৫৮৩



Sarder Md. Fazlul Haque

M.A. (Dhaka), M.A.Ph.D (Durham)

Professor

Department of English

University of Dhaka, Ramna

Dhaka-1000, Bangladesh.

Phone: 9661900-59/4277, 4260 (Office)

8629793 (Res)

E-mail: engdu@citechco.net

Fax : 880-2-8615583

Date : 23.05.2001

Certificate

This is to certify that the work incorporated into this thesis entitled “English Language Teaching and Learning at S.S.C. Level in Bangladesh: An Investigation” was carried out by Mr. Md. Zahid Akter under my supervision.

Professor Sarder Md. Fazlul Haque

M.Phil. Supervisor

Abstract

The study explores the prevalent classroom English language teaching methodology at the secondary level in Bangladesh. By way of doing so, it looks at the teaching methodology through the experiences and observation of both the teachers and the students. Alongside methodology, this study tries to examine in brief the efficacy of the ongoing English language textbook and examination system at the secondary level.

The first chapter attempts to explain the title of the study. At the same time, it provides the purpose and the significance of the study from Bangladeshi perspectives. The second chapter outlines the remarkable trends of English language teaching and learning in Bangladesh, starting from the British colonial period to the present time. The third chapter presents an overview analysis of the major approaches and methods in second and foreign language teaching. Chapter Four reviews the notable studies and reflections hitherto done in the field of classroom language teaching methodology. Chapter Five provides an explanation of the procedures and techniques that were adopted in the administration of this study. Chapter Six concentrates on the presentation and analysis of the data of this study. The study concludes with Chapter Seven where the major findings, conclusions and recommendations are presented. The recommendations have included, among other, the identification of the training needs of the teachers exclusively in English language teaching and the measures the teachers and the policy makers should adopt in order to ensure better classroom language teaching-learning procedures in Bangladesh.

Acknowledgments

I would like to extend my heartfelt thanks to my teacher and supervisor Professor Sarder Md. Fazlul Haque. Without his help and occasional reprimand, it would be impossible for me to embark upon and deal with such a study. My sincere thanks to Dr. Purusotam Singh, an Associate Professor in the Department of Population Environment at Independent University, Bangladesh, for his spontaneous help in the statistical analysis of the study. I acknowledge my gratitude to Gonobishwabidyalay and Independent University, Bangladesh, the two universities where I worked during the time of this study. The flexible teaching atmosphere at those universities allowed me to find time to work for this study. I am greatly thankful to Masum Shahriar, my friend and former colleague for his assistance in the computer work of this study. Finally but not the least, I feel deeply indebted to my nephew Khairum Islam whose assistance, though not directly but greatly, helped to ease the burden of this study.

CONTENTS

		Page No.
Abstract		I
Acknowledgments		II
Table of Contents		III
List of Figures		V
List of Tables		V
CHAPTER ONE	INTRODUCTION	1
1.1	Background: English Language Education in Bangladesh	1
1.2	Statement of the Problem	2
1.3	Purpose of the Study	4
1.4	Significance of the Study	5
1.5	'Methodology' defined	5
1.6	Limitations of the Study	8
	References	11
CHAPTER TWO	ENGLISH LANGUAGE TEACHING AND LEARNING IN BANGLADESH: AN OVERVIEW	12
2.1	Bangladesh: Her Legacy to English Language Teaching and Learning	12
2.2	The State and Status of English in Bangladesh	18
	References	25
CHAPTER THREE	DIFFERENT APPROACHES AND METHODS IN LANGUAGE TEACHING	26
	References	53
CHAPTER FOUR	REVIEW OF RELATED LITERATURE	55
	References	63
CHAPTER FIVE	DESIGN OF THE STUDY	65
5.1	Sampling Procedures	65
5.2	Data-gathering Instruments	66
5.3	Data Collection Procedures	68
5.4	Statistical Treatment	69
	References	71

CHAPTER SIX	PRESENTATION AND ANALYSIS OF DATA	72
CHAPTER SEVEN	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	135
7.1	Major Findings	135
7.2	Conclusions	139
7.3	Recommendations	142
BIBLIOGRAPHY		145
APPENDICES		148
Appendix A	The questionnaires for teachers and students (English Version)	148
Appendix B	The questionnaires for teachers and students (Bangla Version)	163
Appendix C	List of Schools	177
Appendix D	Letter from the Supervisor to the School Authorities	178

List of Figure

		Page No.
Figure 1.	Schematic representation of the government education system upto secondary level in Bangladesh	2

List of Tables

		Page No.
1.	Table-1: Teachers' Qualifications	74
2.	Table-2: Frequency distribution, Total and Average Point-value of each item on Textbook and Examination System based on the questionnaire for teachers.	77
3.	Table-3: Frequency distribution, Total and Average Point-value of each item for the Teachers on Classroom Language Teaching Methodology.	79
4.	Table-4: Frequency distribution, Total and Average Point-value of each item of the Questionnaire for Students on Attitude and Motivation for Learning English, and Textbook and Examination System.	91
5.	Table-5: Frequency distribution, Total and Average Point-value of each item of the Questionnaire for Male and Female Students on Attitude and Motivation for Learning English, and Textbook and Examination System.	98
6.	Table-6: Frequency distribution, Total and Average Point-value of each item of the questionnaire for Students on Classroom Language Teaching Methodology.	100
7.	Table-7: Frequency distribution, Total and Average Point-value of each item of the questionnaire for Male and Female Students on Classroom Language Teaching Methodology.	114
8.	Table-8: Frequency distribution in Percentage, Total and Average Point-value of the items of the questionnaire for Teachers and Students on Classroom Language Teaching Methodology.	128

CHAPTER ONE

INTRODUCTION

1.1 Background: English Language Education in Bangladesh

The present structure of formal education in Bangladesh, if specifically considered, may be divided into six stages: the primary, the junior secondary, the secondary, the higher secondary, the undergraduate and the post graduate levels. This is the government sponsored education system which at the secondary level may be divided into three sub-systems such as vocation education sub-system, general education sub-system and madrasah education sub-system. In this study, the 'S.S.C. level' in the title, falls within the general education sub-system, which is located between the junior secondary and the higher secondary levels consisting of grades 9 and 10. The age of the students, at this level, usually ranges from 14 to 15. On completion of two years of study here the students sit for the S.S.C. examination, which is the first public examination they face in their life. This is the mainstream level of education in Bangladesh where most of the students pursue their formal studies. In this stream, other than English as a subject, the medium of instruction for all other subjects is Bangla. English, here, is introduced as a compulsory subject from class 1 and continues with the same status upto class 14. When, 'secondary' level is considered, English is taught here as a compulsory subject consisting of two papers each carrying one hundred marks.

In this study, the secondary level, in particular, is chosen because at this level the students are supposed to receive foundation-knowledge and skills necessary for their later lives.

First, their opportunities for higher education mostly depend on the qualitative standard of education received at this level. Second, those who would not want to continue their study or would not be qualified for further education, will be able to earn their livelihood on the basis of knowledge and skills acquired at this level. Above all, the importance of secondary level lies in the fact that students shift themselves to the suitable branches according to their merit and interest they receive at this level.

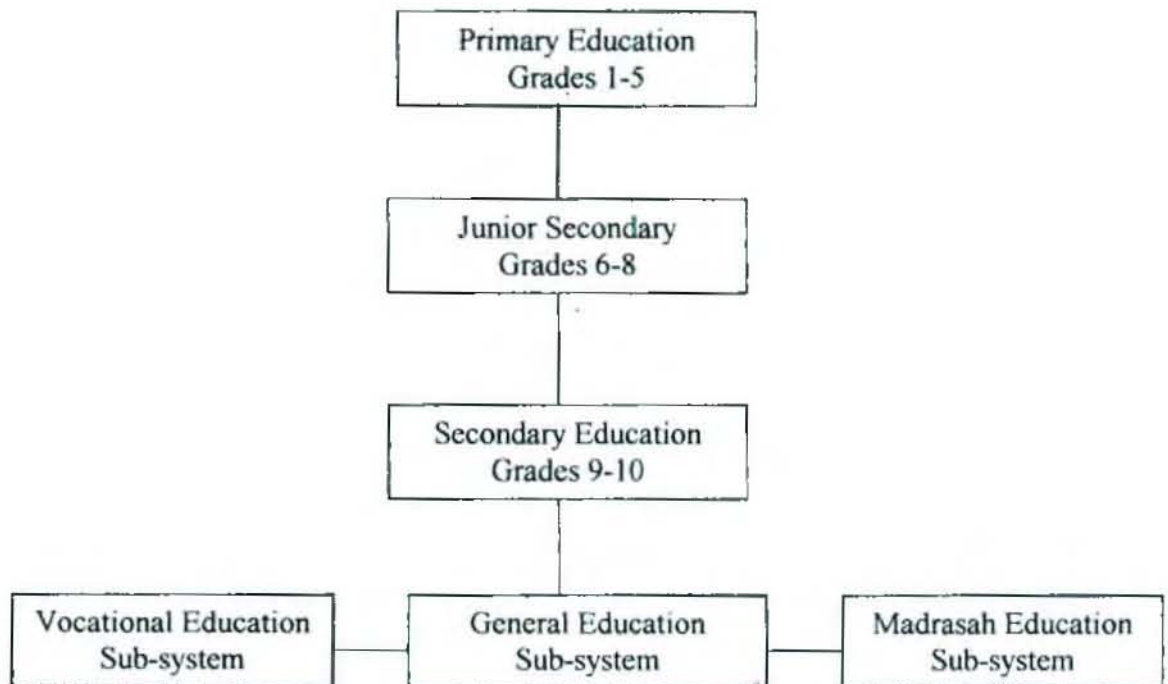


Figure 1: Schematic representation of the government education system upto secondary level in Bangladesh

1.2 Statement of the Problem:

Bangladesh has a long period of academic attachment to English language teaching and learning. Against such a background, it is generally agreed that the standard of competency of our learners in English is not satisfactory in comparison to the time they expend in learning the language.

Huq (1986:02)¹ in this regard, observes,

Despite the considerable amount of time devoted to English instruction, the general proficiency and achievement of the majority of the students graduating from high schools is unsatisfactory and disproportionately low.

One of the major findings of the English Language Teaching Task Force of 1976 (quoted in Rahman (1999:15)² which was set up by the Ministry of Education of Bangladesh was stated as follows,

The English proficiency of students in class 9 was two years and in class four years behind the level assumed in their textbooks.

Referring to the present level of proficiency of our learners in English, Kay (1998:22)³, similarly, notes the inadequate proficiency of our learners in English:

There has been massive loss of English competence in recent years amongst school leavers and graduates, leaving the government in no doubt that it must invest to reinstate English as the second language.

While this the general case and condition of English language teaching and learning in Bangladesh, it is very important to identify the factors that are mainly responsible for such a state. Among a several significant factors such as lack of trained teachers,

appropriate examination system etc. the issues concerning appropriate classroom language teaching methodology are often cited. Hoque (1999:95)⁴ points out that,

... both teachers and students of English are mainly concerned about teaching and learning textbook contents, grammar rules, etc. through this traditional grammar-translation method-they are hardly involved in practical and participatory activities for teaching and learning language skills

Shahidullah (1999:46)⁵, likewise expresses his dissatisfaction over the efficacy of an old language teaching method. He notes,

... the practical problems of ELT in Bangladesh where the age old traditional methods do not seem to produce the desired results, ...

On this issue, the reflections of educationists and specialists in the field, as a whole, also appear to be much the same as Das (1998:02)⁶ states,

The state of learning and teaching English in Bangladesh is quite miserable. Educationists and experts identify the wrong methods of teaching as the root of it.

Based on all these observations, reflections and findings, it may be concluded that to improve English language teaching-learning situations in Bangladesh in general and at secondary level in particular, much work is needed to be done, among other, at methodological issues, which this study is particularly concerned with.

1.3 Purpose of the Study:

The purpose of the study is to determine the kind of teaching methodology presently in practice at secondary level in Bangladeshi classrooms. The study, alongside, tries to justify if the factors closely linked to language teaching, such as the student's motivation,

textbook and test and measurement system, are conducive to success in overall teaching/learning situations.

In the second phase, the study, based on the findings, tries to suggest the kind of pedagogical measures needed to be taken at methodological level, in particular, and the kind of steps to be taken for an improvement of the overall teaching /learning situations in general.

1.4 Significance of the Study:

It is now taken for granted that the primary language of international communication is English. This fact may be evidenced in terms of the factors such as the number of users of the language, the extent to which the language has geographically dispersed, the range of purposes for which it is used and the influence the language has over economical and political aspects of the world. In the light of such phenomena, Bangladesh as an active global partner, needs to pay attention in the promotion of English language teaching and learning. Here lies the general significance of this study that it will try to point out some areas where steps may be taken to promote the English language teaching-learning conditions in Bangladesh. The present study, in this respect, will try to describe specifically the situations concerning the teachers' qualifications, the efficacy of textbook and examination system and most importantly, the ongoing classroom language teaching-learning activities that take place in our classrooms. Thus, the study is descriptive in nature, which will try to provide us an insight into the classroom language teaching-learning activities at secondary level. Such an insight will, in turn, suggest us the kind of

measures we need to take in order to improve the classroom English language teaching and learning conditions in Bangladesh.

1.5 Methodology Defined:

'Methodology' in language teaching is defined in the Longman Dictionary of Applied Linguistics (1985: 177)⁷ in the following terms:

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

In this definition, it is obvious that the issues addressed in methodology go beyond merely the consideration of visible classroom teaching/learning activities. It also incorporates the notions and rationale that lie behind and recommends such activities.

To have a better understanding of 'methodology', we must see its position in a whole curriculum development programme, its relation to other related concepts such as 'syllabus' and 'method'.

When we are concerned with curriculum development programme, we find that the selection of teaching/learning activities is but one phase in it. A curriculum development programme starts with questions as Richards et al (1986: 156)⁸ notes,

who the learners are, what their current level of language proficiency is, what sorts of communicative needs they have, the circumstances in which they will be using the English in the future, and so on.

Answers to such questions provide programme activities, the kind of syllabus and evaluation system to be adopted. In keeping with these issues, comes the consideration as to what sort of teaching/learning activities would be compatible and effective to reach the

goal. However, the position of 'methodology' in a curriculum development programme is not as clear-cut and decisive as it appears to be. It is not that a reflection is given to 'methodology' only after the activities such as curriculum objectives, syllabus design, have been neatly performed. Rather reversibly, it may happen that one's beliefs about language, theory of language learning and many such aspects that belong to the domain of 'methodology' may influence the setting of curriculum objectives and syllabus design.

The relationship between 'methodology' and 'syllabus', however, also arises complications. In defining the relationship between them, Richards (1985:08)⁹, notes,

whereas the syllabus describes the content of a course of instruction (in terms of language items such as vocabulary, functions, notions, and grammar, or listening, speaking, reading or composing skills), methodology in language teaching refers to the procedures and activities that will be used to teach the content of the syllabus.

According to this view, the task of syllabus is to select what is to be taught. And later, it is in the domain of methodology we think how that will be taught, i.e. here we account for the pedagogical activities. This being the traditional demarcation between syllabus and methodology, many times however, it is found that the concept of 'syllabus' encroaches into the area of 'methodology'. The syllabus designed by the National Curriculum and Textbook Board (1995)¹⁰ for secondary and higher secondary level, for example, shows clear concern about 'methodology':

The syllabus has been produced in order to bring about a change, and in particular, a change of teaching methodology.

Nunan (1989:01)¹¹ argues,

however, if we see curriculum planning as an integrated set of process involving, among other things, the specifications of both what and how,

then the argument over whether the design and development of tasks belongs to syllabus design or to methodology becomes unimportant.

In Nunan's view, then, the tasks belong to 'syllabus' and 'methodology' seem to merge together. In this regard, question may arise as to what extent such determination of 'methodology' is fit to a unique classroom atmosphere. And more importantly, this would stand in the way of the learners' preferred learning activities, the teachers' autonomy, innovations and creations.

In recent times, the overwhelming concern about different teaching activities has bred a good number of teaching methods. Such a concern over methods has frequently led people to use the terms 'method' and 'methodology' almost interchangeably as if they are synonymous. In fact, 'methodology' refers to the reflections and activities that take place in a curriculum development programme with reference to other issues that are closely connected such as, syllabus design, goal setting etc. Such reflections and activities that take place in a language teaching programme may or may not lead us to adopt particular teaching methods, some of which are globally recognized such as the direct method. Thus, as Richards (1985:11)¹² states,

whereas methodology refers to language teaching within the context of language program design, a method generally refers to language teaching outside the context of a broader framework of curriculum development ...

The techniques, classroom activities and tasks that form the 'methodology' of teaching different language skills are not an end in themselves. They are rather means towards an end.

1.6 Limitations of the Study:

- (1) The title of the study indicates to focus on English language teaching and learning conditions at S.S.C. level as a whole. But the present study mainly concentrates on the methodological issues at this level.
- (2) The study was meant to provide the phenomena of English language teaching-learning situations, which are applicable to Bangladesh in general. But data have been collected from Dhaka city only. Data could be collected from rural places as well to increase the external validity of the study.
- (3) In data-gathering instruments, only the means of questionnaire has been used. This could be supplemented by other means of data collection such as classroom observation and interview.
- (4) The number of teacher sample covered in this study is 48. This number could be increased to make the findings of the study more generalizable about the teachers teaching English at secondary level in Bangladesh.

The present study was designed to look into the prevalent classroom English language teaching-learning procedures at the secondary level in Bangladesh. Besides, the study examines in brief the efficacy of the present English language textbook and the

examination system at the secondary level. In this regard, the background, the problem and the purpose of the study, its significance and limitations have been presented in this first chapter.

The remaining chapters have been organized in the following manner. Chapter two describes the notable trends of English language teaching and learning in Bangladesh starting from the British colonial period to the present time. Chapter three gives an outline of the different approaches and methods that were adopted in foreign language teaching and learning in different times. Chapter four presents a review of the related research previously conducted in the field of classroom language teaching methodology. Chapter five elaborates the techniques and methods that were adopted in the administration of this study. Chapter six concentrates on the presentation and analysis of the data of this study. Chapter seven contains a summary of the findings and a discussion of the conclusions that may be drawn together with recommendations for an improvement of the English language teaching in Bangladesh on the one hand and for subsequent researches on the other.

References

1. Huq, Mazharul (1986) 'The present Status in the Teaching of English' BELTA Journal, PP.1-5
2. Rahman, Hamidur. (1999). 'English Language Teaching in Bangladesh: Didactics on the pragmatics of a Foreign Language Teaching Policy', in Collected Papers PP. 5-32. Dhaka: The British Council and the NCTB.
3. Kay, Simon, (June 1998). 'Bangladesh benefits from English Drive', in ELT Gazette.
4. Hoque, Shamsul. (1999) 'ELT Issues in Bangladesh: An Overview', in Collected Papers), P.P. 93-100. Dhaka: The British Council and the NCTB
5. Shahidullah, Md. (1999)'Towards an Appropriate Methodology for ELT in Bangladesh', in Collected Papers), PP. 45-68. Dhaka: The British Council and the NCTB.
6. Das, Subrata Kumar. (September, 1998). 'Better Methodology for English Teaching', The Bangladesh Observer, 11 Observer Magazine. P. 02
7. Richards Jack and others (eds) (1985). Longman Dictionary of Applied Linguistics. London: Longman.
8. Richards Jack C. and Theodore S. Rodgers 1986. Approaches and Methods in Language teaching. Cambridge: Cambridge University Press.
9. Richards Jack C. (1985). The Context of Language Teaching. Cambridge: Cambridge University Press.
10. Curriculum and Syllabus, Secondary Level for Classes Nine and Ten Report: Second Part, National Curriculum and Textbook Board 1995, Motijheel, Dhaka.
11. Nunan, David. (1989). Designing Tasks for the Communicative Classroom. Cambridge: Cambridge University Press.
12. Richards Jack C. (1985). The Context of Language Teaching. Cambridge: Cambridge University Press.

CHAPTER TWO

ENGLISH LANGUAGE TEACHING AND LEARNING IN BANGLADESH: AN OVERVIEW

As mentioned in the preceding chapter, the major concern of this chapter is to describe the remarkable trends of English language teaching and learning in Bangladesh. In this regard, first, a brief history of English language teaching and learning that was subsequently inherited by Bangladesh is presented. Second, a picture is given of the state and status that the English language teaching and learning has received since the independence of Bangladesh in 1971.

2.1 Bangladesh: Her Legacy to English Language Teaching and Learning

Bangladesh has a long historical attachment to English language teaching and learning. The time of arrival of the language in this region dates back to the early 17th century (when Bangladesh was politically attached to India). During that time, English was not the only foreign language to reach these areas, there were other foreign languages (Portuguese, Persi etc.) as well. Some of these languages reached here even much earlier and were maintaining a predominant position. It was Calcutta where English got foothold first as the Englishmen established the English East India Company on the 31st of December in 1600. With the start of English trade, the natives working as messengers and interpreters were the first to use and learn English in India. The defeat of the Spanish Armada (1588) and the Portuguese loss of monopoly in trade gave English an advantage

in business, which brought more English people here. This resulted in a demand for English education. Consequently, a number of missionary schools were established in order to impart religious education, which made English language as the medium of instruction. The target learners were the English children and the Indian converts. In the middle of the 18th century, came the remarkable victory at the Battle of Plassey (1757), the English as a result lost their feeling of being temporary visitors here. At the level of education, the consequence was the opening of a good number of private schools. These schools had a more pragmatic approach in comparison to that of the missionary schools. We find that one of them was teaching even 'Correspondence in English' at that time. The teaching of English, thus, took gradually the place of Portuguese to a large extent. Interestingly enough, many Indian Nawabs and Rajahs, at that time, contributed generously to these schools and sent their children to take English education. In 1792, Charles Grant made his remarkable proposal intending to make English as the medium of instruction. This made the road to the spread of English education smoother. English assumed an air of secular property and entered influential and progressive Indian homes. Most of these progressive Indians felt an inner urge to learn English not merely for securing jobs but for attaining a literary flair and scientific approach towards life. We immediately find the establishment of a number of institutions, which are to be ever treasured in the history of English education in India. The most famous of them are the Sanskrit College established in 1791, Fort William College established in 1800 and the Hindu College established in 1817. Among these colleges, a special mention may be made of the Hindu College as it came out of the natives' interest in English language (the most remarkable was Raja Rammohan Roy) and as it played a great role in imparting

English education in Bengal. Moreover, the popularity of this college led to the establishment of nine English schools in Calcutta, one school in Patna and one in Dhaka. In these and other government institutions, English was treated as the medium of instruction. Later the establishment of Calcutta School Book Society (1817) helped in preparing books in English and in Indian languages. Thus, the scarcity of good books was greatly removed. At that time (in the early part of the early 19th century), we find that the call of English has reached the territories which are now parts of Bangladesh. Sinha (1978:69)¹ notes,

----- an English school at Bauleah had students from Pabna, Commercoly, Natore and Moorshidabad

And very interestingly, we also get a picture about how English was taught at this time as Sinha (1978:69)² observes,

The English scholars were first taught to read out and spell, and afterwards to translate from English to Bengali. They were next carried onto the simplest rules of grammar-----

After the 1830s, the English language in the process of diffusion arises a controversy between the Anglicists favouring the spread of English education in India and the Orientalists favouring some means of preservation of the oriental knowledge and wisdom. This controversy led to the formulation of Macaulay's great despatch of 2 February, 1835, which did not only conclude the controversy but also helped English language to get an ultimate ground in India. It is notable that as Rahman (1999:11)³ observes,

Macaulay's Minute was the first major language policy which had a profound impact on the teaching of English and other languages in the subcontinent for a long time to come.

In 1857, India witnessed the establishment of 3 universities at Calcutta, Bombay and Madras. Most of them made English language the only medium of instruction and the only means of 'answering examination papers'. Some of the English authors whose works mainly comprised the syllabus were Bacon, Shakespeare, Milton, Dryden, Pope, Cowper, Scott, Wordsworth, Byron and Campbell. Sooner, the Indians showed great interest and profound scholarship in English education. The university education became very popular and more universities were in demand. It is notable that till this time the Muslims who were noticeably lagging behind in the march for English education found the establishment of the Mohamedan Anglo-Oriental College in Aligarh in 1875.

Then came a test case. The incessant wars caused by the British Indian Government required spending of plenty of wealth. Consequently, the Government wanted to minimize the educational expenses. This was vehemently protested by the Indian people. There followed two meetings, one at The Calcutta Town Hall on the 2nd July, 1870, and another in Bihar on the 10th of July, 1870. These meetings bear the testimony of the Indian's interest in English education. From the beginning of the journey of the English language on the Indian soil, however, there was always more or less support extended on part of the Anglo-Indian governments. The first government dispatch wholly in favour of English education came as early as in 1830. Auckland in his regime (during the late 1840s) helped to quieten the controversy between the Orientalists and the Anglists while kept on allocating the lion's share of funds to English education. Lord Hardinge (during the early 1840s) and Dalhousie (during the late 1840s) massively extended government jobs to people trained in English education. And Lord Curzon (during the late 1890s)

promptly assisted in improving higher education and research. A closer look at the regimes stretching from Lord Minto (the early 19th century) to Lord Curzon (the early 20th century) says that there were mainly 3 ways the British Indian Governments tried to assist in the spread of English education in India:

- (a) By granting fund,
- (b) By declaring English the medium of instruction in government institutions and
- (c) By delimiting government jobs for the people who had knowledge and proficiency in English language.

Until then, with active government patronization and wide acceptance on the part of the natives, English education spread satisfactorily in India. But it had still a long way to go as Sinha (1978:112)⁴ observes,

The teeming millions of the poor peasantry was definitely left out, which called for larger dissemination of education or a synthesis of English and Indian education from which would accrue benefit to them.

By the turn of the 19th century, we find the language to fall into a whirl of a completely changed political atmosphere. The nationalist movement has started with a call for the revival of indigenous languages and culture. The study of English contributed largely to this awakening. The demand came that children be taught in their mother tongue. The move, however, did not seem to discard English altogether rather it spoke about a change of status to be given to the language. Mahatma Gandhi, who was then the center of the Indian political scenario declared, as Sinha (1978:119)⁵ states,

Real education is impossible through a foreign medium.

Mahatma Gandhi, however, was not against English knowledge and wisdom. Sinha (1978:120)⁶ further states,

-----I would have our young men and young women with literary tastes to learn as much of English and other world languages as they like,-----

At the same time, many others maintained that English schools were the breeding places of slaves and servile.

The vehemence of the movement, by and large, fell negatively on English language as the language was taken to be associated with the English people. Thus, during the time of the national movement lasting upto the independence of India, English education clearly suffered a set back in the subcontinent. Sinha (1978:123) ⁷ observes,

In all possibility, the standard of English has also deteriorated.

Such were the attitudes to and conditions of English language while the newly independent countries (India and Pakistan) started their journeys, full of potentials and dreams but many difficulties and complexities to face.

The arrival of English education in this subcontinent, in fine, may be seen both as a historical accident and inevitability. The people of this region, at least a considerable portion of them, accepted English firstly to maintain a livelihood and later to pursue knowledge and wisdom via the language. The use of the language in education gradually shifted from a more religious purpose to a more practical purpose. At the level of population, on the other hand, it spread from a small fraction of elite to a middle class though the language could never become a possession of the mass. It is notable that there are evidence to testimony that many times the interest and endeavour of the native in the development of English education surpassed that of the British Indian Government. The national sentiment later though affected the status of the language, this awakening had a

lot do with English education. This legacy to English language, however, plays a very significant role in the later social and educational life of Bangladesh. Such an attachment may be considered beneficial as English has already been a world language and harmful as it more or less affected our own language and culture and in the way it was used or perhaps still used as an indicator of power of the more privileged groups of our society.

In the Pakistan regime, which lasted till 1971, English continued to play an important role in the national life. It was used as a lingua franca between the then West Pakistan and East Pakistan. This was the language used in government administration, law courts and financial activities. In higher education, it was the medium of instruction. At higher secondary level, it was treated as the optional medium of instruction until 1962. As a subject, however, English was taught compulsorily at secondary and higher secondary levels.

2.2 The State and Status of English in Bangladesh:

In the constitution of Bangladesh, Bangla is declared as a state language and there is no mention as to the status of English to be given. Alongside Bangla, the constitution is, however, written in English as the clause 'two' of the article 153 states, " There shall be an authentic text of this constitution in Bengali, and an authentic text of an authorized version in English both of which shall be certified as such by the Speaker of the Constituent Assembly" (The Constitution of the People's Republic of Bangladesh, as modified in 1998, P.03) ⁸. In 1983, came The Bengali Introduction Law, which made it compulsory for employees in Government, semi-government and autonomous institutions

to use Bengali in inter-office memos, legal documents and correspondences except in case of communication with foreign governments, countries and organizations. Thus, in Bangladesh, English shifts from its previous status of a second language to that of a foreign language.

The status of English in Bangladesh both as a medium of instruction and as a subject of study appears rather to be very unstable. The Report of the Education Commission of Bangladesh 1974 recommended that Bengali should be the medium of instruction at all levels of education in Bangladesh. This resulted in English being the optional medium of instruction at tertiary level in 1975. English, in the Report, was recommended to be introduced as a compulsory subject from class 6 and be taught with the same status until class 12.

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

(Bangladesh Education Commission Report 1974:15)⁹

In 1976, the National Curriculum Committee formed by the then government made provisions for teaching English from class 3. This decision came into effect in 1980. In 1990, the government again reversed the decision and suggested that English be introduced from class 1. The decision was implemented in 1992. This has remained the case until now. In this regard, however, a further change may be forthcoming, as the Report of the Committee for the Formulation of Education Policy 1997 has recommended

that English should be introduced as a compulsory subject from class 3. As a medium of instruction, English has been recognized as an alternative to Bengali at secondary level by the Ministry of Education since 1995. This decision allows the examination papers to be written in English. The same provision has been extended to higher secondary level from 1997. In this regard, as Rahman (1999:17)¹⁰ observes,

A few elitist educational institutions in urban centres are known to have taken up the opportunity and started teaching through the medium of English.

Presently, the national and madrasah curriculums are centrally designed and developed. The courses based on these curriculums are taught in the institutions funded by the country, such as primary and secondary schools, colleges and madrasahs. The examinations are separately conducted by seven national boards. Beside the government funded institutions, there are innumerable language centers, English medium schools and a number of private universities across the country which teach English according to their own curriculums and syllabuses. Textbooks are developed locally by National Curriculum and Textbook Board (NCTB) and Bangladesh Madrasah Education Board for their institutions. The non-government institutions like English medium schools, language centers and private universities import and / or adapt books from abroad. There are no training institutes exclusively for English teachers. In the country now the general training institutes where English gets a partial focus include Primary Training Institute (PTI) (Total number 54), Teacher Training Colleges (TTC) (22 Including governmental and non-governmental), Higher Secondary Teacher Training Institute (HSTTI) and a newly founded training institute for the training of madrasah teachers (situated at

Gazipur). From class-1 to higher secondary level, English consists of two parts usually called English First Paper and English Second Paper, each part carrying 100 marks. The teacher-student ratio at primary and secondary schools stands at 1: 80 though the standard ratio prescribed by the government is 1:50. The number of average students per classroom is 58. As to the general training of the teachers, 70% of the primary and the secondary school teachers virtually receive no training in their total teaching life. A look at the traditional B.Ed. course says that out of the total 500-hour course, English shares only 50 hours.

In upper levels, English was taught as a compulsory subject for all BA Honors and Pass Course students until 1980. Afterwards, the compulsory status of the subject was withdrawn. In 1992, the government of Bangladesh passed an act to reintroduce English as a compulsory subject at the tertiary level. Under this provision, it has been declared that there will be a 2 year- English language course carrying a total of 100 marks. The number of institutions complying the act is, however, still uncertain.

The opportunities to create ELT professionals in Bangladesh appear to be rather limited. At present, Dhaka University offers only a one- year course titled Applied Linguistics and ELT at MA level. Besides, Bangladesh Open University (BOU) has recently introduced (since 1997) a two-year course on English language teaching with the title “Bachelor in English Language Teaching (BELT)”.

Since the emergence of Bangladesh, there have been a number of efforts to evaluate and promote the situation of English language teaching and learning. The Ministry of Education set up an English Language Teaching Task Force in 1975, which observed:

- a. The English proficiency of students in class 9 was two years and in class 12 four years behind the level assumed in their textbooks.
- b. At all levels there is a grave shortage of trained teachers of English. In private (non-government) high schools about 50% of teachers are not trained and in colleges (classes 11 and 12), almost no teachers are trained.

(Report of the English Teaching Task Force 1976:1-4)
Quoted in Rahman , 1999:15)¹¹

Some of the recommendations of the Task Force were:

- a. The single biggest obstacle to English teaching in Bangladesh is the lack of competent teachers at all levels. Large scale short and long term training programmes should be undertaken for secondary school teachers.
- b. The SSC (Secondary School Certificate) and HSC (Higher Secondary Certificate) should test comprehension and writing skills in meaningful contexts and discourage rote learning.

(Report of the English Teaching Task Force 1976:34-36)
Quoted in Rahman , 1999:15)¹²

In 1978, The British Council at the request of the Bangladesh government started an ESP course titled as KELT (Key English Language Teaching). The program failed as 13 out of the 14 trainees included in it left the country.

A study undertaken by The British Council on behalf of UGC in 1995 echoes almost the same problems as identified by the English Language Teaching Task Force in 1975 (Raynor 1995:1, Quoted in Rahman , 1999:19)¹³

The single biggest problem is the lack of suitably trained and experienced teachers-----There should be clear plan for the creation of a cadre of ELT professionals, and the plan should include recruitment and training of the best possible people to meet the ELT needs for the education system. The plan should be at a national level, and include primary and tertiary education.

As for the current initiatives, a mention must be made of the English Language Teaching Improvement Project (ELTIP). It is reported to be an initially 3-year project, starting its operation in 1998. It is funded by DFID (British aid) and GoB (Bangladesh Government) and it is administered by The British Council and the National Curriculum and Textbook Board of Bangladesh. Its overall aim is to promote a more communicative approach to teaching English at secondary level in Bangladesh. There are three ways ELTIP is doing this:

- 1) to train teachers in communicative language teaching
- 2) to assist in the reform of the public examination system and
- 3) to assist in curriculum and materials development.

The project operates through four Regional Resource Centres (RRCs), which act as the Headquarters for the training activities in each region. They are located in Dhaka, Khulna, Chittagong and Rajshahi. The rest of the team is based at the NCTB and the British Council. The full ELTIP team is comprised of Bangladeshi specialists with the help of 8 British advisers.

In conclusion, we may say that English is a case of historical becoming in Bangladesh. During the period before 1947, people had more reasons to use it as a means of communication. For practical reasons, it was also largely used as a medium of instruction

in education. After 1947, the underlying factors to use and learn the language remained almost the same. In Bangladesh period, on the other hand, English is set in a monolingual situation where its state and status become more dependent on the constitution and language policies. In this regard, the language gains no constitutional recognition, whereas in the language policies so far, its place was always unstable. As for the different initiatives taken to promote the situation of teaching and learning English language in Bangladesh, we do not find them to have earned any remarkable success.

We now turn to a description of the various approaches and methods that were adopted in foreign language teaching and learning in different times.

References

1. Sinha, Surendra Prasad. (1978). English in India. Patna: Janaki Prakashan
2. Ibid.
3. Rahman, Hamidur. 'English Language Teaching in Bangladesh: Didactics on the pragmatics of a Foreign Language Teaching Policy', in Collected Papers (1999). PP. 5-32. Dhaka: The British Council and the NCTB.

4. Sinha, Surendra Prasad. (1978). English in India. Patna: Janaki Prakashan
5. Ibid.
6. Ibid.
7. Ibid.
8. The Constitution of the People's Republic of Bangladesh (As modified up to 31st December, 1998), The Peoples Republic of Bangladesh

9. Bangladesh Education Commission Report 1974. Dhaka: Ministry of Education: Govt. of Bangladesh

10. Rahman, Hamidur. 'English Language Teaching in Bangladesh: Didactics on the pragmatics of a Foreign Language Teaching Policy', in Collected Papers (1999).. Dhaka: The British Council and the NCTB.

11. Ibid.
12. Ibid.
13. Ibid.

CHAPTER THREE

DIFFERENT APPROACHES AND METHODS IN LANGUAGE TEACHING

This chapter is primarily concerned with a description of the various approaches and methods that were adopted in foreign language teaching and learning in different times. This description is given, as we shall find in most of the cases, in a chronological order starting with the sixteenth century when foreign language teaching methodology started to get focus to the present time when classroom language teaching methodology receives the prime attention in language teaching and learning.

Throughout the history of education, foreign language teaching and learning has always been a practical concern. From time to time, different languages have been the focus of attractions as target languages of learning. It was not until the end of the fifteenth century when English emerged as a language to be learned as a foreign language. At that time, we did not find any uniform methods, which were widely recognized and practised. The ways the languages were then taught came directly from the tradition of teaching other languages like Latin and French. Students, at that time, were taught statements of grammar rules, lists of vocabulary, and translation into and out of the target language. Speaking the foreign language received no particular attention. Oral practice was limited to students reading out the sentences they had translated. "These sentences," as Richards et al (1986:02) ¹ states, "were constructed to illustrate grammar-rules, which bore no relation to the language of meaningful communication". By the nineteenth century, this

tradition of foreign language teaching and learning came to be known as Grammar-Translation Method.

The Grammar-Translation Method

Like other methods (which we shall see below), the Grammar-Translation Method came as a better way of language teaching in its own time. Earlier, this method was called Classical Method as it was first used in the teaching of the classical languages like Latin and Greek. The method first originated in Germany and later spread to other parts of the world. If levels of education are considered, as Howatt (1984: 131)² says, “it was devised and developed for use in secondary schools”. Some of the widely known proponents of the Grammar-Translation Method are H.S. Ollendorf, Franz Ann and Karl Plotz.

The following are the main characteristics of the method:

1. The learner has to approach a language first through a detailed analysis of its grammar rules, which he/she has to apply to the task of translating out and into the target language. The target language, in this method, is to be learned via the first language of the learner.
2. Reading and writing skills are considered the main focus.
3. The basic unit for learning and teaching is sentence.
4. The selection of vocabulary is based only on the reading texts used and words are taught through bilingual word list, dictionary study and memorization.
5. Accuracy rather than appropriacy is the focus of concentration.
6. Grammar is taught in a deductive way, i.e. the learner is presented the grammar-rules first, which are then practiced through translation exercise.
7. The medium of instruction is the learner's native language.

(Richards et al 1986:03)³

Grammar-Translation Method dominated foreign language teaching from the 1840s to the 1940s, and in a more or less extreme form, it is still believed to be widely used in many countries of the world. It attracted criticism mainly from its emphasis on rigid grammar-rules through disconnected sentences, which carry no meaningful communication needs for the learner. Secondly, for this method, we do not find any literature that offers a rationale or justification and we cannot relate it to issues in linguistics, psychology, or educational theory. This resulted in an innovation in foreign language teaching toward the mid-nineteenth century. At this time, the language-teaching specialists like T. Prendergast, F. Gouin and C. Marcel came into the scene. Though they did not manage to achieve any lasting impact but we shall find that their ideas responsible to a large extent for the later changes in language teaching, which popularly termed as “The Reform Movement”. Among them, C. Marcel (1793-1896) advocated child language learning as a model for language teaching. He puts emphasis on the importance of meaning in learning and says that language teaching should be located within a broader educational framework. T. Prendergast (1806-1886) found that children use memorized phrases and “routines” in speaking. He suggested the first structural syllabus saying that the learners should be taught the basic structural patterns occurring in the language. F. Gouin (1831-1896) was perhaps the most notable reformer of this time. He was of the opinion that language learning is best facilitated through using language to accomplish events consisting of a sequence of related actions. The ideas and methods of these innovators, however, lacked proper means for wider dissemination and implementation, as at that time there was not sufficient organizational structure in the language teaching profession.

This trend of language teaching starts to change when we find a more concerted effort of reform minded linguists and language teachers, which led to “The Reform Movement”.

The Reform Movement

The Reform Movement started in the 1880s under the intellectual leadership of Henry Sweet, Wilhelm Vietor and Paul Passy. This movement contributed remarkably to both linguistics (especially phonetics) and language teaching and marks the beginning of applied linguistics as a distinguished discipline. Some of the main proposals of the reformers were as follows:

1. Spoken language should be the primary goal and this should be addressed in an oral based methodology.
2. The findings of phonetics should be utilized in language teaching.
3. Words should be taught through presenting them in sentences, which are based on meaningful contexts.
4. Grammar should be taught inductively.
5. Translation should be avoided as much as possible.

(Richards et al. 1986:08) ⁴

The ideas of the reformers, however, could not assume the status of method but parallel to their ideas developed the naturalistic principles of language teaching, which in the process of modification came to be known as The Direct Method.

The Direct Method

The Direct Method came into the scenario of language teaching during the late nineteenth century when The Grammar-Translation Method was found incapable of responding to learners’ communicative needs. The main ideas behind this method have been known by

a variety of labels such as Natural Method, Conversation Method and Communicative Approach. The core principle of this method lies in the claim that second language learning can best be effective if modeled like first language learning. The method receives its name from the fact that meaning is to be associated directly with the target language, without going through the process of translating into the students' first language. The name of Michel de Montaigne is often cited as the most celebrated early example (in the 16th century) of natural foreign language teaching. The last time this method was revived was in the late 19th century by immigrant native speaking teachers in America. The name of L. Sauveur (1826-1907) may be mentioned as one of the most well known practitioners of this method. The theoretical justification was provided by F. Frank, who wrote on the psychological principles of direct association between forms and meanings in the target language. The method stood for the following principles and procedures:

1. Only the target language should be used in the classroom.
2. Grammar should be taught inductively.
3. Objects (e.g., realia or pictures) should be present in the immediate classroom environment to help students understand the meaning.
4. Concrete vocabulary should be taught through demonstration, objects, and pictures; abstract vocabulary should be taught by association of ideas.
5. Pronunciation should be taught right from the beginning of language instruction.
6. The syllabus should be based on situations or topics, not usually on linguistic structures.

(Richards et al. 1986:10) ⁵

The Direct Method worked well in private language schools where the level of motivation was high and the use of native-speaking teachers was the norm. But in other situations (e.g. public schools) it failed. It overestimated the similarities between

naturalistic first language learning and classroom foreign language learning and did not properly consider the classroom realities. Secondly, it necessitated teachers who were native speakers or who have native like fluency in the target language. Thirdly, it overemphasized the use of target language in the classroom, which considerably hindered the normal teaching learning process.

The later development in foreign language teaching led to Audiolingualism in the United States and The Oral Approach or Situational Language Teaching in Britain.

The Audiolingual Method

The development of the Audiolingual method resulted from the effort given to foreign language teaching in the United States toward the end of the 1950s. This method was partly based on the experience of teaching foreign language to the army personnel. The process of development was also influenced by the Structural approach developed by Charles Fries (then working at the University of Michigan) and his colleagues. At the level of learning theory, this method drew on the behaviorist psychology. The term “audiolingualism” was coined by Professor Nelson Brooks in 1964.

Some of the central principles underlying this method are as follows:

1. Foreign language learning is basically a process of mechanical habit formation. Good habits are formed by giving correct responses rather than by making mistakes. By memorizing dialogues and performing pattern drills the chances of producing mistakes are minimized. Language is verbal behavior- that is, the automatic production and comprehension of utterances –and can be learned by inducing the students to do likewise.
2. Language skills are learned more effectively if the items to be learned in the target language are presented in spoken form before they are

seen in written form. Aural-oral training is needed to provide the foundation for the development of other language skills.

3. Analogy provides a better foundation for language learning than analysis. Analogy involves the process of generalization and discrimination. Explanation of rules is therefore not given until students have practiced a pattern in a variety of contexts and are thought to have acquired a perception of the analogies. Hence the approach to the teaching of grammar is essentially inductive rather than deductive.
4. The meanings that the words of a language have the native speaker can be learned only in a linguistic and cultural context and not in isolation. Teaching a language thus involves teaching aspects of the cultural system of the people who speak the language.

(Rivers 1964:19-22)⁶

According to this method, short-range objectives include training in listening comprehension, accurate pronunciation, recognition of speech symbols and ability to reproduce these symbols in writing. The long-term objective, on the other hand is, in short, the language that the native speaker uses. The syllabus in this method is linguistic or structure-based, which contains the key items of phonology, morphology and syntax of the target language arranged according to their order of presentation. This may partly draw on a 'contrastive analysis' based on the differences between the first and the target languages of the learner.

In a typical audiolingual lesson, students first hear a model dialogue which contains the target structures. They then repeat each line of the dialogue individually as well as in chorus. Whenever they make a mistake, the teacher immediately corrects it. Gradually, the students memorize the dialogue line by line. Afterwards, certain key structures from the dialogue are selected and used as the basis for pattern-drills of different kinds. The drill may be substituted by grammatical explanation, which is to be kept to an absolute

minimum. Now the students may be referred to their textbook for follow-up reading, writing or vocabulary activities based on the dialogue. At the beginning, however, writing is completely imitative and consists of little more than copying out sentences that have been practiced. When the proficiency of the students increase they may try to write variations of structural items they have already practiced. Thus, as far as learning and teaching activities are concerned, dialogues and drills form the distinctive features of audiolingual classroom practices. Dialogues serve to contextualize key structures and are taught through repetition and memorization. When a dialogue is memorized, different grammatical items in it are selected and become the focus of various kinds of drill and pattern-practice exercises. "The types of drill used usually include repetition, inflexion, replacement, restatement, completion, transposition, expansion, contraction, transformation, integration, rejoinder and restoration" (Brooks 1964:156-61, quoted in Richards et al, 1986:54) ⁷. In this method, learners are viewed as organisms that can be directed by skilled learning techniques to produce correct responses. As it draws from behaviorist learning theory, learners in it play a reactive role by responding to stimuli. It means that in this method learners have little control over the content, pace or style of learning. This, in turn, makes the teacher's role central and active. In short, it is a teacher-dominated method. "The teacher models the target language, controls the direction and pace of learning and monitors and corrects the learner's performance" (Richards et al 1986:56) ⁸.

Audiolingualism was at its peak of use in the 1960s. It was then attacked particularly on two grounds. On the one hand, the theoretical foundations of audiolingualism were questioned in terms of language and language learning theory. On the other, it could not

satisfy the expectations of the practitioners. The theoretical attack on audiolingual beliefs came from mainly the MIT linguist Noam Chomsky. Chomsky rejected the structuralist approach to language description. "Language is not a habit structure. Ordinary linguistic behavior characteristically involves innovation, formation of new sentences and patterns in accordance with rules of great abstractness and intricacy" (Chomsky 1966:153 quoted in Richards et al 1986:59) ⁹.

As for the learning theory, Chomsky argued that natural human language use is not imitated behaviour but is created anew from underlying knowledge of abstract rules. Sentences are 'generated' from the learner's underlying 'competence'. This resulted in a gradual decline of audiolingualism. As a result, new methods started to develop, some of which independently of linguistic and language learning theories (e.g. Total Physical Response, Silent Way) whereas, other from contemporary theories of language and language acquisition theories (The Natural Approach, Communicative Language Teaching).

Communicative Language Teaching

Communicative Language Teaching came into the scene of language teaching partly following the failure of Situational Language Teaching in Britain and partly because of the changing educational realities in Europe. Besides, the changes were also largely influenced by the strong criticism the prominent linguist Noam Chomsky leveled at structural linguistic theory and the theory of behaviouristic language learning.

The teaching of languages through predicting situations where the learners might find themselves in no longer made sense. As a result, a change in the way of teaching was felt

necessary. In the practical life, especially, in the European social context, need for communication ability in foreign languages became more important. The impetus, however, arising out of these two forces finally gave birth to Communicative Language Teaching. The idea of teaching languages from a viewpoint of communication, however, was not new. In a more or less explicit form, many earlier methods, some are widely known (Natural Method, Direct Method, Conversation Method etc.), echoed the concept of “The communicative language teaching methods and appealed to the imagination of teachers for a long time,” (Howatt 1984:192) ¹⁰. This approach to language teaching first developed in Great Britain and later expanded to other parts of the world since the mid 1970s. The contemporary proponents of Communicative Language Teaching include, among other, Christopher Candlin, Henry Widdowson, and William Littlewood. This way of language teaching drew on the work of British functional linguist (e.g. John Firth, M.A.K. Halliday, quoted in Richards et al 1986), American work in Sociolinguistics (e.g. Dell Hymes, John Gumperz, and William Labov quoted in Richards et al 1986) as well as work in Philosophy (e.g. John Austin and John Searle quoted in Richards et al 1986:64) ¹¹.

The techniques and procedures underlying communicative language teaching; unlike other methods, are not spelt out in terms of any rigorous system. To some people, it is commendable because it allows more flexibility and freedom to the practicing teachers. To others, this means that there remains a danger of malpractice under the banner of CLT unless the practicing teachers are properly informed and trained on it. However, this absence of any universal authority has led to multitude of notions about CLT. For some, it equally concentrates on both functional and structural aspects of language. For others,

CLT is more about functional aspect of language where learners remain engaged in problem-solving tasks by employing available language resources.

In this approach, language is seen as a vehicle for communication. As 'communication' entails conveying of meaning, meaning is closely associated with the view of language. Nunan (1989:12)¹² states, "Language is now generally seen as a dynamic resource for the creation of meaning". This, in the case of language learners, means that one's target is to be able to communicate while resorting to the language as a means. Hymes (1972, quoted in Richards et al. 1986:70)¹³ has termed this capacity as "communicative competence". Such a notion about language stands in contrast to that offered by Chomsky. When Chomsky (1965:3)¹⁴ mentions why grammatical irrelevant conditions 'as detrimental to communication between an ideal speaker-listener, he holds language to be a merely reflection of abstract grammatical rules and patterns. Hymes (1972 quoted in Richards et al.1986: 70)¹⁵, on the other hand, holds that linguistic aspect cannot alone ensure proper communication, cultural aspects as well importantly count for real communication to take place. Thus, according to Hymes, a communicatively competent person knows, among others, when and where one should use formal and informal language. Language, seen as a means of use, is well reflected by Halliday who advocates that language should be studied taking from the use of real life. Above all, the theory of language underlying communicative language teaching is that language is a system for the expression of meaning and that the structure of language reflects rather its functional and communicative uses.

In terms of the theory of learning 'Communicative Language Teaching' has not yet been based on any particular and consolidated language learning theory. Taking into account the kind of activities that are involved and the type of development of language performance assumed to result from them, a number of theories can be hypothetically drawn. The learning theory, according to communicative principle states that the "activities that involve real communication promote learning" (Richards et al, 1986:72)¹⁶. Secondly, the learning theory based on task principle says "activities in which language is used for carrying out meaningful tasks promote learning" (Johnson 1982, quoted in Richards 1986: 72)¹⁷. The third element is based on meaningfulness principle: language that is meaningful to the learner supports the learning process. Krashen's theories of language acquisition and learning are not though directly related to CLT, they are still compatible to it. In his theory of language acquisition, it is usually stressed that 'language learning takes place through using language communicatively.' Johnson (1984) and Littlewood (1984) (quoted in Richards et al 1986:72)¹⁸ suggest a skill-learning model of learning theory which involves both a cognitive and a behavioral aspect. According to them, both these aspects occur mainly through practicing language in communication.

As far as the syllabus design is concerned, 'Communicative Language Teaching' is usually associated with notional/functional view of syllabus design (Wilkins 1976, quoted in Richards et al 1986:73).¹⁹ The syllabus is built around semantic-grammatical categories (e.g. frequency, motion, and location) and the categories of communicative function that learners need to express. The attachment of syllabus to a particular

instructional theory has usually been a convention ‘these pairings are’ however, as Richards (1985:36)²⁰ suggests, ‘by no means inevitable’.

Below is the modified and summary-version of Yalden’s (1983, quoted in Richards et al 1986:74)²¹ classification of communicative syllabus types with their reference sources:

Type	Reference
1. structural plus function	Wilkins (1976)
2. functional spiral around a structural core	Brumfit (1980)
3. Structural, functional, instrumental	Allen (1980)
4. functional	Jupp and Hodlin (1975)
5. notional	Wilkins (1976)
6. interactional	Widdowson (1979)
7. task-based	Prabhu (1983)
8. learner- generated	Candlin (1976) Henner-Stanchina and Riley (1978)

In terms of learning and teaching activities, the types of exercises and activities that reflect communicative approach are numerous. They are all, however, aimed at making learners able to “attain the communicative objectives of the curriculum, engage learners in communication and require the uses of such communicative processes as information sharing, negotiation of meaning, and interaction”.

Johnson (1982:151,)²² describes a good range of activities adopted by different people. Some of them are showing out-of-focus slides which the students attempt to identify, involving students in “jigsaw” listening in which students listen to different taped materials and then communicate their content to others in the class, placing a screen

between students and getting one to place objects in a certain pattern, this pattern is then communicated to students behind the screen.

When we look at learners' roles, 'Communicative Language Teaching' emphasizes on the process of a cooperative approach to teaching rather than an individualistic approach. In this approach, the learner, unlike many other methods, has an opportunity to play an active and dynamic role taking or responding to initiative to play the role of negotiator- 'between the self, the process of learning and the materials for learning within a group.

In 'Communicative Language Teaching', teachers are assumed to play several roles, the importance of particular roles being determined by the view of CLT one adopts. The main roles of the teachers include facilitating communication process in the classroom between the participants and the various activities and texts. Secondly, the teacher is to act as an independent participant within the group of learners. Thirdly, the teacher is to work as a researcher and learner with an aim to revise and improve his skills in teaching from observed experience. The other important roles of the teacher include that of needs analysts, counselor, and a group process manager. As a needs- analyst, the teacher may informally and personally investigate the student's perception of his or her learning style, learning assets and learning goals. On the other hand, he may do it formally through administering a needs assessment instrument. As a counselor, the teacher is supposed to show the role of an effective communicator with a view to maximizing the speaker intention and hearer interpretation by using paraphrase, confirmation and feedback. In his role of group process manager, the teacher takes the responsibility to organize the

classroom as a setting for communication and communicative activities. While such activities go on, the teacher is to monitor, encourage communicative language practice. In these practices, the teacher gives more focus on fluency and comprehensibility rather than accuracy.

The primary role of instructional materials in communicative language teaching is to promote communicative language use. In this regard, the kind of materials currently used in CLT are text-based, task-based, and realia.

In conclusion, 'Communicative Language Teaching' considered an approach rather than a method, lead to different interpretations and variations at the levels of design and procedure. In future, there may be one variation to gain more approval among the various proposals for syllabus models, exercise goals and classroom activities. On the contrary, several interpretations may lead to homogenous sub-groups.

Since its emergence, Communicative Language Teaching has undergone a rapid adoption and implementation. This has resulted from the fact that it received wider support and sanctions from British language teaching circles as well as institutions, such as The British Council.

Swan (1985 quoted in Richards 1986:83)²³ observes, "now after having a considerable experience with CLT some of its claims are looked at more critically". The questions that

are usually leveled at CLT are whether this approach can be applied at all levels in a language programme, whether it is equally suited to ESL and EFL situations, whether it requires existing grammar-based syllabuses to be abandoned or merely revised, how such an approach can be evaluated, how suitable it is for non-native teachers and how it can be adopted in situations where students must continue to take grammar-based tests.

Total Physical Response

The method Total Physical Response was developed by James Asher. This method is based on the coordination of speech and action. This method borrows from several disciplines such as developmental psychology, learning theory, humanistic pedagogy and so on. As this method puts emphasis on the learner's development of comprehension skills before he is taught to speak, it is sometimes called the "Comprehension Approach". Built around the process of child's first language learning this method does not offer a direct view about language. Still considering the type of classroom drills it advocates, we can say that it takes structuralist or grammar-based view of language. Asher divides language into abstractions and non-abstractions and says that learners can internalize 'a detailed cognitive map' of the target language only being exposed to non-abstractions. In terms of language learning theories, Asher takes the view of behavioural psychologists. According to these theories, the first stage of language development is described as Sv-R where Sv indicates a verbal stimulus and R indicates response by physical movements. Total Physical Response sets oral proficiency as goal where comprehension serves as a means to an end. The syllabus is built around grammatical and lexical criteria. The

classroom learning and teaching activities centre around imperative drills to be followed by conversational dialogues. Learners in this method mainly follow the roles of listeners and performers. They are expected to speak when they feel ready to. The teacher, in this method, in contrast, plays a very active and direct role. "It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use" (Richards et al 1986:93) ²⁴.

This method generally does not recommend a basic text. The teacher may use his voice, gestures and actions for beginners which can later be followed by objects such as books, pens, cups, furniture and so on. Total Physical Method typically deals with beginners. Asher himself suggests that it should be applied in combination with other methods.

The Silent Way

The Silent Way of language teaching method was developed by Caleb Gattegno. As the name of the method suggests, the teacher, according to this method, should maintain silence as much as possible in the classroom. The learner, on the other hand, should be encouraged to use as much language as possible. The central element of language teaching consists of the use of colour-charts and the coloured cuisanaire rods. At the level of language theory, this method views language as groups of sounds with arbitrary relationship to meanings. Language is stripped off its social context and taught artificially by rods. As far as the learning theory is concerned, Gattegno points to the contrast between the process of learning a first language and a second language. The second language learner differs from the first language learner and "cannot learn another

language in the same way because of what he knows” (Gattegno 1972:11) ²⁵. The approaches such as “direct” or “natural” as Gattegno suggests, should be replaced by one that is “artificial” or “controlled”. “Silence” rather than “repetition” is more helpful in learning because students can then concentrate more on the task to be prepared. In the system of retention, similarly, mental effort, awareness, and thoughtfulness are more helpful than mechanical repetition. Here also, silence works to facilitate awareness in paving the path to retention. The general objective of the Silent Way is to give the elementary level students oral and aural proficiency in the basic components of the target language. The goal for learner is near native fluency. Students should be able to talk about the basic aspects of their lives such as about themselves, their education, their family, travel, and daily events. They should be able to describe the relationship concerning space, time and numbers in written form and skilled in the areas of spelling, grammar and reading comprehension. Very importantly, students should be able to manoeuvre their own learning process to be able to deal with ‘unknowns’ of every type. This method basically operates on structural syllabus. The lessons are planned around grammar items while words are selected based on their suitability to a given structure. The language items are usually introduced in consideration of their grammatical complexity, what has been taught before and how easily they can be presented visually.

Learning tasks and activities in the Silent Way primarily centre upon the teacher’s initiation. “The teacher models a word, phrase or sentence and elicits learner responses” (Richards et al 1986:105) ²⁶. Learners then try to create new languages based on the old they have learned. The teacher may take help of charts, rods and other aids to elicit

learner responses. The learners, according to this method, should have a strong motivation resulting from their awareness and self-challenge. They should try to be autonomous, independent and responsible. The learners should strongly influence other's learning. They are supposed to work cooperatively rather than competitively. The teacher presents an item once and tries to get across meanings by using non-verbal clues. He should then try to elicit and shape student production in as silent a way as possible. Finally, the teacher may silently monitor learners' interactions. The type of instructional method used in this method may include a set of coloured rods, colour-coded pronunciation and vocabulary wall charts, a pointer and reading-written exercises.

In the first part of teaching, the Silent Way focuses on the teaching of pronunciation. The teacher will first point to a symbol on the chart and elicit and monitor students' utterances. In this way, he will teach combinations of symbols. In the teaching of stress, intonation and phrases, the teacher will use the pointer. This is to be followed by the practice with the sounds, sentence-pattern, structure and vocabulary of the language. "The teacher models an utterance while creating a visual realization of it with the colored rods" (Richards et al.1986: 110) ²⁷. The student then attempts to produce the utterance. In case the response is incorrect, another student is asked for the correct model. The teacher continues to relate new situations in which students get chances to practice the structure through the use of rods.

The Silent Method brings forth many new ideas and practices in the area of language teaching and learning. At the same time, it heavily draws on the traditional modes of language teaching such as Situational Language Teaching and Audiolingualism.

Community Language Learning

Community Language Learning was developed by Charles A. Curran and his associates. This method is directly based on Counseling-Learning theory of teaching languages. Putting simply, one person assumes the role of counselor to several others who are in need of advice, assistance or support. In Community Language Learning, the teacher plays the role of a counselor and the learner that of client in the language classroom. "A group of learners sit in a circle with the teacher standing outside the circle; a student whispers a message in the native language (L1); the teacher translates it into the foreign language (L2); the student repeats the message in the foreign language into a cassette; students compose further messages in the foreign language with the teachers; students reflect about their feelings" (Richards et al.1986: 113) ²⁸. In terms of the theory of language, Curran did not much elaborate his view of it. According to La Forge (1983, quoted in Richards et al 1986: 115) ²⁹, however, the sound-system, and the basic grammar of a language is of fundamental importance. Thus, the view of language, according to Community Language Learning, stands in parallel with structuralists' position on the nature of language. In this method, language teaching takes a holistic approach involving the "whole person". The learning of a language better takes place when learners are set in a communicative situation and are engaged in an interaction. The

goal of language learners are not explicit though from the teaching/learning practice, it may be assumed that attaining near native-like mastery in the target language is set as goal. Community Language Learning does not propose any syllabus in advance. The learners in the process of their interaction nominate things and the teacher's responsibility is to provide linguistic help appropriate to the level of the learners. As the different group of learners will have different set of needs in a language a syllabus developed from teaching a group cannot necessarily be applicable to another group though this can be of certain help. Learners, in this method, "are expected to listen attentively to the knower, to freely provide meaning they wish to express, to repeat target utterances without hesitation, to support fellow members of the community, to report deep inner feelings and frustrations as well as joy and pleasure and to become counselors to other learners" (Richards et al. 1986: 120)³⁰. The specific roles of teachers in this method vary depending on the learning stages. In the beginning stages, the teacher provides a supportive role supplying target language translations and a model on request of the students. Later, when students can accept more criticism the teacher may mediate in the learning process through correcting deviant utterances, supplying idioms and advising on usage and fine points of grammar.

Community Language Learning appears to support most to the suitability of the learners. In doing so, it places some unusual demands on language teachers. Learners, in this method, may not sufficiently learn the communicative skills they will face in the real life situations. Secondly, the method may not work with the learners who are not strongly motivated to learn the language. Lastly, we can question whether language learning really parallels the processes that characterize psychological- counseling.

The Natural Approach

The Natural Approach first came out as a 'new' philosophy of language teaching proposed by Tracy Terrell in 1977. Later, Tracy Terrell joined Stephen Krashen in describing the underlying principles of the approach. The Natural Approach is often thought to be synonymous with The Natural Method (which later came to be known as the Direct Method) finds its differences with the latter among other in placing "less emphasis on teacher monologues, direct repetition, and formal questions and answers, and less focus on accurate production of target language sentences" (Richards et al. 1986: 129)³¹. Moreover, the Natural method sees language learning in line with child's first language acquisition whereas the Natural Approach sees language learning in parallel with "successful second language acquisition". According to this approach, meaning is the primary component of language. Besides, the importance of lexicon is stressed. Thirdly comes the grammatical structures according to which lexical items are arranged. The theory of learning, according to this model, is based on Krashen's language acquisition theory, which are elaborated in terms of five hypotheses. They are, the Acquisition/Learning Hypotheses, the Monitor Hypothesis, the Natural Order Hypothesis, the Input Hypothesis and the Affective Filter Hypothesis. In the design of syllabus, the Natural Approach primarily sets four areas, e.g. Basic Personal Communication Skills-oral and written and Academic Learning Skills- oral and written. Secondly, it also holds that the syllabus should be based on learners' needs, which will lead to the selection of topics according to certain communication goals and situations. In a class taught according to the Natural Approach attention should be given to presenting comprehensible input in the target language. In the beginning stages, learners are not

expected to say anything, which is believed to minimize learner-stress. The activities “that focus on meaningful communication rather than language form-emphasized.” The learner’s role, in this approach, starts as a processor of comprehensible input. The input is slightly beyond the learner’s current level of competence. When learners make advancement, a change should be seen in their roles. In the “Pre-production” stage, they remain engaged in the activity of the target language without necessarily having to respond in the target language. In the early production stage, they respond to “yes” “no” questions, use short phrases and fixed conversational patterns. In the “Speech-emergent stage”, “learners are involved in role play and games, share information with fellow learners and take part in problem solving activities. The teacher, on the other hand, has three main roles. First, he has to supply the necessary comprehensible input. Second, he has to create a classroom atmosphere that is friendly and interesting. Thirdly, he has to engage learners in different meaningful language learning activities. Learning materials, in this method, primarily come from the world of realia rather than from textbooks. Other necessary materials may include pictures and visual aids, schedules, brochures, advertisements, maps and books corresponding to the levels of students. The Natural Approach incorporates divergent techniques and learning activities from other methods. In that, it does not appear to be an approach with innovative methods of teaching and learning. Perhaps, its exclusiveness lies in its emphasis on the comprehensible input that is slightly beyond the learner’s current level of competence. Secondly, its extra-merit may lie in stress on friendly and interesting classroom atmosphere in which there is low affective- filter.

Suggestopedia

Suggestopedia is a method of language teaching developed by Georgi Lozanov, Bulgarian psychiatrist educator. This method directly draws on “Suggestology”, which as Lozanov describes is a “science ----concerned with the systematic study of the non-rational an /or non-conscious influences” which human beings are always responding to. As Lozanov acknowledges, this method also has link with the tradition of yoga and Soviet psychology. The most characteristic phenomenon of Suggestopedia is the emphasis it gives to music. The idea of using music for learning a language has come from Gaston’s (1968, quoted in Richards et al 1986:143) ³² definition of the third function of music: “---to use the unique potential of rhythm to energize and bring order”. In Suggestopedia, no explicit view of language is given. From its emphasis on memorization of vocabulary- pairs, target language item and its native language translation, it can be assumed that words, in this approach, bear the most importance and language translation rather than contextualization is preferred. Occasionally, however, Lozanov recommends learning a language through “meaningful texts” and through suggestion for learning to take place. In this regard, Lozanov offers ‘desuggestive-suggestive’ framework. “Desuggestion” indicates a process “of unloading memory banks, or reserves, of unwanted or blocking memories”. “Suggestion” on the other hand, “involves loading the memory banks with desired and facilitating memories” (Richards et al.1986: 145) ³³. The concept of “suggestion” and “desuggestion” operates through six principal theoretical components, which are ‘authority’, ‘infantilization’, ‘double-planedness’, ‘innovation’, ‘rhythm’, and ‘concert pseudo passiveness’. The students

taught in this method are supposed to attain “conversational proficiency” quickly. They should be able to master a considerable amount of vocabulary-pairs and deal with problem-solving activities.

A Suggestopedia course takes thirty days and consists of ten units. Every unit primarily focuses on a dialogue built around 1,200 words, which is supplemented with vocabulary list and grammatical commentary. The dialogues are graded based on the complexity of words and grammar. Each unit is planned around three days. On the first day, the general content of the dialogue is discussed. On the second and third days, the teacher works for the primary and secondary elaboration of the text.

Primary elaboration consists of imitation, question and answer, reading and so on-----the secondary elaboration involves encouraging students to make new combinations and productions based on the dialogues.

(Richards et al 1986:148)³⁴

In this method, the students are expected to be “committed” to the class. They will accept the teacher as the sole authority who designs activities and techniques to help them. The activities of the students include role- playing, games, songs and gymnastic exercises. The teacher, in his role, will create a classroom atmosphere, which is optimally “suggestive”. He will encourage “positive reception and retention by the learner”. The materials to be selected are two types; one type “consists of direct support materials, primary text and tape”, and the other type consists of “indirect support materials, including classroom fixtures and music” (Richards et al 1986: 150)³⁵.

Conclusion

We have described the main characteristics of different methods and approaches that have so far been recognized in the evolving history of language teaching. We have seen the methods and approaches based on a common model, which has enabled us to find out the areas of similarities and dissimilarities between them. In the case of Total Physical Response and Community Language Learning, for example, while the former has a written syllabus the latter has no syllabus at all. The similarities between the two, on the other hand, lie in the fact that both see stress, defensiveness and embarrassment as the major blocks to successful language learning. Secondly, it is notable that methods differ in terms of their comparative emphasis given on content and instructional procedures. For example, the Audolingual Method sees content as crucial factor whereas such methods as the Silent Way and Counseling-Learning emphasize the way of learning.

The choice of a particular method should not take place out of mere whim or intuition. The selection of learning activities rather should be made within the broader context of language programme design and development. In this regard, consideration might be given to such questions as

who the learners are, what their current level of language proficiency is, what sort of communicative needs they have, the circumstance in which they will be using English in future, and so on

(Richard et al 1986:156) ³⁶.

The popularity of different methods and approaches, as Richards (1985:38) ³⁷ suggests, “may largely depend on a number of factors, which are not directly related to a method itself.” One such factor is the form in which a method is available to people. The

principles of a method that can be translated into a textbook in the form of selection, organization and presentation of content get a decided advantage over the ones that can hardly be. Audiolingual and Communicative methods, for example, with the advantage of published texts and materials “have a much higher adoption and survival rate than those of Lozanov and Gattegno” (Richards 1985:38) ³⁸. Another vital factor for the life of methods is the support networks they receive. The wide acceptance and diffusion of audiolingualism in the late 1950s and 1960s may be attributed to the support it gained from the US government. Much it is the case of communicative language teaching now, which is provided an immediate international outlet by the British Government through the auspices of the British Council.

Until now, the study of methods has been limited mainly to the descriptive and the implementation aspects. To make the study of methods more justified we have to work out on criteria that can be used to evaluate their competing claims. Above all, we have to make the study of methods more accountable.

In the following chapter, we shall present a review of the related research conducted in the field of classroom language teaching methodology.

References

1. Richards Jack C. and Theodore S. Rodgers (1986) *Approaches and Methods in Language teaching*. Cambridge: Cambridge University Press.
2. Howatt, A.P.R. (1984). *A History of English Language Teaching*. Oxford: Oxford University Press.
3. Richards Jack C. and Theodore S. Rodgers (1986) *Approaches and Methods in Language teaching*. Cambridge: Cambridge University Press.
4. Ibid.
5. Ibid.
6. Rivers, W.M. (1964) *The Psychologist and the Foreign Language Teacher*. Chicago: University of Chicago Press.
7. Richards Jack C. and Theodore S. Rodgers (1986) *Approaches and Methods in Language teaching*. Cambridge: Cambridge University Press.
8. Ibid.
9. Ibid.
10. Howatt, A.P.R. (1984). *A History of English Language Teaching*. Oxford: Oxford University Press.
11. Richards Jack C. and Theodore S. Rodgers (1986) *Approaches and Methods in Language teaching*. Cambridge: Cambridge University Press.
12. Nunan David (1989) *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
13. Richards Jack C. and Theodore S. Rodgers (1986) *Approaches and Methods in Language teaching*. Cambridge: Cambridge University Press.
14. Chomsky, N. (1965) *Aspects of the Theory of Syntax*. Boston: MIT Press.
15. Richards Jack C. and Theodore S. Rodgers (1986) *Approaches and Methods in Language teaching*. Cambridge: Cambridge University Press.
16. Ibid.
17. Ibid.
18. Ibid.
19. Ibid.
20. Richards Jack C. (1985) *The Context of Language Teaching*. Cambridge: Cambridge University Press.

21. Richards Jack C. and Theodore S. Rodgers (1986) *Approaches and Methods in Language teaching*. Cambridge: Cambridge University Press.
22. Johnson, (1982) *Communicative Syllabus Design and Methodology*. Oxford: Pergamon.
23. Richards Jack C. and Theodore S. Rodgers (1986) *Approaches and Methods in Language teaching*. Cambridge: Cambridge University Press.
24. Ibid.
25. Gattegno, C. (1972) *Teaching Foreign Languages at Schools: The Silent Way*. 2nd ed. New York: Educational Solutions.
26. Richards Jack C. and Theodore S. Rodgers (1986) *Approaches and Methods in Language teaching*. Cambridge: Cambridge University Press.
27. Ibid.
28. Ibid.
29. Ibid.
30. Ibid.
31. Ibid.
32. Ibid.
33. Ibid.
34. Ibid.
35. Ibid.
36. Richards Jack C. 1985. *The Context of Language Teaching*. Cambridge: Cambridge University Press.
37. Ibid.

CHAPTER FOUR

REVIEW OF RELATED LITERATURE

This chapter presents a review of the major researches conducted so far in the field of classroom language teaching methodology. In the first place, we shall look into the large-scale world studies with regard to relative efficacy of different classroom language teaching methods and approaches. Then we shall turn to Bangladeshi perspectives looking into the observations and expectations in respect of classroom language teaching methodology.

Since the inception of language teaching, methodology has always drawn a considerable attention. In fact, the preoccupation with language and language learning has been to such an extent that to some people, it is almost synonymous with the history of language teaching.

The history of language teaching is the history of ideas about what language is and how languages are learned (Richards 1985:32)¹.

It is undoubted that these ideas always had direct influence on language teaching methodology, which led to a succession of different instructional methods and approaches. The last century has particularly seen a wide development of ideas and thoughts concentrating on methods. Referring to this time, Nunan(1989:02)² notes,

For much of this century, language teaching has been preoccupied with methods.

In contrast to the emergence of plethora of methods, however, there has been, as Richards (1985:03) ³ suggests, little serious study on methodology as a whole. He observes, "Serious research into language teaching methodology is still in its infancy". Richards (1985:11) ⁴

If we turn to the serious studies conducted to measure the relative merits of different approaches and methods, The Pennsylvania Project comes as one of most remarkable one. This was a very large scale project which was aimed at comparing the efficacy of three different foreign language teaching methods at the high school level: 1) 'traditional', 2) 'functional skills' (actually the 'audiolingual' approach as broadly defined within the program), and 3) functional skills plus grammar. The Report was published in 1970, which said,

after two years of 'traditional', 'functional skills'; and 'functional skills plus grammar' instruction there were no significant differences in student achievement in listening comprehension, speaking and writing- and slight superiority of the 'traditional' group in reading---

(Clark 1969, quoted in Allright, 1988:03) ⁵

This Report brought about great frustration to many researchers and language teachers who believed that the 'audiolingual' method was superior to the 'traditional' methods of language teaching.

As for small-scale project, the Swedish GUME (Goteberg Undervisnings-Method I Engelska) Project drew attention of many. This Project “compared the learning of grammar by implicit (direct method) methods and by explicit (traditional) ones” Howatt (1994:283)⁶. The results in this case were more dramatic than the Pennsylvania Project tending to favour the traditional one.

In the literature of methodology, thus, we do not find any studies, which give a conclusive result saying that one method is intrinsically better than another. Against such research background, however, we find that ‘Communicative Approach to Language Teaching’ appears to have been accepted by a wide range of audience. Such a wide and unambiguous support for CLT, the conceived superiority of which lacks any reliable research support, has provoked many prominent applied linguists to give a practical look at the language teaching and learning practices that underpin this approach. Widdowson (1978))⁷ argues in the preface of his book ‘Teaching Language as Communication’:

The ‘communicative’ approach is, of course, very much in vogue at present. As with all matters of fashion, the problem is that popular approbation tends to avoid the need for critical examination.

Jack C. Richards (1985:43)⁸ in a similar tone observes,

Both the Natural Approach (Terrel 1977) and Communicative Language Teaching, for example, are based on the assumption that “Communicative” classrooms provide a better environment for second language acquisition than classrooms dominated by formal instruction. Yet no studies have been undertaken by those promoting this view to demonstrate that classrooms in which learners are encouraged to use the target language for problem solving, communicative tasks, information exchange, and meaningful interaction are indeed more conducive to successful language learning than classrooms in which the teacher

dominates much of the teaching time or where the primary focus of activities is on more controlled and less creative uses of language.

Higgs and Clifford (1982 Quoted in Richards 1985:43) ⁹ argues that 'Communicative Language Teaching', on the contrary, may lead to insufficient proficiency in the target language:

Despite the initiative appeal of claims for the value of the natural communication in the classroom and the anecdotes used to support them, there is equally convincing anecdotal evidence to the contrary that suggests that such activities promote fossilization by placing learners in situations where the demands of their performance soon outpace their grammatical competence.

John Soars and Liz Soars (1993: 03) ¹⁰ in the introduction to their popular course book Headway Elementary made the following remarks on 'Communicative Language Teaching':

However, we feel that there is a danger in our profession of always rejecting the old in favour of the new. This has led to a certain neglect of many tried-and-tested approaches, activities, and exercise types, which benefited generations of teachers and learners. There is almost an assumption that nobody learned a language successfully before the arrival of the communicative approach.

A.P.R. Howatt (1984:284) ¹¹ particularly raises the question whether the ongoing test and measure system currently used under the banner of 'Communicative Language Teaching' can test what they are meant to test.

Communicative principles produced new designs for tests, but, as yet, little is known about their validity, though they seem rather more interesting to do.

We find that the criticism of the applied linguists, as cited above, points out at least two important issues concerning 'Communicative Language Teaching'. Firstly, behind the overwhelming support for 'Communicative Language Teaching', we do not have any conclusive and valid research which suggests that 'Communicative Language Teaching' is intrinsically better than other methods. Secondly that, we need to justify if the current language teaching-learning practices and tests that are used under the name of 'Communicative Language Teaching' have really any validity or not or not.

It is interesting to note that based on such insufficient research data in favour, 'Communicative approach to Language Teaching' has been widely reflected in the language curricula and classroom language learning activities in the classrooms of different countries.

A national primary English syllabus in Hongkong, for example, describes the focus of the syllabus as the "communicative functions which the forms of the language serve" (Quoted in Richards et al 1986:66) ¹². In the preface of the textbook for class 8 in Bangladesh, some of the aims have been spelt out in the following terms:

---- to introduce effective communicative techniques, integrated with existing well tried traditional methods.

----- to include adequate elements of a communicative grammar.

(English for Today, For Class 8, November 1997) ¹³

In the preface of the textbook for classes 9 and 10 in Bangladesh, it is similarly stated,

Through an interactive and communicative language teaching methodology

-----learners will be given ample opportunities for practicing the four language skills of listening, speaking, reading and writing.

(English for Today, For Classes 9 and 10, Revised edition November 2000) ¹⁴

In the case of China, we find that there has been large effort to introduce 'Communicative Language Teaching' at secondary level. Xiao Qing Liao (2000-2001) says that 'Communicative Language Teaching' was introduced in China in the early 1990s in secondary schools by the State Education Development Commission (SEDC) but failed to gain any immediate popularity. The single most detrimental factor, as reported by Liao, was 'feasibility'. Liao (2000-2001:01) ¹⁵ states,

Opponents of CLT held that CLT was neither possible in china because of specific conditions here.

As measures to resolve the problem, the authority (SEDC) adopted an 'eclectic method' "that includes various elements of many methods according to the teachers' actual situation". With regard to this, there was a wide mission to motivate and train the teachers. As a result, Communicative Language Teaching was adopted in China in its unique form, "there (was) widespread awareness of more communicative approaches" (Cortazzi and Jin, 1996, quoted in Xiao Qing Liao (2000-2001) ¹⁶

As to the appropriate language teaching methodology in Bangladesh, we find that there have been very few studies and little reflections so far. In this regard, Shahidullah conducted a comparative study between the 'traditional' and 'progressive' modes of language teaching and learning in Bangladesh. The following was a part of the conclusions that Shahidullah (1999:62) ¹⁷ drew:

It may be concluded that CLT will prove a superimposition, an act of cultural insensitivity for Bangladesh, and that ELT pedagogy in Bangladesh needs to work within the framework of an 'interculture' combining compatible elements from both CLT and the local experience and the present modes of teaching and learning and learners' preferred learning modes in Bangladesh.

While talking about the nature of classroom learning teaching activities with reference to the tertiary level, Quader (1995-1996:26)¹⁸ observes,

Our students' desire for using English effectively may be achieved through producing it in negotiation and output in more areas than they are used to, to serve more functions.

It may be concluded that we have hardly any valid and authentic researches in our hands that can conclusively answer to the question as to what is the appropriate methodology in a given language teaching context. Nor perhaps it is possible to measure the relative strength of particular method. The decision at methodological level, it seems, should take place with due consideration of, among other, needs analysis of the learners in question, the aims and objectives of learning a language, the probable areas where the language will be used etc.

We have found that the major studies concerning the relative efficacy of different methods and approaches conducted so far fails to give us any conclusive results. But it is notable that always the recent innovation in the area of language teaching methodology has been advocated by people. In Bangladesh, for example, we have noticed that 'Communicative Language Teaching' is recommended in the teaching of English language at the secondary level. In this regard, this study will try to determine the kind of classroom language teaching methodology that is actually in practice now in Bangladesh,

which will, in turn, inform us of the position of our classroom language teaching procedures with respect to 'Communicative Language Teaching'. This may eventually give us directions we should take regarding the adoption of appropriate classroom English language teaching methodology in Bangladesh.

We now turn to a description of the methodology that has been used to collect data for this investigation.

References

1. Richards Jack. C. (1985). *The Context of Language Teaching*. Cambridge: Cambridge University Press.
2. Nunan, David. (1989). *Designing Tasks for Language Classroom*. Cambridge: Cambridge University Press.
3. Richards Jack. C. (1985). *The Context of Language Teaching*. Cambridge: Cambridge University Press.
4. Ibid.
5. Allwright, Dick (1988). *Observation in the Language Classroom*. London: Longman.
6. Howatt, A.P.R. (1984). *A History of English Language Teaching*. Oxford: Oxford University Press.
7. Widdowson, H.G. (1978). *Teaching Language as Communication*. Oxford: Oxford University Press.
8. Richards Jack. C. (1985). *The Context of Language Teaching*. Cambridge: Cambridge University Press.
9. Ibid.
10. Soars, L. and Soars, J. (1993). *Headway Elementary (Teacher's Book)*. Oxford: Oxford University Press.
11. Howatt, A.P.R. (1984). *A History of English Language Teaching*. Oxford: Oxford University Press.
12. Richards Jack. C. and Theodore S. Rodgers (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
13. *English for Today (For Class Eight, 1997)*. Dhaka: National Curriculum and Textbook Board, Bangladesh.

14. English for Today (For Classes 9 and 10; Revised edition, November 2000). Dhaka: National Curriculum and Textbook Board, Bangladesh.
15. Liao , Xiao Qing (2000-2001). 'What Influenced Teachers' Adoption of the Approach in China?' Page No.01. TESOL Matters (Online), Vol. 11, No. 1, December, 2000/ January 2001, Available from: <http://www.tesol.org/Pubs/articles/tm0012-04.html> (accessed 22 March 2001).
16. Ibid.
17. Shahidullah, Md. 'Towards an Appropriate Methodology in Bangladesh' in Collected Papers (1999). Dhaka: The British Council and the NCTB.
18. Quader, Dil Afroze. 'Need for the Use of Tasks in Our Classroom'. Journal of the Institute of Modern Languages (1995-96), PP. 19-40. Dhaka: Institute of Modern Languages, Dhaka University.

CHAPTER FIVE

DESIGN OF THE STUDY

This chapter presents the techniques and methods that were adopted in the administration of this study. Firstly, the system of sampling is detailed. This is followed by a description of the instruments and the procedures that were used in the collection of data. Then a description is given as to the kind of statistical analysis that was required in the interpretation of the data of this study.

5.1 Sampling Procedures

The data for the investigation were collected from 300 students. The students were studying in classes nine and ten. Out of the 300 students, the number of boys and girls was equal, each comprising 150 samples. The numbers of students studying in Science, Commerce and Arts groups were 179, 86 and 35 respectively. Among them the tenth grade students consisted of 232 samples and the ninth grade students consisted of 68.

Data were also collected from teachers who were teaching English at secondary level. The total number of teachers covered in this investigation was 48 out of which 33 were male teachers and 15 were female teachers.

The number of institutions included in the investigation was 10 out of which 2 were totally governmental while the rest 8 were semi-governmental.

The institutions included in the sampling procedures were selected randomly from Dhaka City, which were located under the police stations namely, Mohammadpur, Kotwali (Dhaka), Gulshan and Badda.

5.2 Data-gathering Instruments

Questionnaires were used as a means of data elicitation. The items in each scale of the instrument were randomly distributed throughout the questionnaire. The questionnaires for both students and teachers were divided into two categories, which were labeled as Part-1 and part-2. The item format for Part-1 type questionnaire drew on the Likert scale which asks individuals to respond to a series of statements by indicating whether they 'Strongly Agree', 'Agree', 'cannot decide', 'Disagree', and 'Strongly Disagree'. The item format for Part-2 type questionnaire was developed on a five-point scale which asks individuals to respond to series of statements by indicating whether the incidents in question take place 'Always', 'Very often', 'Sometimes', 'Rarely' and 'Never'.

The Part-1 type questionnaire for students consisted of 11 statements, which aimed to determine the attitude and motivation of the students for learning English and the efficacy of the ongoing textbook and examination system. The Part-1 type questionnaire for the teachers, on the other hand, consisted of 11 statements, which likewise aimed to determine the efficacy of the ongoing examination system and the textbook. In both of

these parts, there were statements regarding the teachers' attitude and the students' attitude and motivation towards learning English which, were subsequently excluded during the course of data analysis and interpretation.

The Part-2 type of questionnaire for the students and the teachers consisted of 23 and 22 statements respectively. These questionnaires were aimed at determining the kind of methodological practices that are adopted in classroom language teaching and learning at secondary level.

In the determination of the nature of methodological practices in classroom language teaching, the questionnaire was constructed based on the classroom language teaching-learning activities that are commonly recommended in the literature of 'Communicative Approach to Language Teaching'. In this study, the classroom language teaching-learning practices and processes that are compatible with 'Communicative approach to Language Teaching' variable have been described in questionnaire-statements by drawing on the principles described under 'distinctive-features' of 'Communicative Approach to Language Teaching' as offered by Finnochiaro and Brumfit (1983, quoted in Richards et al 1986: 67) ¹. The textbook variable has been described in questionnaire-statements by adopting "Some Principles for Materials Evaluation" provided by Alan Cunningsworth (1984:05) ². The examination-variable has been described in questionnaire-statements based on partly "A taxonomy of language skills" offered by Munby (1978: 123) ³ and partly on the ongoing features of examination at the secondary level in Bangladesh.

5.3 Data Collection Procedures

Data for this study were collected during February-March, 2001. The researcher made contact with the Principals/ Headmasters/ Headmistresses of the schools and/or colleges participating in the study and a letter of recommendation given by his supervisor was handed over to them. The significance and the method of administering the questionnaires were explained in detail to the school authorities and the dates for the administration of the questionnaires were set in accordance with the convenience of both the school authorities and the researcher. The questionnaires for students were administered in the regular classroom during the normal class time by the researcher himself. The researcher read the general instructions of the questionnaire to the students before they were asked to answer them. Besides, during the questionnaire answer session, the researcher moved around the classroom to make sure that the students were answering the questionnaire properly.

The teachers' questionnaires in most cases were given to the headmaster/ headmistress or an English teacher who showed interest in the study and took responsibility to distribute and collect the questionnaires. Later on, the researcher collected the questionnaires from that particular teacher on a date arranged according to their mutual convenience. In other cases, the researcher was able to administer the questionnaires himself when the teachers were sitting in the teachers' room.

5.4 Statistical Treatment

In order to collect information about teachers, Nominal Scales were used. The variables that were considered to categorize the samples of teachers in this regard included sex, age, academic qualifications and training on teaching.

In the evaluation of the textbook, examination system and classroom language teaching methodology, the statistical method like 'weighted average' was used. Each statement representing a particular feature or characteristic of the variables was put against a five-point scale. In the case of the variables such as, textbook and examination system this five-point scale comprised the descriptive terms such as 'Totally agree', 'Agree', 'Cannot decide', 'Not agree', and 'Not at all agree'. On the other hand, in the case of the variable of classroom language teaching methodology, the five-point scale that comprised the descriptive terms were 'Always', 'Very Often', 'Sometimes', 'Rarely', and 'Never'. Each descriptive term was given a point-value, which ranged from +2 to -2. Basing on the characteristic features of a particular statement this range of the point-value was sometimes used descendingly in the scale such as +2, +1, 0, -1, and -2 while sometimes ascendingly such as -2, -1, 0, +1 and +2. The point-value of the descriptive term was multiplied by the number of responses against each statement. The addition of the numbers provided the total point-value in respect of a particular statement. Then the average point-value was worked out by dividing the total point-value by the number of respondents.

Since the weights allocated to the five different descriptive terms range from +2 to -2, a particular statement receiving an average point-value of more than zero (0), i.e. the mean, was considered to be positive and less than the zero negative. Specifically, the average point-value between 0 and .50 was just positive; more than .50 but less than 1.0 was moderately positive; and more than 1.0 was highly positive. In the tables, the point-value between 0.50 and 01 was regarded as significant finding and the point-value of more than 01 was regarded as highly significant finding. In the case of negative finding, the point value between -0.1 and -0.50 was considered to be significant finding and the point value of more than -0.50 was considered to be highly significant finding. The significant findings were marked with one asterisk whereas the highly significant findings were marked with two asterisks.

In the following chapter, we will concentrate on the presentation and interpretation of the results of this investigation.

References

1. Richards, Jack C. and Theodore S. Rodgers 1986. *Approaches and Methods in Language teaching*. Cambridge: Cambridge University Press.
2. Munby, John (1978). *Communicative Syllabus Design*. Cambridge: Cambridge University Press.
3. Cunningsworth, Alan (1984). *Evaluating and Selecting EFL Teaching Materials*. London: Heinemann Educational Book Ltd.

CHAPTER SIX

PRESENTATION AND ANALYSIS OF DATA

As stated in chapter one, the primary purpose of this study was to investigate into the prevalent classroom English language teaching methodology at the secondary level in Bangladesh. Besides, this study proposed to examine in brief the efficacy of the ongoing English language textbook and examination system at the secondary level. In this regard, this chapter will concentrate on the presentation and analysis of the data of this study. First of all, we shall look into the qualifications of the teachers who were teaching English at the secondary level in Bangladesh. Then we shall find out about the kind of attitude and the extent of motivation, which our students came with in order to learn English. Thirdly, we shall explore the language teaching-learning practices that the teachers and the students thought they experienced in the classroom. Fourthly, we shall make a comparative analysis between the male and the female students with regard to their attitude and motivation for learning English and their experiences concerning the classroom language teaching methodology. And finally, a comparison will be made between the teachers and the students based on their responses in respect of classroom language teaching methodology.

Teachers' Qualifications:

Data about Teachers' qualifications and experience were collected through an initial set of 8 questions that comprised the initial part of Teachers' Questionnaire. Besides, the

teachers had to write their age and indicate their sex on the top of the questionnaire. The purpose of these questions was to learn the sex and age of the teachers, their teaching experience and their academic and training qualifications. The results are presented in Table 1.

a) The Sex and Age of Teachers:

The sex distribution of the teachers teaching English at secondary level, as shown in Table-1, says that the percentage of the male teachers far exceeded that of the female teachers. Out of 100 teachers, for example, the number of male teachers was 67 while the number of female teachers was only 33. The age range that predominated was from 25 to 35 years indicating that the greater portion of the teachers teaching English at secondary level were comparatively young. However, the average age range of the teachers fell within the range of 36 to 45 years.

b) Teachers' Academic Qualifications:

The level of academic qualifications of the teachers appeared to be relatively high. Converted into percentage, out of 100 teachers 54 had M.A./ M.Com./ M.Sc. degrees. The rest 46 teachers had bachelor degrees. Such a high degree of academic qualifications, however, may be an exclusive feature of Dhaka city only. This tendency of comparatively higher academic qualifications of the teachers teaching English in Dhaka city may be attributed to the fact that employment in Dhaka city is more competitive than that of other areas in Bangladesh.

TABLE 1
TEACHERS' QUALIFICATIONS
 Number of Total Samples-48

Sex	Male	Female		
	32	16*		
Age	25-35	36-45	46-55	More than 55
	18	11	16	03
Academic Qualification	H.S.C.	B.A./B.Com./B Sc. (Pass)	B.A./B.Com./B Sc.(Hon)	M.A./M.Com/ M.Sc.
	00	18	04	26*
Experience in Teaching	Less than 2 years	(2-5) years	(6-10) years	More than 10 years
	05	03	11	29*
Training on Teaching	Received training	Received no training		
	39	09		
Kind of training taken	B.Ed.	M.Ed.		
	25*	13		
Training on English language teaching	Received training	Received no training		
	10	38**		
Now engaged in receiving training	Yes	No		
	03	45		
Kind of training now engaged in	B.Ed.	M.Ed.	ELTIP	Others
	03	00	00	00

(Significant finding-*, Highly significant finding-**))

c) Teachers' experience in teaching:

It was found that out of 48 English teachers, 29 had more than 10 years of experience in teaching, 11 had the experience in teaching, which ranged from 6 to 10 years and 3 teachers had experience, which ranged from 2 to 5 years. The rest 5 teachers had less than 2 years of teaching experience. Thus, most of the teachers had a considerable time of experience in teaching. On the contrary, we found that most of the teachers teaching English tended to be younger in age. This may mean that, in general, the majority of the teachers made up their mind to choose teaching as a career and actually entered the profession fairly early in life.

d) Teachers' Training:

Out of 48 teachers, 39 teachers received B.Ed. or M.Ed. training while only 9 teachers did not have any training on teaching. Thus, out of 100 teachers teaching English at secondary level, 81 teachers were trained in teaching. However, it is very important to note that while the training on teaching English was particularly concerned, the picture was not equally satisfying. It was found that 79% of the teachers teaching English at secondary level did not receive or were not then receiving any training specifically on English language teaching.

6.1 Evaluation of the Prevalent Textbook and Examination System Based on Teachers' Responses:

To determine the efficacy of the prevalent textbook and examination system at the secondary level, 6 statements were developed which comprised Part-1 of the teacher's questionnaire. These statements are presented in Table-2.

Interpretation:

The first statement on the textbook, "You think that the prevalent textbook at the secondary level is interesting and enjoyable to teach" received an average point value 0.60. Six respondents totally agreed with the statement, twenty-eight just agreed, five could not decide, seven did not agree and two did not agree at all. As the average point-value is more than 0.50 but less than 1.0 this item carries moderately positive value.

The second statement on the textbook, "You think that the themes of the prevalent textbook are in harmony with the culture of Bangladesh" received an average point-value 0.47. Four respondents totally agreed with the statement, twenty-nine just agreed, four could not decide, eight did not agree and the rest three did not agree at all. As the average point-value is more than the mean (i.e.0) but less than 0.50, this item carries just positive value. The third statement on the textbook, "You think that the prevalent textbook at the secondary level is able to help our students to use English in their real life" received an average point-value 0.56. Five respondents totally agreed with the statement, twenty-three just agreed, fourteen could not decide, six did not agree and there were no respondents who did not agree at all. The average point-value being more than the mean this item carries moderately positive value suggesting that the larger portion of the teachers thought that prevalent textbook at the secondary level was able to help our students to use English in their real life.

TABLE-2

Frequency distribution, Total and Average point-value of each item on Textbook and Examination system based on the questionnaires for teachers.

No.	Subheadings and Statements	Totally agree	Agree	Cannot decide	Not agree	Not at all agree	Total point value	Average point value
1.	Textbook You think that the prevalent textbook at the secondary level is interesting and enjoyable to teach.	+2	+1	0	-1	-2	29	0.60*
		2x6	1x28	0x5	-1x7	-2x2		
2.	You think that the themes of the prevalent textbook are in harmony with the culture of Bangladesh.	+2	+1	0	-1	-2	23	0.47
		2x4	1x29	0x4	-1x8	-2x3		
3.	You think that the prevalent textbook at the secondary level is able to help our students to use English in their real life.	+2	+1	0	-1	-2	27	0.56*
		2x5	1x23	0x14	-1x6	-2x0		
4.	Examination System You think that in the prevalent examination system students can do well basing on only memorization.	-2	-1	0	+1	+2	48	0.1*
		-2x2	-1x3	0x2	1x27	2x14		
5.	You think that the prevalent examination system is able to measure our students' ability to write and speak English on their own.	-2	-1	0	+1	+2	18	0.37
		-2x4	-1x8	0x8	1x22	2x6		
6.	You think that in the prevalent examination system students can predict most of the questions they face in the examination.	-2	-1	0	+1	+2	34	0.70*
		-2x1	-1x8	0x9	1x16	2x14		

(Significant finding-*, Highly significant finding-**)

The fourth statement on the examination system, "You think that in the prevalent examination system students can do well basing on only memorization" received an average point-value 0.1. Two respondents totally agreed with the statement, three just agreed, two could not decide, twenty-seven did not agree and fourteen did not agree at all. The average point-value being 0.1, this item carries fairly positive value suggesting that a highly large portion of the teachers thought that in the prevalent examination system students could do well basing on only memorization.

The fifth statement on the examination system, "You think that the prevalent examination system is not able to measure our students' ability to write and speak English on their own " received an average point-value 0.37. Four respondents totally agreed with the statement, eight just agreed, eight could not decide, twenty-two did not agree while the rest six did not agree at all. As the average point-value is 0.37, this item carries just positive value indicating that the greater portion of the teachers thought that the prevalent examination system was able to measure our students' ability to write and speak English on their own. The sixth statement on the examination system, "You think that in the prevalent examination system students can predict most of the questions they face in the examination " received an average point-value 0.70. Only one respondent totally agreed with the statement, eight just agreed, nine could not decide, sixteen did not agree while the rest fourteen respondents did not agree at all. As the average point-value is 0.70, this item carries moderately positive value suggesting that the larger portion of the teachers thought that in the prevalent examination system students could not predict most of the questions they faced in the examination

6.3 Evaluation of Classroom Language Teaching Methodology Based on Teachers' Responses:

To evaluate the ongoing classroom English language teaching methodology at the secondary level, 22 statements were developed which comprised Part-2 of the teacher's questionnaire. These statements are presented in Table-3.

TABLE-3

Frequency distribution, Total and Average point-value of each item of the questionnaire for the teachers on classroom language teaching methodology.

No.	Statements	Always	Very often	Sometimes	Rarely	Never	Total point value	Average point value
1.	You teach your students by delivering lectures.	-2	-1	0	+1	+2	-12	-0.25 *
		-2x5	-1x15	0x20	1x3	2x5		
2.	In your class, your students can give their opinion as to the lessons you teach.	+2	+1	0	-1	-2	14	0.29
		2x9	1x9	0x19	-1x9	-2x2		
3.	In your class, students can give their opinion as to how they want to learn their lessons.	+2	+1	0	-1	-2	02	0.04
		2x8	1x7	0x18	-1x9	-2x6		
4.	Your students can freely ask you questions.	+2	+1	0	-1	-2	60	1.42**
		2x27	1x12	0x6	-1x2	-2x2		
5.	You are friendly to your students.	+2	+1	0	-1	-2	71	1.69**
		2x30	1x11	0x7	-1x0	-2x0		
6.	You speak in Bangla in your English class.	-2	-1	0	+1	+2	01	0.02
		-2x1	-1x8	0x29	1x9	2x1		

(Significant finding-*, Highly significant finding-**))

TABLE-3
(Continued)

No.	Statements	Always	Very often	Sometimes	Rarely	Never	Total point value	Average point value
7.	You translate the lessons in Bangla.	-2	-1	0	+1	+2	-13	-0.27*
		-2x7	-1x12	0x19	1x7	2x3		
8.	You explain lessons in detail in Bangla.	-2	-1	0	+1	+2	05	0.10
		-2x8	-1x7	0x14	1x10	2x9		
9.	In your English class, students get opportunities to write English on their own in groups or pairs.	+2	+1	0	-1	-2	05	0.10
		2x2	1x14	0x22	-1x7	-2x3		
10.	In your English class, students get opportunities to speak English on their own in groups or pairs.	+2	+1	0	-1	-2	21	0.43
		2x5	1x18	0x19	-1x5	-2x1		
11.	In your English class, students get opportunities to practice English that is necessary for different social situations. (e.g. at bus stop, airport, library, etc.)	+2	+1	0	-1	-2	-3	-0.06*
		2x4	1x9	0x21	-1x8	-2x6		
12.	In your English class, students get opportunities to write English on their own.	+2	+1	0	-1	-2	25	0.52*
		2x10	1x16	0x13	-1x9	-2x0		

(Significant finding-*, Highly significant finding-**))

TABLE-3
(Continued)

No.	Statements	Always	Very often	Sometimes	Rarely	Never	Total point value	Average point value
13.	In your English class, you give importance to your students' feeling about a lesson.	+2	+1	0	-1	-2	69	1.43**
		2x33	1x9	0x10	-1x2	-2x2		
14.	In your English class, you give importance to your students' learning of grammar-rules.	-2	-1	0	+1	+2	-47	-0.97**
		-2x19	-1x15	0x10	1x2	2x2		
15.	In your English class you give emphasis on the memorization of Bangla word meanings to learn the meaning of English words.	-2	-1	0	+1	+2	01	0.02
		-2x10	-1x11	0x6	1x10	2x11		
16.	In your English class, you give importance to your students' memorization of question-answers.	-2	-1	0	+1	+2	51	1.06**
		-2x1	-1x5	0x8	1x10	2x24		
17.	In your English class students get opportunities to read out their textbooks.	+2	+1	0	-1	-2	64	1.33**
		2x26	1x16	0x4	-1x2	-2x0		
18.	When your students read out their textbooks you correct their mistakes.	+2	+1	0	-1	-2	70	1.45**
		2x34	1x7	0x5	-1x0	-2x2		

(Significant finding-*, Highly significant finding-**)

TABLE-3
(Continued)

No.	Statements	Always	Very often	Sometimes	Rarely	Never	Total point value	Average point value
19.	In your English class students get opportunities to practice listening to English.	+2	+1	0	-1	-2	53	1.10**
		2x21	1x15	0x9	-1x2	-2x1		
20.	You encourage your students when they do well in your English class.	+2	+1	0	-1	-2	89	1.85**
		2x45	1x2	0x0	-1x1	-2x0		
21.	You rebuke your students when they make mistakes in your English class.	-2	-1	0	+1	+2	77	1.60**
		-2x1	-1x0	0x7	1x14	2x26		
22.	In your English class students get opportunities to practice grammar-rules on their own through making sentences.	+2	+1	0	-1	-2	39	0.81*
		2x18	1x18	0x9	-1x9	-2x3		

(Significant finding-*, Highly significant finding-**))

Interpretation:

The first statement on classroom English language teaching methodology, "You teach your students by delivering lectures" received an average point-value -0.25. Five respondents said that they taught English all the time by giving lectures, fifteen said that they taught English by giving lectures most of the time, twenty said that they taught English by giving lectures occasionally, three said that they taught English rarely by

giving lectures whereas the rest five respondents said that they never taught English by giving lectures. The average point-value being -0.25 this item carries negative value.

The second statement on classroom English language teaching methodology, "In your class your students can give their opinion as to the lesson you should teach" received an average point-value 0.29 . Nine respondents said that their students could always give their opinion in the selection of the lessons they want to learn, nine said that their students could very often give their opinion, nineteen said that only sometimes they could give their opinion in the selection of lessons, nine said that they rarely got chance to give their opinion in the selection of lessons while the rest fourteen said that their students never got chance to give their opinion in the selection of lessons. This item carries just positive value.

The third statement, "In your class your students can give their opinion as to how they want to learn a lesson" received an average point-value 0.04 . Eight respondents said that their students could always give their opinion in the ways through which they want to learn their lessons, seven said that their students could very often give their opinion, eighteen said that only sometimes they could give their opinion nine said that they rarely got the chance to give their opinion, while the rest fourteen said that their students never got chance to give their opinion in this regard. This item carries just positive value.

The fourth statement, "Your students can freely ask you questions in your class" received an average point-value 1.42 . Twenty-seven respondents said that their students could always freely ask them questions, twelve said that their students could very often ask

them questions, six said that their students could sometimes ask them questions two said that their students could rarely ask them questions and the rest two said that their students could never ask them questions in the classroom. This item carries a very high positive value.

The fifth statement, “ You are friendly to your students” received an average point-value 1.69. In this respect, thirty respondents said that they were always friendly to their students, eleven teachers said that they were very often friendly to their students, seven said that they were sometimes friendly to their students. On the contrary, there were no teachers who said that they were rarely or never friendly to their students. The average point-value of 1.69 is highly positive indicating that most of the teachers thought that they were friendly to their students.

The sixth statement, “You speak in Bangla in your English class” received an average point-value 0.02. Only one teacher said that he/she always spoke Bangla in his/her English class, eight said that they spoke Bangla very often in their English class, twenty said that they sometimes spoke Bangla in their English class, nine said that they rarely spoke Bangla in their English class and only one said that she/ he never spoke Bangla in her/his English class. Such a point-value of just above the mean indicates that the greater portion of the teachers spoke Bangla in their English class.

The seventh statement, “You translate the lessons in Bangla” received an average point-value -0.27 . Seven respondents said that they always translated the lessons in Bangla,

twelve said that they very often translated the lessons in Bangla, nineteen teachers said that they sometimes translated the lessons in Bangla, seven said that they rarely translated the lessons in Bangla and the rest three said that they never translated the lessons in Bangla. In this regard, the average point-value is rather negative indicating that the greater portion of the teachers taught English by translating the lessons in Bangla most of the time.

The eighth statement, “You explain lessons in detail in Bangla” received an average point-value 0.10. Eight respondents said that they always explained the lessons in Bangla, seven said that they explained the lessons in Bangla very often, fourteen said that they explained the lessons in Bangla sometimes, nine said that they rarely explained the lessons in Bangla and the rest nine respondents said that they never explained the lessons in Bangla. The average point-value being more than the mean it carries just positive value.

The ninth statement, “In your English class, students get opportunities to write English on their own in groups or pairs” received an average point-value 0.10. Two respondents said that their students always got to write English on their own in groups or pairs, fourteen said that their students very often got such opportunities, twenty-two said that their students got such opportunities sometimes, seven said that their students rarely got such opportunities and the rest three said that their students never got such opportunities. This item carries just positive value.

The tenth statement, “In your English class, students get opportunities to speak English on their own in groups or pairs” received an average point-value 0.43. Five respondents said that their students always got opportunities to speak English on their own in groups or pairs, eighteen students said that their students very often got such opportunities, nineteen respondents said that their students sometimes got such opportunities, five respondents said that their students rarely got such opportunities and the rest one said that their students never got such opportunities. This item carries just positive value.

The eleventh statement, “In your English class, students get opportunities to practice English necessary for different social situations (e.g. at bus stop, airport, library etc.)” received an average point-value -0.06 . Four respondents said that their students always got the opportunities to practice English necessary for different social situations, nine said that their students very often got such opportunities, twenty one said that their students rarely got such opportunities and six said that their students never got such opportunities. As the average point-value is less than the mean, this item carries negative value.

The twelfth statement, “In your English class, students get opportunities to write English on their own” received an average point-value 0.52. Ten respondents said that their students always got opportunities to write English on their own, sixteen said that their students very often got such opportunities, thirteen said that their students sometimes got such opportunities, nine said that their students rarely got such opportunities and no

respondents said that their students never got such opportunities. The average point-value being more than the mean it carries moderately positive value.

The thirteenth statement, “In your English class, you give importance to students’ feeling about a lesson” received an average point-value 1.43. Thirteen respondents said that they always gave importance to their students’ feeling about a lesson, nine respondents said they very often gave importance to this, ten said that they sometimes gave this importance, two said that they rarely gave importance to this and two said that they never gave importance to this. This item carries a very high positive value.

The fourteenth statement, “In your English class, you give importance to your students’ learning of grammar-rules” received an average point-value -0.97 . Nineteen respondents said that they always gave importance to their students’ learning of grammar-rules, fifteen said that they very often gave importance to their students’ learning of grammar-rules, ten said that they sometimes gave importance to their students’ learning of grammar-rules, two said that they rarely gave importance to their students’ learning of grammar-rules and the rest two said that they never gave importance to their students’ learning of grammar-rules. This item carries moderately negative value.

The fifteenth statement, “You give emphasis on the memorization of Bangla word meanings of their English counterparts” received an average point-value 0.02. Ten respondents said that they always gave emphasis on the memorization of Bangla word meanings of their English counterparts, eleven said that they very often gave emphasis on

the memorization of Bangla word meanings of their English counterparts, six said that they sometimes gave this an emphasis , ten said that they rarely gave this an emphasis and the rest eleven said that they never gave this an emphasis. This item carries just positive value.

The sixteenth statement, “You give importance to students’ memorization of question-answers” received an average point-value 1.06. Only one respondent said that she/he always gave importance to her/his students’ memorization of question-answers, five said that they very often gave importance to their students’ memorization of question-answers, eight said that they sometimes gave importance to their students’ memorization of question-answers, ten said that they rarely gave importance to their students’ memorization of question-answers and the rest twenty-four said that they never gave importance to their students’ memorization of question-answers. This item carries a highly positive value.

The seventeenth statement, “In your English class, students get opportunities to read out their textbooks” received an average point-value 1.33. Twenty-six respondents said that their students always got opportunities to read out their textbooks, sixteen said that their students very often got opportunities to read out their textbooks, four said that their students sometimes got opportunities to read out their textbooks, two said that their students rarely got such opportunities and two said that their students never got opportunities. This item carries a high positive value.

The eighteenth statement, "When your students read out their textbook you correct their mistakes" received an average point-value 1.45. Thirty-four respondents said that they always corrected their students' mistakes when they read out their textbook, seven said that they very often correct their students' mistakes when they read out their textbook, five said that they sometimes corrected their students' mistakes when they read out their textbook no respondents said that they rarely corrected their students' mistakes when they read out their textbook and two said that they never corrected their students' mistakes when they read out their textbook.. This item carries highly positive.

The nineteenth statement, "In your English class, students get opportunities to practice listening to English" received an average point-value 1.10. Twenty-one respondents said that their students always got opportunities to practice listening to English, seven said that their students very often got opportunities to practice listening to English, nine said that their students sometimes got opportunities to practice listening to English, two said that their students rarely got opportunities to practice listening to English and only one said that their students never got opportunities to practice listening to English. The average point-value received by this item is highly positive.

The twentieth statement, "You encourage your students when they do well in your English class" received an average point-value 1.85. Forty-five respondents said that they always encouraged their students when they do well in their English class, two said that they very often encouraged their students when they do well in their English class, no respondents said that they sometimes encouraged their students when they do well in their English class, only one said that he/she rarely encouraged his/her students when they do well in their English class and no respondents said that they never encouraged

their students when they did well in their English class. The average point-value received by this item is highly positive.

The twenty-first statement, "You rebuke your students when they make mistakes in your English class" received an average point-value 1.60. Only one respondent said that they always rebuked their students when they made mistakes in their English class, no respondents said that they very often rebuked their students when they made mistakes in their English class, seven said that they sometimes rebuked their students when they made mistakes, fourteen said that they rarely rebuked their students when they made mistakes, twenty-six said that they never rebuked their students when they made mistakes. The average point-value in this case is highly positive.

The twenty-second statement, "In your English class, students get opportunities to practice grammar-rules on their own through making sentences" received an average point-value 0.81. Eighteen respondents said that their students always got opportunities to practice grammar-rules on their own through making sentences, eighteen said that their students very often got opportunities to practice grammar-rules on their own through making sentences, nine said that their students sometimes got such opportunities, nine said that their students rarely got such opportunities and the rest three said that their students never got such opportunities. The average point-value in this regard is just positive.

6.4 Students' Attitude and Motivation for Learning English and an Evaluation of the Prevalent Examination System and Textbook Based on Students' Responses:

To identify the characteristic features of students' attitude and the extent of their motivation for learning English, six statements were prepared. Besides, in order to evaluate the prevalent examination system and textbook five statements were developed. These statements, altogether being eleven, comprised Part-1 of the students' questionnaire. The results, in this regard, are presented in Table-4.

TABLE-4

Frequency distribution, Total and Average point-value of each item of the questionnaire for students on attitude and motivation for learning English, and textbook and examination system.

No.	Subheadings and Statements	Totally agree	Agree	Cannot decide	Not agree	Not at all agree	Total point value	Average point value
1.	Attitude and motivation You think that you need to learn English.	+2	+1	0	-1	-2	560	1.86**
		2x265	1x33	0x0	-1x1	-2x1		
2.	You would read English even if it were not taught as a compulsory subject.	+2	+1	0	-1	-2	172	0.57*
		2x102	1x115	0x50	-1x9	-2x24		
4.	The reason for your learning English is to be able to write English on your own.	+2	+1	0	-1	-2	-33	-0.11*
		2x49	1x73	0x41	-1x70	-2x67		
7.	You do not enjoy your English class.	-2	-1	0	+1	+2	252	0.84*
		-2x21	-1x44	0x24	1x84	2x127		
8.	You feel afraid of your English teachers.	-2	-1	0	+1	+2	166	0.55*
		-2x36	-1x45	0x44	1x67	2x108		

(Significant finding-*, Highly significant finding-**)

TABLE-4
(Continued)

Frequency distribution, Total and Average point-value of each item of the questionnaire for students on attitude and motivation for learning English, and textbook and examination system.

No.	Subheadings and Statements	Totally agree	Agree	Cannot decide	Not agree	Not at all agree	Total point value	Average point value
10.	The reason for your learning English is to be able to pass your examinations.	-2	-1	0	+1	+2	223	0.74*
		-2x37	-1x42	0x12	1x79	2x130		
3.	Textbook and Examination system You find your English textbook monotonous.	-2	-1	0	+1	+2	33	0.11
	-2x49	-1x73	0x41	1x70	2x67			
6.	You have to depend only on your English textbook to learn English.	-2	-1	0	+1	+2	12	0.04
		-2x72	-1x62	0x21	1x72	2x73		
9.	You think that the English that is used in your English textbook is relevant to your real life.	+2	+1	0	-1	-2	128	0.42
		2x71	1x105	0x50	-1x29	-2x45		
5.	You have to memorize essays to prepare for your examinations.	-2	-1	0	+1	+2	-311	-1.03*
		-2x129	-1x103	0x31	1x24	2x13		
11.	You have to memorize question-answers based on your textbook to prepare for your examinations.	-2	-1	0	+1	+2	-43	-0.14*
		-2x62	-1x90	0x36	1x53	2x59		

(Significant finding-*, Highly significant finding-**)

Interpretation:

The first statement on students' attitude and motivation for learning English, "You think that you need to learn English" received an average point-value 1.86. Two hundred and sixty-five respondents totally agreed with the statement, thirty-three just agreed, one did not agree and one did not agree at all. The finding here reveals that most of the students had very strong motivation for learning English.

The second statement, "You would read English even if it were not taught as a compulsory subject" received an average point-value 0.57. One hundred and two respondents totally agreed with the statement, one hundred and fifteen respondents just agreed with the statement, fifty respondents could not decide, nine did not agree and twenty-four did not agree at all. The average point-value is moderately positive which indicates that most of the students were not reading English only because it was imposed on them rather most of them felt that they needed to learn English.

400413

The fourth statement, "The reason for your learning English is to be able to write English on your own" received an average point-value -0.11 . Forty-nine respondents totally agreed with the statement, seventy-three just agreed, forty-one could not decide, seventy did not agree and sixty-seven did not agree at all. This item carries rather negative value indicating that most of the students did not aim to be able to write English on their own while they came to learn English.



The seventh statement, “You do not enjoy your English class” received an average point-value 0.84. Twenty-one respondents totally agreed with the statement, forty-four just agreed, twenty-four could not decide, eighty-four did not agree and one hundred and twenty-seven did not agree at all. The average point-value, in this regard, is moderately positive which indicates that most of the students thought that they enjoyed their English class.

The eighth statement, “You feel afraid of your English teachers” received an average point-value 0.55. Thirty-six respondents totally agreed with the statement, forty-five just agreed, forty-four could not decide, sixty-seven did not agree and one hundred and eight did not agree at all. The average point-value, in this regard, is fairly positive which indicates that most of the students did not feel afraid of their English teachers.

The tenth statement, “The reason for your learning English is to pass the examinations” received an average point-value 0.74. Thirty-seven respondents totally agreed with the statement, forty-two just agreed, twelve could not decide, seventy-nine did not agree and one hundred and thirty did not agree at all. This finding says that most of the students did not think that they were learning English only to pass the examinations.

The third statement based on textbook and evaluation system, “You found your English textbook monotonous” received an average point-value 0.11. Forty-nine respondents totally agreed with the statement, seventy-three just agreed, forty-one could not decide, seventy did not agree and sixty-seven did not agree at all. The average point-value, in this

regard, is just above the mean, which indicates that at least the larger portion of the students did not think that their textbook was monotonous.

The sixth statement, "You have to depend only on your English textbook to learn English" received an average point-value 0.04. Seventy-two respondents totally agreed with the statement, sixty-two just agreed, twenty-one could not decide, seventy-two did not agree and seventy-three did not agree at all. The finding says that at least the greater portion of the students did not think that they only depended on their English textbook to learn English.

The ninth statement, "You think that the English that is used in your textbook is relevant to your real life" received an average point-value 0.42. Seventy-one respondents totally agreed with the statement, one hundred and five just agreed with the statement, fifty could not decide, twenty-nine did not agree and forty-five did not agree at all. The item, in this case, carries fairly positive value.

The fifth statement, "You have to memorize essays to prepare for your examinations" received an average point-value -1.03 . One hundred and twenty-nine respondents totally agreed with the statement, one hundred and three just agreed with the statement, thirty-one could not decide, twenty-four did not agree and the rest thirteen did not agree at all. The average point-value, in this case being highly negative, indicates that most of the students memorized essays as a part of preparation for their examination.

The eleventh statement, “You have to memorize question-answer based on your textbook to prepare for your examination” received an average point-value -0.14 . Sixty-two respondents totally agreed with the statement, ninety just agreed with the statement, thirty-six could not decide, fifty-three did not agree and the rest fifty-nine did not agree at all. The average point-value is just negative indicating that the larger portion of the students resorted to memorization of question-answer in order to take preparation for their examination.

6.5 A comparison between male and female students based on their attitude and motivation for learning English and their opinion on textbook and examination system:

We wanted to find whether there were any notable differences between male and female students with regard to their attitude and motivation for learning English. Similarly, we also wanted to know if there were any differences between male and female students in their opinion about the ongoing examination system and the prevalent textbook. The findings, in this regard, are presented in Table-5.

The results, in this regard, revealed that the total score earned by the female students based on their attitude and motivation for learning English stood at 1.02 while the score of their male counterparts stood at 0.99. Specifically, it was found that the female students were more motivated to learn English and they felt less afraid of their English teachers. On the contrary, it was found that the male students thought that they enjoyed their English classes more than their female counterparts. The most significant differences between the male and the female students were found in the case of textbook.

Most of the male students thought that their English textbook was monotonous while their female counterparts thought that the textbook was fairly satisfactory. In harmony with this finding it was found that most of the female students thought that they only depended on their textbook to learn English whereas the larger portion of the male students thought they did not depend only on their textbook to learn English. However, given the little difference of score between the male and the female students based on their attitude and motivation for learning English and their opinion on the prevalent textbook and examination system, we may conclude that their positions are almost similar in these regards.

TABLE-5

Frequency distribution, Total and Average point-value of each item of the questionnaire for male and female students on attitude and motivation for learning English, and textbook and examination system.

No.	Subheadings and Statements		Totally agree	Agree	Cannot decide	Not agree	Not at all agree	Total point value	Average point value
1.	Attitude and motivation You think that you need to learn English.	Male	+2 2x128	+1 1x22	0 0x0	-1 -1x0	-2 -2x0	277	1.84**
		Female	1x137	1x11	0x0	-1x1	-2x1	282	1.88**
2.	You would read English even if it were not taught as a compulsory subject.	Male	+2 2x49	+1 1x56	0 0x27	-1 -1x5	-2 -2x13	123	0.82*
		Female	2x53	1x59	0x23	-1x4	-2x11	139	0.92*
4.	The reason for your learning English is to be able to write English on your own.	Male	+2 2x75	+1 1x48	0 0x9	-1 -1x13	-2 -2x5	172	1.14*
		Female	2x80	1x47	0x9	-1x6	-2x8	185	1.23*
7.	You do not enjoy your English class.	Male	-2 -2x7	-1 -1x22	0 0x14	+1 1x37	+2 2x70	141	0.94*
		Female	-2x14	-1x22	0x10	1x47	2x57	111	0.74*
8.	You feel afraid of your English teachers.	Male	-2 -2x17	-1 -1x23	0 0x32	+1 1x28	+2 2x50	71	0.47
		Female	-2x19	-1x22	0x12	1x39	2x58	95	0.63*

(Significant finding-*, Highly significant finding-**))

TABLE-5 (Continued)

No.	Subheadings and Statements		Totally agree	Agree	Cannot decide	Not agree	Not at all agree	Total point value	Average point value
10.	The reason for your learning English is to be able to pass your examinations.	Male	-2 -2x18	-1 -1x21	0 0x6	+1 1x41	+2 2x64	112	0.74*
		Female	-2x19	-1x21	0x6	1x38	2x66	111	0.74*
3.	Textbook and Examination system You find your English textbook monotonous.	Male	-2 -2x27	-1 -1x42	0 0x23	+1 1x24	+2 2x34	-4	-0.02*
		Female	-2x22	-1x31	0x18	1x46	2x33	37	0.24
6.	You have to depend only on your English textbook to learn English.	Male	-2 -2x28	-1 -1x27	0 0x12	+1 1x38	+2 2x45	45	0.3
		Female	-2x44	-1x35	0x9	1x34	2x28	-33	-0.22*
9.	You think that the English that is used in your English textbook is relevant to your real life.	Male	+2 2x44	+1 1x49	0 0x24	-1 -1x13	-2 -2x20	75	0.5
		Female	2x27	1x56	0x26	-x16	-2x25	44	0.29
5.	You have to memorize essays to prepare for your examinations.	Male	-2 -2x66	-1 -1x47	0 0x17	+1 1x15	+2 2x5	-154	-1.02*
		Female	-2x63	-1x56	0x14	1x9	2x8	-157	-1.04*
11.	You have to memorize question-answers based on your textbook to prepare for your examinations.	Male	-2 -2x32	-1 -1x44	0 0x17	+1 1x28	+2 2x29	-22	-0.14*
		Female	-2x30	-1x46	0x19	1x25	2x30	-21	-0.14*

(Significant finding-*, Highly significant finding-**)

6.6 Evaluation of Classroom Language Teaching Methodology Based on Students' Responses:

In order to assess the ongoing English language teaching-learning procedures at the secondary level twenty-three statements were developed which comprised Part-2 of the students' questionnaire. The results are presented in Table-6.

TABLE-6

Frequency distribution, Total and Average point-value of each item of the questionnaire for the students on classroom language teaching methodology.

No.	Statements	Always	Very often	Sometimes	Rarely	Never	Total point value	Average point value
1.	In your English class, your teacher alone talk and you talk only when you are asked questions.	-2	-1	0	+1	+2	-112	-0.37*
		-2x70	-1x48	0x131	1x22	2x29		
2.	Your English teachers are not friendly.	-2	-1	0	+1	+2	84	0.28
		-2x31	-1x42	0x110	1x46	2x71		
3.	In your English class, you cannot freely ask questions to your teachers.	-2	-1	0	+1	+2	105	0.35
		-2x44	-1x38	0x74	1x57	2x87		
4.	Your teachers speak in Bangla in your English class.	-2	-1	0	+1	+2	-152	-0.50*
		-2x81	-1x62	0x102	1x38	2x17		
5.	Your English teachers translate your lessons into Bangla and explain them elaborately in Bangla.	-2	-1	0	+1	+2	-290	-0.96**
		-2x153	-1x44	0x59	1x28	2x16		

(Significant finding-*, Highly significant finding-**))

Table-6 (Continued)

No.	Statements	Always	Very often	Sometimes	Rarely	Never	Total point value	Average point value
6.	You understand the lectures given by your English teachers.	+2	+1	0	-1	-2	349	1.16**
		2x128	1x101	0x63	-1x8	-2x0		
7.	In your English class, you get opportunities to make sentences with grammar-rules on your own.	+2	+1	0	-1	-2	45	0.15
		2x41	1x64	0x128	-1x33	-2x34		
8.	In your English class, your teachers give you opportunities to choose the kind of lessons you like.	+2	+1	0	-1	-2	-223	-0.74**
		2x24	1x21	0x91	-1x36	-2x128		
9.	In your English class, you cannot give your opinion when you do not like a particular lesson.	-2	-1	0	+1	+2	127	0.42
		-2x59	-1x20	0x65	1x47	2x109		
10.	You speak in Bangla in your English class.	-2	-1	0	+1	+2	-324	-1.08**
		-2x155	-1x54	0x59	1x24	2x8		
11.	In your English class, you get opportunities to speak English in group with your friends.	+2	+1	0	-1	-2	-239	-0.79**
		2x28	1x26	0x62	-1x47	-2x137		

(Significant finding-*, Highly significant finding-**)

TABLE-6 (Continued)

No.	Statements	Always	Very often	Sometimes	Rarely	Never	Total point value	Average point value
12.	In your English class, you get opportunities to write English in group with your friends.	+2	+1	0	-1	-2	-198	-0.66**
		2x23	1x37	0x76	-1x47	-2x117		
13.	In your English class, you get opportunities to write English individually on your own.	+2	+1	0	-1	-2	-77	-0.25*
		2x37	1x46	0x92	-1x53	-2x72		
14.	You have to memorize question-answer in order to learn English.	-2	-1	0	+1	+2	-94	-0.31*
		-2x96	-1x44	0x69	1x40	2x51		
15.	You have to memorize grammar-rules to learn English.	-2	-1	0	+1	+2	-241	-0.80**
		-2x126	-1x66	0x56	1x27	2x25		
16.	You have to memorize Bangla word-meanings of English words.	-2	-1	0	+1	+2	-314	-1.04**
		-2x155	-1x49	0x67	1x13	2x16		
17.	In your English class, you get opportunities to read out from your English textbook.	+2	+1	0	-1	-2	292	0.97*
		2x135	1x53	0x90	-1x13	-2x9		
18.	While you read out from your textbook your teachers correct your mistakes.	+2	+1	0	-1	-2	444	1.48**
		2x217	1x35	0x31	-1x9	-2x8		

(Significant finding-*, Highly significant finding-**)

TABLE-6
(Continued)

No.	Statements	Always	Very often	Sometimes	Rarely	Never	Total point value	Average point value
19.	In your English class, you get opportunities to play different games in order to learn English.	+2	+1	0	-1	-2	-491	-1.63**
		2x1	1x11	0x23	-1x26	-2x239		
20.	In your English class, your teachers give preference to workable knowledge in rather than accuracy in English.	+2	+1	0	-1	-2	221	0.73*
		2x140	1x56	0x37	-1x19	-2x48		
21.	You practice grammar-rules in your English class.	-2	-1	0	+1	+2	-88	-0.29*
		-2x51	-1x66	0x129	1x28	2x26		
22.	Your teachers encourage you when you do well in your English class.	+2	+1	0	-1	-2	305	1.01**
		2x147	1x53	0x69	-1x20	-2x11		
23.	In your English class, your teachers inspire you to keep on trying when you make mistakes.	+2	+1	0	-1	-2	300	0.1*
		2x152	1x56	0x54	-1x16	-2x22		

(Significant finding-*, Highly significant finding-**)

Interpretation:

The first statement on classroom language teaching methodology based on students' responses, "In your English class, your teacher alone talk and you talk only when you are asked questions" received an average point-value -0.37. Seventy respondents said that

their teachers always talked and they had the opportunity to talk when their teachers asked them questions, forty-eight respondents said that their teachers talked very often, one hundred and thirty-one respondents said that such incidents happened sometimes, twenty-two said that this happened rarely and the rest twenty-nine said that this never happened. The negative point-value of the item indicates that the students seemed to have little chance of active participation in the classroom other than listening to their teachers.

The second statement, "Your English teachers are not friendly" received an average point-value 0.28. Thirty-one respondents said that their teachers are always unfriendly, forty-two said that their teachers are very often unfriendly, one hundred and ten respondents said that their teachers are sometimes unfriendly, forty-six said that their teachers are rarely unfriendly and twenty-nine said that their teachers are never unfriendly. The average point-value carries just positive-value, which indicates that the greater portion of the teachers were most of the time friendly to their students.

The third statement, "In your English class, you cannot freely ask questions to your teachers" received an average point-value 0.35. Forty-four respondents said that this always happened in their English class, thirty-eight said that this happened rather very often, seventy-four said that this happened sometimes, fifty-seven said that this happened rarely and eighty-seven said that this never happened. The result carries just positive-value indicating that the major portion of the students thought that they could freely ask questions to their teachers.

The fourth statement, “Your teachers speak in Bangla in your English classes” received an average point-value -0.50 . Eighty-one respondents said that their teachers always spoke in Bangla in the English class, sixty-two respondents said that their teachers very often spoke in Bangla in their English class, one hundred and two said that sometimes their teachers spoke in Bangla thirty-eight said that their teachers rarely spoke Bangla in their English class and the rest seventeen said that their teachers never spoke in Bangla in their English class. The result shows a negative value which indicates that most of the teachers spoke in Bangla in their English classes.

The fifth statement, “Your English teachers translate your lessons in Bangla and explain them elaborately in Bangla” received an average point-value -0.96 . One hundred and fifty-three respondents said that their teachers always translated the lesson in Bangla and explained the lesson elaborately in Bangla, forty-four said that their teachers did this very often, fifty-nine said that their teachers sometimes did this twenty-eight said that their teachers rarely did this and the rest sixteen said that their teachers never did this. The finding, in this case, is highly negative which indicates that most of the teachers translated the lessons in Bangla and similarly, they explained the lessons in detail in Bangla.

The sixth statement, “You can understand the lectures given by your teachers” received an average point-value 1.16 . One hundred and twenty-eight respondents said that they could always understand the lectures given by their English teachers, one hundred and one respondents said that they could very often understand the lectures, sixty-three said

that they sometimes could understand the lectures of their English teachers, eight said that they rarely could understand the lectures of their English teachers and there was no respondent who said that they never could understand the lectures of their teachers. This item carries a highly positive value indicating that most of the time the students thought that they could understand the lectures given by their English teachers.

The seventh statement, "In your English classes you get opportunities make sentences with grammar-rules on your own" received an average point-value 0.15. Forty-one respondents said that they always got opportunities to make sentences with grammar-rules, sixty-four said that they very often got such opportunities, one hundred and twenty-eight said that they sometimes got such opportunities, thirty-three said that they rarely got such opportunities and the rest thirty-four said that they never got such opportunities. This item carries just positive-value which indicates that at least the larger portion of the students thought that they got sufficient opportunities to make sentences with grammar-rules on their own.

The eighth statement, "In your English class, your teachers give you opportunities to choose the kind of lessons you like" received an average point-value -0.74 . Twenty-four respondents said that their teachers always involved them in the selection of the lessons they are supposed to learn, twenty-one said that their teachers very often involved them, ninety-one said that their teachers sometimes involved them, thirty-six said that their teachers rarely involved them and the rest one hundred and twenty-eight teachers said that their teachers never involved them. This item carries highly negative value indicating

that most of the students thought that they had little scope of involvement in the selection of lessons they learned in the classroom.

The ninth statement, "In your English class, you cannot give your opinion when you do not like a lesson" received an average point-value 0.42. Fifty-nine respondents said that it always happened that they could not give their opinion when they did not like a lesson, twenty said that very often it happened to them, sixty-five said that it happened to them rather sometimes, forty-seven said that it happened to them rarely and one hundred and nine said that it never happened to them. This item carries just positive value, which indicates that most of the students thought that they could give their opinion when they did not like a lesson.

The tenth statement, "You speak in Bangla in your English class" received an average point-value -1.08. One hundred and fifty-five respondents said that they always spoke in Bangla in their English class, fifty-four said that they very often spoke in Bangla in their English class, fifty-nine said that they sometimes spoke in Bangla in their English class, twenty-four said that they rarely spoke in Bangla and the rest eight said that they never spoke in Bangla in their English class. This item carries a highly negative value indicating that the greater portion of the students spoke in Bangla most of the time in their English class.

The eleventh statement, "In your English class, you get opportunities to speak English in group with your friends" received an average point-value -0.79. Twenty-eight

respondents said that they always got opportunities to speak English in group with their friends, twenty-six said that they very often got such opportunities, sixty-two said that they sometimes got such opportunities, forty-seven said that they rarely got such opportunities and the rest one hundred and thirty-seven said that they never got such opportunities. This item carries fairly negative value indicating that most of the students thought that they did not get sufficient opportunities to speak English in group with their friends.

The twelfth statement, "In your English class you get opportunities to write English in group with your friends" received an average point-value -0.66 . Twenty three respondents said that they always got opportunities to write English in group with their friends, thirty-seven said that they very often got such opportunities, seventy six said that they sometimes got such opportunities, forty-seven said that they rarely got such opportunities and the rest one hundred and seventeen said that they never got such opportunities. This item carries fairly negative value indicating that most of the students thought that they did not get sufficient opportunities to write English with their friends.

The thirteenth statement, "In your English class, you get opportunities to write English individually on your own" received an average point-value -0.25 . Thirty seven respondents said that they always got opportunities to write English on their own, forty-six said that they very often got such opportunities, ninety-two said that they sometimes got such opportunities, fifty-three said that they rarely got such opportunities and the rest seventy-two said that they never got such opportunities. This item carries just negative

value indicating that the greater portion of the students thought that they did not get sufficient opportunities to practise writing English individually on their own.

The fourteenth statement, “You have to memorize question-answer in order to learn English” received an average point-value -0.31 . Ninety-six respondents said that they always had to memorize question-answer in order to learn English, forty-four said that they very often had to memorize question-answer, sixty nine said that they had to memorize question-answer sometimes, forty said that they had to memorize question-answer rarely and the rest fifty-one said that they never had to memorize question-answer. This item carries fairly negative value indicating that most of the students practised memorizing question-answer in order to learn English.

The fifteenth statement, “You have to memorize grammar-rules to learn English” received an average point-value -0.80 . One hundred and twenty six respondents said that they always had to memorize grammar-rules as a part of their learning English, sixty six said that they very often had to memorize grammar-rules, fifty-six said that they sometimes had to memorize grammar-rules, twenty seven said that they rarely had to memorize grammar-rules and the rest twenty five said that they never had to memorize grammar-rules. This item carries moderately negative value, which indicates that most of the students had to memorize grammar-rules as a part of their learning English.

The sixteenth statement, “You have to memorize Bangla word-meanings of English words” received an average point-value -1.04 . One hundred and fifty-five respondents

said that they always had to memorize Bangla word-meanings of English words, forty-nine said that they very often had to memorize Bangla word-meanings of English words, sixty-seven said that they sometimes had to memorize Bangla word-meanings, thirteen said that they rarely had to memorize the Bangla word-meanings and the rest sixteen said that they never had to memorize the Bangla word-meanings of English words. This item carries highly negative value, which indicates that almost all the students thought that they had to resort to memorizing Bangla word-meanings of English words.

The seventeenth statement, "In your English class you get opportunities to read out from your English textbook" received an average point-value 0.97. One hundred and thirty five respondents said that they always got the opportunities read out from their English textbook, fifty-three said that they very often got such opportunities, ninety said that they sometimes got such opportunities, thirteen said that they rarely got such opportunities and the rest nine said that they never got such opportunities. This item carries moderately positive value indicating that a fairly great portion of the students thought that they got sufficient opportunities to read out from their English textbook.

The eighteenth statement, "While you read out from your textbook your teachers correct your mistakes" received an average point-value 1.48. Two hundred and seventeen students said that their teachers always corrected their mistakes while they read out from their textbook, thirty five said that their teachers very often corrected their mistakes, thirty one said that their teachers sometimes corrected their mistakes, nine said that their teachers rarely corrected their mistakes and the rest eight said that their teachers never

corrected their mistakes. This item carries highly positive value indicating that almost all the students thought that their teachers sufficiently corrected their mistakes while they read out from their textbook.

The nineteenth statement, "In your English class, you get opportunities to play different games in order to learn English" received an average point-value -1.63 . Only one respondent said that she/he always got opportunities to play different games in order to learn English, eleven students said that they very often got such opportunities, twenty three said that they sometimes got such opportunities, twenty six said that they rarely got such opportunities and the rest two hundred and thirty nine said that they never got such opportunities. This item carries highly negative value. This indicates that almost all the students thought that they got sufficient opportunities to play games as a part of their learning English.

The twentieth statement, "In your English class, your teachers give preference to workable English than accuracy in English" received an average point-value 0.73 . One hundred and forty respondents said that their teachers always gave preference to workable English than that of the accuracy in English, fifty-six said that their teachers very often gave such preference to workable English in their class, thirty seven said that their teacher sometimes gave preference to workable English, nineteen said that their teachers rarely gave preference to workable English and the rest forty eight said that their teacher never gave preference to workable English. This item carries moderately positive

value. This indicates that the greater portion of the teachers gave more emphasis on workable English rather than the accuracy in English.

The twenty-first statement, "You practise grammar-rules in your English class" received an average point-value -0.29 . Fifty one respondents said that they always practiced grammar-rules in their English class, sixty six said that they very often practiced grammar-rules in their English class, one hundred and twenty nine said that they sometimes practiced grammar-rules in their English class, twenty eight said that they rarely practiced grammar-rules in their English class and the rest twenty six said that they never practiced grammar-rules in their English class. This item carries just negative value. This indicates that most of the students thought that they practiced grammar-rules in their classroom.

The twenty-second statement, "Your teachers encourage you when you do well in your English class" received an average point-value 1.01 . One hundred and forty seven respondents said that their teachers always encouraged them when they did well in their English class, fifty three said that their teachers very often encouraged them when they did well in their English class, sixty nine said that their teachers sometimes encouraged them when they did well in their English class, twenty said that their teachers rarely encouraged them when they did well in their English class and the rest eleven said that their teachers never encouraged them when they did well in their English class. This item carries highly positive value, which indicates that most of the students thought that their teachers encouraged their students when they did well in their English class.

The twenty-third statement, "In your English class, your teachers inspire you to keep on trying when you make mistakes" received an average point-value 01. One hundred and fifty two respondents said that their teachers always inspired them to keep on trying when they made mistakes, fifty six said that their teachers very often inspired them when they made mistakes, fifty four said that their teachers sometimes inspired them when they made mistakes, sixteen said that their teachers rarely inspired them when they made mistakes and the rest twenty two said that their teachers never inspired them when they made mistakes. This item received an average point-value 01, which indicates that most of the teachers seemed to encourage their students even when they make mistakes.

6.7 A comparison between the male and the female students based on their responses on classroom language teaching methodology:

An effort was made to find if there were any significant differences between the male and the female students in their experiences and observation of the classroom language teaching-learning procedures they have undergone so far. The results are presented in Table-7.

TABLE-7
Frequency distribution, Total and Average point-value of each item of the questionnaire for the male and female students on classroom language teaching methodology.

No.	Statements		Always	Very often	Sometimes	Rarely	Never	Total point value	Average point value
1.	In your English class, your teacher alone talk and you talk only when you are asked questions.	Male	-2	-1	0	+1	+2	-40	-0.26*
		Female	-2x27	-1x28	0x68	1x12	2x15	-68	-0.45*
2.	Your English teachers are not friendly.	Male	-2	-1	0	+1	+2	44	0.29
		Female	-2x16	-1x22	0x52	1x22	2x38	40	0.26
3.	In your English class, you cannot freely ask questions to your teachers.	Male	-2	-1	0	+1	+2	47	0.31
		Female	-2x19	-1x24	0x38	1x29	2x40	58	0.38
4.	Your teachers speak in Bangla in your English class.	Male	-2	-1	0	+1	+2	-93	-0.62**
		Female	-2x44	-1x36	0x44	1x21	2x5	-59	-0.39*
5.	Your English teachers translate your lessons into Bangla and explain them elaborately in Bangla.	Male	-2	-1	0	+1	+2	-136	-0.90**
		Female	-2x73	-1x21	0x34	1x13	2x9	-154	-1.02**

(Significant finding-*, Highly significant finding-**))

Table-7 (Continued)

No.	Statements		Always	Very often	Sometimes	Rarely	Never	Total point value	Average point value
6.	You understand the lectures given by your English teachers.	Male	+2 2x67	+1 1x51	0 0x28	-1 -1x4	-2 -2x0	181	1.20**
		Female	2x61	1x50	0x35	-1x4	-2x0		
7.	In your English class, you get opportunities to make sentences with grammar-rules on your own.	Male	+2 2x22	+1 1x35	0 0x55	-1 -1x21	-2 -2x17	24	0.16
		Female	2x19	1x29	0x73	-1x12	-2x17		
8.	In your English class, your teachers give you opportunities to choose the kind of lessons you like.	Male	+2 2x14	+1 1x6	0 0x44	-1 -1x19	-2 -2x67	-119	-0.79**
		Female	2x10	1x15	0x47	-1x17	-2x61		
9.	In your English class, you cannot give your opinion when you do not like a particular lesson.	Male	-2 -2x31	-1 -1x14	0 0x37	+1 1x20	+2 2x48	40	0.26
		Female	-2x28	-1x6	0x28	1x27	2x61		
10.	You speak in Bangla in your English class.	Male	-2 -2x82	-1 -1x26	0 0x27	+1 1x12	+2 2x3	-172	-1.14**
		Female	-2x73	-1x28	0x32	1x12	2x5		
11.	In your English class, you get opportunities to speak English in group with your friends.	Male	+2 2x13	+1 1x11	0 0x35	-1 -1x21	-2 -2x70	-124	-0.82**
		Female	2x15	1x15	0x27	-1x26	-2x67		

(Significant finding-*, Highly significant finding-**)

Table-7 (Continued)

No.	Statements		Always	Very often	Sometimes	Rarely	Never	Total point value	Average point value
12.	In your English class, you get opportunities to write English in group with your friends.	Male	+2 2x10	+1 1x16	0 0x29	-1 -1x26	-2 -2x69	-128	-0.85**
		Female	2x13	1x21	0x47	-1x21	-2x48	-70	-0.46*
13.	In your English class, you get opportunities to write English individually on your own.	Male	+2 2x16	+1 1x22	0 0x55	-1 -1x20	-2 -2x41	-48	-0.32*
		Female	2x21	1x24	0x41	-1x33	-2x31	-29	-0.19*
14.	You have to memorize question-answer in order to learn English.	Male	-2 -2x40	-1 -1x27	0 0x34	+1 1x22	+2 2x27	-31	-0.20*
		Female	-2x56	-1x17	0x35	1x18	2x24	-53	-0.35*
15.	You have to memorize grammar-rules to learn English.	Male	-2 -2x60	-1 -1x35	0 0x26	+1 1x16	+2 2x13	-113	-0.75**
		Female	-2x66	-1x31	0x30	1x11	2x12	-128	-0.85**
16.	You have to memorize Bangla word-meanings of English words.	Male	-2 -2x74	-1 -1x32	0 0x34	+1 1x8	+2 2x2	-168	-1.12**
		Female	-2x81	-1x17	0x33	1x5	2x14	-146	-0.97**
17.	In your English class, you get opportunities to read out from your English textbook.	Male	+2 2x54	+1 1x32	0 0x49	-1 -1x10	-2 -2x5	120	0.8
		Female	2x81	1x21	0x41	-1x3	-2x4	172	1.14**

(Significant finding-*, Highly significant finding-**)

Table-7 (Continued)

No.	Statements		Always	Very often	Sometimes	Rarely	Never	Total point value	Average point value
18.	While you read out from your textbook your teachers correct your mistakes.	Male	+2 2x100	+1 1x19	0 0x20	-1 -1x9	-2 -2x2	206	1.37**
		Female	2x117	1x16	0x11	-1x0	-2x6	238	1.58**
19.	In your English class, you get opportunities to play different games in order to learn English.	Male	+2 2x1	+1 1x4	0 0x10	-1 -1x12	-2 -2x123	-252	-1.68**
		Female	2x0	1x7	0x13	-1x14	-2x116	-239	-1.59**
20.	In your English class, your teachers give more preference to workable knowledge in English rather than accuracy in English.	Male	+2 2x68	+1 1x35	0 0x18	-1 -1x8	-2 -2x21	121	0.80*
		Female	2x72	1x21	0x19	-1x11	-2x27	100	0.66*
21.	You practice grammar-rules in your English class.	Male	-2 -2x32	-1 -x32	0 0x55	+1 1x18	+2 2x13	-52	-0.34*
		Female	-2x19	-1x34	0x74	1x10	2x13	-36	-0.24*
22.	Your teachers encourage you when you do well in your English class.	Male	+2 2x63	+1 1x32	0 0x36	-1 -1x13	-2 -2x6	133	0.88*
		Female	2x84	1x21	0x33	-1x7	-2x5	172	1.14**
23.	In your English class, your teachers inspire you to keep on trying when you make mistakes.	Male	+2 2x66	+1 1x29	0 0x28	-1 -1x13	-2 -2x14	120	0.8
		Female	2x86	1x27	0x26	-1x3	-2x8	180	1.2

(Significant finding-*, Highly significant finding-**)

Interpretation:

The first question asked the students for an indication whether the teachers talk most of the time in their English class received the average point-values -0.26 and -0.45 from the male and the female students respectively. In this regard the findings indicate that most of both the male and the female students agreed that their English teachers talked most of the time in their English class. Specifically, more of the female students than that of the male students said that their teachers talked most of the time in their English class and they talked only when their teachers asked them questions.

The second question asked for an indication of whether the teachers were friendly to their students received the average point-values 0.29 and 0.26 from the male and the female students respectively. The small difference of the average point-values between the male and the female students indicates that almost an equal number of both of the male and the female students agreed to the point that their teachers were friendly.

The third question asked for an indication of whether the students could freely ask questions to their teachers received the average point-values 0.31 and 0.38 from the male and the female students respectively. The findings indicate that both the male and the female students almost equally agreed to the point that they could freely ask questions to their teachers.

The fourth question asked for an indication of whether the teachers spoke in Bangla in their English class received the average point-value -0.62 and -0.39 from the male and

The fourth question asked for an indication of whether the teachers spoke in Bangla in their English class received the average point-value -0.62 and -0.39 from the male and the female students respectively. The results indicate that the greater portion of both the male and the female students agreed that their teachers mostly spoke in Bangla in the English class. However, more of the male students than that of the female students said that their teachers spoke in Bangla in their English class.

The fifth question asked for an indication of whether the English teachers translated and explained their lessons in Bangla received the average point-values -0.90 and -1.02 from the male and the female students respectively. The findings indicate that most of both the male and the female students agreed to the point that their teachers translated and explained their lessons in Bangla. In this regard, it was found that more of the female students than that of the male students said that their teachers translated and explained their lessons in Bangla.

The sixth question asked for an indication of whether the students understood the lectures given by their English teachers received the average point-values 1.20 and 1.12 from the male and the female students respectively. The findings indicate that a very large portion of both the male and the female students thought that they understood the lectures given by their English teachers.

The seventh question asked for an indication of whether the students got opportunities to make sentences with grammar-rules on their own received the average point-values 0.16 and 0.14 from the male and the female students respectively. As both the scores received from the male and the female students are marginally more than the mean they indicate that at least the larger portions of both the male and the female students agreed to the point that they got opportunities to make sentences with grammar-rules on their own.

The eighth question asked for an indication of whether the English teachers gave the students opportunities to choose the kind of lessons they like received the average point-values -0.79 and -0.69 from the male and the female students respectively. The results show that more of the male students than that of the female students thought that their teachers did not involve them in the choice of lessons they teach in the classroom.

The ninth question asked for an indication of whether the students could give their opinion when they do not like a particular lesson received the average point-values 0.26 and 0.59 from the male and the female students respectively. The results show that most of both the male and the female students agreed to the point that they could give their opinion when they did not like a particular lesson. Specifically, it was found that the number of the female students who said that they could give their opinion when they did not like a lesson is more than two times higher the number of the male students, in this regard.

their English class. Specifically, it was found that more of the male students than that of the female students spoke in Bangla in their English class.

The eleventh question asked for an indication of the students got opportunities to speak English in group with their friends received the average point-values -0.82 and -0.76 from the male and the female students respectively. The results indicate that a highly good number of both the male and the female students thought that they did not get opportunities to speak English in group with their friends. It was found that more of the male students than that of the female students thought that they did not get opportunities to speak English in group with their friends.

The twelfth question asked for an indication of whether the students got opportunities to write English in group with their friends received the average point-values -0.85 and -0.46 from the male and the female students respectively. The results indicate that the larger portions of both the male and the female students did not think that they get opportunities to write English in group with their friends. Significantly, it is found that the number of the male students who said that they did not get opportunities to write English in group with their friends was almost double the number of the female students.

The thirteenth question asked for an indication of whether the students get opportunities to write English individually on their own received the average point-values -0.32 and -0.19 from the male and the female students respectively. The results indicate that the greater portions of both the male and the female students thought that they did not get

opportunities to write English individually on their own. More male students than that of the female students thought that they did not get opportunities to write English individually on their own.

The fourteenth question asked for an indication of whether the students had to memorize question-answer in order to learn English received the average point-values -0.20 and -0.35 from the male and the female students respectively. The results indicate that the greater portion of both the male and the female students thought that they had to memorize question-answer in order to learn English. It was found that more of the female students than that of the male students said that they had to memorize question-answer for learning English.

The fifteenth question asked for an indication of whether the students had to memorize grammar-rules to learn English received the average point-values -0.75 and -0.85 from the male and the female students respectively. The results show that a high portion of both the male and the female students agreed on the subject that they had to memorize grammar-rules to learn English. It was found that more of the female students than that of the male students thought that they had to memorize grammar-rules in order to learn English.

The sixteenth question asked for an indication of whether the students had to memorize Bangla word-meanings of English words received the average point-values -1.12 and -0.97 from the male and the female students respectively. The results show that a high

portion of both the male and the female students thought that they had to memorize Bangla word-meanings of English words to learn English. In this respect, however, it was found that more of the male students than that of the female students said that they had to memorize Bangla word-meanings of English words to learn English.

The seventeenth question asked for an indication of whether the students got opportunities to read out from their textbook received the average point-values 0.8 and 1.14 respectively. The results indicate that the male and the female students were in agreement that they got opportunities to read out from their textbook in their English class. Here, it was significantly found that much more of the female students than that of the male students thought that they got opportunities to read out from their textbook in their English class.

The eighteenth question asked for an indication of whether the teachers corrected their students' mistakes while they read out from their textbook received the average point-values 1.37 and 1.58. from the male and the female students respectively. It is found that quite a high portion of both the male and the female students agreed that their teachers corrected their mistakes while they read out from their textbook. More female students than that of the male students, in this regard, said that their teachers corrected their mistakes while they read out from their textbook.

The nineteenth question asked for an indication of whether the students got opportunities to play different games in their English class in order to learn English received the average point-values -1.68 and -1.59 from the male and the female students respectively.

The results show that almost all the male and the female students agreed to the point that in their English class they did not get opportunities to play different games in order to learn English. In this regard, more of the male students than that of the female students said that they did not get opportunities to play different games in order to learn English.

The twentieth question asked for an indication of whether the teachers gave more preference to workable knowledge in English rather than accuracy in English received the average point-values 0.80 and 0.66 from the male and the female students respectively. A moderate portion of both the male and the female students agreed to the point that their teachers put more emphasis on workable English than accuracy in English. More of the male students than that of the female students, in this regard, said that their teachers gave more emphasis on workable English.

The twenty-first question asked for an indication of whether the students practised grammar-rules in their English class received the average point-values -0.34 and -0.24 from the male and the female students respectively. In this respect, more of the male students than that of the female students said that they practised grammar-rules in their English class.

The twenty second-question asked for an indication of whether the teachers encouraged their students when they do well in their English class received the average point-values 0.88 and 1.14 from the male and the female students respectively. A moderately high portion of the male students and quite a large portion of the female students agreed to the point that their teachers encouraged them when they did well in their English class. In

this respect, more of the female students than that of the male students agreed to this point.

The twenty-third question asked for an indication of whether the teachers inspired the students to keep on trying when the students make mistakes received the average point-values 0.8 and 1.2 from the male and the female students respectively. In this respect, only a marginally larger portion of the male students against a very high portion of the female students said that their teachers encouraged them when they made mistakes.

6.8 A comparison between teachers and students based on their responses on classroom language teaching methodology:

A comparison was made between teachers and students based on their experiences and observation of the classroom English language teaching and learning procedures they thought that they underwent. The results are presented in Table-8.

Interpretation:

The first questions of both the teachers' and the students' questionnaires asked for an indication of whether the teachers taught English mainly by delivering lectures received the average point-values -0.25 and -0.37 from the teachers and the students respectively. Both the teachers and the students, as the findings indicate, almost equally agreed to the point that the teachers conducted their English class mainly by delivering lectures. However, more of the students than that of the teachers were found to agree in this respect.

The fifth question of the teachers' questionnaire and the second question of the students' questionnaire asked for an indication of whether the teachers were friendly to their

students received the average point-values 1.69 and 0.28 from the teachers and the students respectively. Though most of both the teachers and the students agreed that the teachers were friendly to the students, the number of teachers who agreed was far higher than that of the students.

The fourth question of the teachers' questionnaire and the third question of the students' questionnaire asked for an indication of whether the students could freely ask question to their teachers in their English class received the average point-values 1.42 and 0.35 from the teachers and the students respectively. Though the greater portion of both the teachers and the students agreed to the point that the students could freely ask question to their English teachers the number of the students who agreed was significantly lower than that of the teachers.

The sixth question of the teachers' questionnaire and the fourth question of the students' questionnaire asked for an indication of whether the teachers spoke in Bangla in their English class received the average point-values 0.02 and -0.50 from the teachers and the students respectively. The results show that while the greater portion of the teachers said that most of the time they did not speak in Bangla in their English class, most of the students, on the contrary, said that their teachers most of the time spoke in Bagnla in their English class.

TABLE-8

Frequency distribution in percentage, Total and Average point-value of the items of the questionnaire for the teachers and students on classroom language teaching methodology.

No.	Statements	Always (%)	Very often (%)	Sometimes (%)	Rarely (%)	Never (%)	Total point value	Average point value
1.	Teachers: You teach your students by delivering lectures.	10.4	31.25	41.66	6.25	10.41	-12	-0.25*
1.	Students: In your English class, your teachers alone talk and you talk only when you are asked questions.	23.33	16	43.66	7.33	9.66	-112	-0.37*
5.	Teachers: You are friendly to your students.	62.25	22.91	14.58	0	0	71	1.69**
2.	Students: Your English teachers are not friendly.	10.33	14	36.66	15.33	23.66	84	0.28
4.	Teachers: Your students can freely ask questions in your English class.	56.25	25	12.5	4.16	4.16	60	1.42**
3.	Students: In your English class, you cannot freely ask questions to your teachers.	14.66	12.66	24.66	19	29	105	0.35

(Significant finding-*, Highly significant finding-**)

TABLE-8 (Continued)

No.	Statements	Always (%)	Very often (%)	Sometimes (%)	Rarely (%)	Never (%)	Total point value	Average point value
6.	Teachers: You speak in Bangla in your English class.	2.08	16.66	60.41	18.75	2.08	01	0.02
4.	Your teachers speak in Balngla in your English class.	27	20.66	34	12.66	5.66	-152	-0.50*
7.	Teachers: You translate the lessons in Bangla.	14.58	25	39.58	14.58	6.25	-13	-0.27*
8.	Teachers: You Explain the lessons in Bangla.	16.66	14.58	29.16	20.83	18.75	05	0.10
5.	Students: Your English teachers translate your lessons into Bangla and explain them elaborately in Bangla.	51	14.66	19.66	9.33	5.33	-290	-0.96**
22.	Teachers: In your English class, students get opportunities to practice grammar-rules on their own trough making sentences.	37.5	37.5	18.75	18.75	6.25	39	0.81*
7.	Students: In your English class, you get opportunities to make sentences with grammar-rules on your own.	13.66	21.33	42.66	11	11.33	45	0.15

(Significant finding-*, Highly significant finding-**)

TABLE-8 (Continued)

No.	Statements	Always (%)	Very often (%)	Sometimes (%)	Rarely (%)	Never (%)	Total point value	Average point value
2.	Teachers: In your English class, your students can give their opinion as to the lessons you should teach.	18.75	18.75	39.58	18.75	4.16	14	0.29
8.	Students: In your English class, your teachers give you opportunities to choose the kind of lessons you like.	08	07	30.33	12	42.66	-223	-0.74**
10.	Teachers: In your English class, students get opportunities to speak English on their own in groups or pairs.	10.41	37.5	39.58	10.41	2.08	21	0.43
11.	Students: In your English class, you get opportunities to speak English in group with your friends.	9.33	8.66	20.66	15.66	45.66	-239	-0.79**
12.	Teachers: In your English class, students get opportunities to write English on their own.	20.83	33.33	27.08	18.75	0	25	0.52*
13.	Students: In your English class, you get opportunities to write English individually on your own.	12.33	15.33	30.66	17.66	24	-77	-0.25*

(Significant finding-*, Highly significant finding-**)

TABLE-8 (Continued)

No.	Statements	Always (%)	Very often (%)	Sometimes (%)	Rarely (%)	Never (%)	Total point value	Average point value
16.	Teachers: You give importance to your students' memorization of question-answers.	2.08	10.41	16.66	20.83	50	51	1.06**
14.	Students: You have to memorize question-answers in order to learn English.	32	14.66	23	13.33	17	-94	-0.31*
14.	Teachers: In your English class, you give importance to your students' learning of grammar-rules.	39.58	31.25	20.83	4.16	4.16	-47	-0.97**
15.	Students: You have to memorize grammar-rules to learn English.	42	22	18.66	09	8.33	-241	-0.80**
15.	Teachers: You give emphasis on the memorization of Bangla word-meanings of English Words.	20.83	22.91	12.5	20.83	22.91	01	0.02
16.	Students: You have to memorize Bangla word-meanings of English words.	51.66	16.33	22.33	4.33	5.33	-314	-1.04**
17.	Teachers: in your English class, students get opportunities to read out from their textbook.	54.16	33.33	8.33	4.08	0	64	1.33**
17.	Students: In your English class, you get opportunities to read out from your English textbook.	45	17.66	30	4.33	03	292	0.97*

(Significant finding-*, Highly significant finding-**)

TABLE-8 (Continued)

No.	Statements	Always (%)	Very often (%)	Sometimes (%)	Rarely (%)	Never (%)	Total point value	Average point value
18.	Teachers: When your students read out their textbook, you correct their mistakes.	70.83	14.58	10.41	0	4.16	70	1.45**
18.	Students: While you read out from your textbook your teachers correct your mistakes.	72.33	11.66	10.33	03	2.66	444	1.48**
20.	Teachers: you encourage your students when they do well in your English class.	93.75	4.16	0	2.08	0	89	1.85**
22.	Students: Your teachers encourage you when you do well in your English class.	49	17.66	23	6.66	3.66	305	1.01**
21.	Teachers: You rebuke your students when they make mistakes in your English class.	2.08	0	14.58	29.16	54.16	77	1.60**
23.	Students: In your English class, your teachers inspire you to keep on trying when you make mistakes.	50.66	18.66	18	5.33	7.33	300	01*

(Significant finding-*, Highly significant finding-**)

The seventh and the eighth questions of the teachers' questionnaire and the fifth question of the students' questionnaire asked for an indication of whether the teachers translated and explained the lessons in Bangla. The question for the teachers on whether they

translated the lessons in Bangla received the average point-value -0.27 . Similarly, the question for the teachers on whether they explained the lessons in detail in Bangla received the average point-value 0.10 . The question for the students on whether their teachers translated and explained the lessons elaborately in Bangla received the average point-value -0.96 . While a slightly greater portion of the teachers said that they translated the lessons in Bangla, a similar portion of them, on the contrary, said that they did not explain the lessons in Bangla. On the other hand, quite a high portion of the students said that most of their teachers translated and explained the lessons in Bangla.

The twenty-second question of the teachers' questionnaire and the seventh question of the students' questionnaire asked of an indication of whether the students got opportunities to make sentences with grammar-rules on their own received the average point-values 0.81 and 0.15 from the teachers and the students respectively. Though the greater portion of both the teachers and the students agreed that the students got opportunities to make sentences with grammar-rules on their own, the number of students who agreed was far less than that of the teachers who agreed.

The second question of the teachers' questionnaire and the eighth question of the students' questionnaire asked for an indication of whether the teachers involved their students in the choice of the lessons they teach received the average point-values 0.29 and -0.74 from the teachers and the students respectively. The results show that while the greater portion of the teachers thought that they involved their students in the selection of

the lessons they taught, quite a high portion of the students, on the contrary, said that their teachers did not involve them in the choice of the lessons they teach.

The tenth question of the teachers' questionnaire and the eleventh question of the students' questionnaire asked for an indication of whether the students got opportunities to speak English in group with their friends received the average point-values 0.43 and -0.79 from the teachers and the students respectively. The results show that while a fairly good portion of the teachers said that their students got opportunities to speak English in group with their friends, quite a large portion of the students, on the contrary, said that they did not get opportunities to speak English in group with their friends.

The twelfth question of the teachers' questionnaire and the thirteenth question of the students' questionnaire asked for an indication of whether the students got opportunities to write English on their own in the English class received the average point-values 0.52 and -0.25 from the teachers and the students respectively. The results indicate that while a fairly large portion of the teachers said that their students got opportunities to write English on their own the greater portion of the students, on the other hand, said that they did not get opportunities to write English on their own.

The twentieth question of the teachers' questionnaire and the twenty-second question of the students' questionnaire asked for an indication of whether the teachers encouraged their students when the students did well in their English class received the average point-values 1.85 and 1.01 from the teachers and the students respectively. The results indicate

that a very high portion of both the teachers and the students agreed to the point that the teachers encouraged their students when they did well in their English class.

The twenty-first question of the teachers' questionnaire asked for an indication of whether the teachers rebuked their students when they made mistakes in their English class received the average point-value 1.60. The twenty-third question of the students' questionnaire, on the other hand, asked for an indication of whether their teachers inspired them even when they made mistakes in their English class received the average point-value 01. The results show that most of teachers did not rebuke their students when they made mistakes rather they inspired the students to keep on trying when they made mistakes.

The following chapter will present the summary, conclusions, and recommendations based upon the review of the related research literature and the data collected and analyzed for the current study.

CHAPTER SEVEN

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In the preceding chapter, we concentrated on the presentation and analysis of the data of this study. This chapter presents the summary, conclusions and recommendations based upon the review of the related literature and the data collected and analyzed for the present research. Firstly, we shall consider the major findings of this study. Conclusions are then drawn in the light of the findings. And finally, certain recommendations are made for the consideration of the teachers and the policy makers with a view to improving the English language teaching and learning situation in Bangladesh.

7.1 Major Findings

It was found that the larger portion of the teachers teaching English at the secondary level had high academic qualification. Converted into percentage, for example, it was found that out of 100 teachers 54 teachers had post graduate degrees. The rest 46% of the teachers had bachelor degrees.

The ratio of sex of the male and the female teachers was 67:33. This shows that the number of the female teachers compared to that of the male teachers teaching English was very low.

Most of the teachers teaching English at secondary level had considerable time of experience in teaching. It was found that 60% of the total teachers treated in this study had more than 10 years of experience in teaching English at the secondary level.

It was found that the greater portion of the teachers had general training on teaching. In this regard, it was found that 81% of the teachers teaching English at the secondary level had either B.Ed. or M.Ed. training.

It was found that most of the teachers teaching English at the secondary level did not have any training exclusively on English language teaching. In this regard, it was found that 79% of the total teachers considered in this study did not have any training specifically on English language teaching.

The total score based on the teachers' responses on the prevalent English textbook at the secondary level was 0.54. This indicates that according to most of the teachers the standard of the ongoing English language textbook, at least based on the factors that were considered, was fairly satisfactory.

The total score based on the teachers' responses on the prevalent examination system was 0.69. Thus, according to most of the teachers the validity of the ongoing examination system at the secondary level was moderately satisfactory.

It was found that most of the students learning English at the secondary level had strong motivation for learning English. In this regard, the total score based on the students' responses on their attitude and motivation was 0.74.

The total score based on the teachers' responses on classroom language teaching methodology was 0.62. Thus, it was found that teachers thought the ongoing English language teaching-learning procedures was fairly satisfactory.

The total score based on the students' responses on the prevalent English textbook at the secondary level was 0.19. Thus, according to most of the students, the standard of the prevalent textbook was just satisfactory.

The total score based on the students' responses on the prevalent examination system was -0.58. Thus, based on what the students said, the validity of the prevalent examination system at the secondary level was found fairly satisfactory.

The total score based on the male students' responses on attitude and motivation was 0.99. On the other hand, the total score based on the female students' responses on

attitude and motivation was 1.02. Thus, it was found that the female students had stronger motivation for learning English than that of the male students.

The total score based on the male students' responses on textbook and examination system was -0.07 . On the other hand, the total score based on the female students' responses on textbook and examination system was -0.37 . Thus, it was found that the female students were more dissatisfied with the prevalent textbook and examination system than the male students.

The total score based on the students' responses on the prevalent classroom English language teaching methodology at the secondary level was -0.08 . Thus, it was found that, the English language teaching-learning procedures in the classroom, based on what the students said, were not satisfactory.

The total score based on the male students' responses on classroom English language teaching methodology was -0.11 . On the other hand, the total score based on the female students' responses on classroom English language teaching methodology was -0.03 . Thus, the female students seemed to experience better classroom language teaching-learning procedures than the male students did.

The total scores based on the teachers' and the students' responses on the common features on the classroom language teaching methodology were 0.65 and -0.52 respectively. Thus, based on what the teachers said they did in their classroom, the

language teaching methodology that was adopted was found to be satisfactory. On the contrary, based on what the students said they experienced in learning English in their classroom, the prevalent classroom language teaching methodology was found to be moderately unsatisfactory.

7.2 Conclusions:

In the light of the findings as presented, a number of conclusions may be drawn. Before that, it is very important that we consider certain constraints on the scope of these conclusions.

Firstly, this study is descriptive in nature. It tried to find out what the English language teaching and learning procedures that were going on at our secondary level of education. Thereby, it was out of the scope of this study to legitimately claim that certain language teaching-learning practices are good whereas certain others are not. Still, based on the findings of this study attempts have been made to the ongoing classroom language teaching-learning practices relying on the current literature on classroom language teaching methodology.

Secondly, the fact that the sample was drawn from the urban population of the city of Dhaka limits the extent to which the conclusions can be generalized. Although the results of this study may perhaps more conveniently be generalized to other comparable urban

settings in Bangladesh, the question remains whether the same results would be found if samples were simultaneously drawn from the rural population of Bangladesh.

Thirdly, the study adopted only questionnaire as a means of data-collection. If this was supplemented by other means of data collection such as classroom observation and interview the internal validity of the study might be increased.

With all these reservations in mind, the conclusions that follow may logically be reached.

Our students learning English at the secondary level showed over-dependence on the textbook. The textbook, in response, was not found not to be very interesting to the students as most of them said that their textbook was rather monotonous. In the case of the prevalent examination system, the students said that they could predict the probable questions of their examination to a large extent. However, the students showed strong motivation for learning English.

The classroom language teaching-learning practices at the secondary level, as found in this study, appeared to borrow largely from Grammar-Translation Method. As it was found, teacher-domination and teacher-talk remarkably featured the English language classroom. The teachers liked to translate the lessons into Bangla and similarly they liked to explain them in Bangla. The students tended to memorize Bangla word-meanings of their English counterparts. Students' learning of grammar-rules was emphasized. Students were found accustomed to memorizing question-answer and composition as a

means of preparation for their examination. Besides, the students did not seem to get ample opportunities to practice speaking and writing skills with groups or pairs with their friends.

The findings of this study, on the other hand, also extend empirical support to a few classroom language teaching-learning practices, which appear to be progressive. It was found that the students could freely ask questions to their teachers and they got ample opportunities to practice grammar-rules through contextualization of them. The teachers appeared to be friendly to the students, they encouraged their students when they did well and at the same time they inspired their students to keep on trying when they made mistakes in the class.

It is very important to note that the results of this study place the students and their teachers at a contradictory position with respect to certain classroom language teaching-learning practices. The larger portion of the teachers said that they did not speak in Bangla in their English class whereas, most of the students said that their teachers always spoke in Bangla in their English class. The students said that their teachers translated the lessons into Bangla while the teachers said that they did not. Similarly, while the teachers said that their students did not have to memorize Bangla word-meanings of English words the students said that they had to memorize Bangla word-meanings of English words. The teachers said that their students got opportunities to practise speaking and writing English on their own but the students said that they did not get such opportunities. Lastly, the teachers said that they did not give importance to the memorization of

question-answer but the students said that they had to memorize question-answer as a part of their preparation of their examination.

Taking all these features of classroom language teaching-learning practices into consideration, we can reasonably claim that our classroom English language teaching-learning practices at the secondary level show a mixed trend-most of them conforming to Grammar-Translation Method while a few conforming to that which are undermined by Communicative Approach to Language Teaching.

7.3 Recommendations

The number of the female teachers should be increased at the secondary level in Bangladesh. In this regard, effort may be made to give preference to females to take up the teaching of English as a profession.

The teachers teaching English at the secondary level should have training exclusively on English language teaching. The country should go for the establishment of institutions and training colleges, which will offer training only on English language teaching. As an alternative, the present teacher training colleges may devise separate training courses on English language teaching. In this respect, incentives may be given to the teachers who take pre-service or in-service training on English language teaching.

The present examination system must be reformed. Care should be taken to ensure that the students as well as the teachers cannot predict the probable questions of the

examination and that it can measure the students' real achievement in the four language skills.

Students should be encouraged to decrease their over dependency on their English textbook as a source of learning English. They may be advised to utilize other affordable sources in this regard.

English language should not be taught like other knowledge-based subjects which are usually taught through teacher-lecture. In the English class, the teachers should talk only when it is absolutely necessary to initiate certain language learning activities.

In English class, the students should be trained and motivated to use English in groups or pairs with their friends. The less the teachers and the students use their mother tongue the better it is for learning English. The teachers, for example, should neither translate the lessons in Bangla nor should they explain them in Bangla.

The teachers may arrange certain games to avoid monotony in their English class; while at the same time they should ensure that the students enjoy learning English through taking part in such games.

Students should be involved in the selection of the lessons they learn or there may be at least a warm-up session before the start of every lesson. This will increase students' motivation for learning that lesson in particular, learning English in general.

Students should be seriously discouraged to memorize question-answer or grammar-rules as a means of learning English.

The prevalent textbook may be more developed. Care should be taken to ensure that the textbook is interesting as well as demanding. The language in the textbook may be adapted to suit the students' life-like situations.

The teachers should be provided with teachers' guides that should clearly say the aims and objectives of the lessons and very importantly how the lessons may be taught.

Bibliography

- Allen, J.P.B. and Widdowson, H.G. 1974. 'Teaching the Communicative Use of English' in C.J. Brumfit and Keith Johnson (eds) *The Communicative Approach to Language Teaching* 1979. Oxford: Oxford University Press.
- Allwright, Dick (1988). *Observation in the Language Classroom*. London: Longman.
- Bangladesh Bureau of Educational Information and Statistics (BANBAIS). Dhaka: Ministry of Education, Nov.1999.
- Bangladesh Education Commission Report 1974. Dhaka: Ministry of Education: Govt. of Bangladesh
- Brown, James Dean (1988). *Understanding Research in Second Language Learning*. Cambridge: Cambridge University Press.
- Cunningsworth Alan (1984). *Evaluating and Selecting EFL Teaching Materials*. London: Heinemann Educational Book Ltd.
- Chomsky, N. (1965) *Aspects of the Theory of Syntax*. Boston: MIT Press.
- Das, Subrata Kumar. 'Better Methodology for English Teaching', *Observer Magazine*. P. 02, Dhaka: The Bangladesh Observer, 11 September, 1998,
- Dutta, Sujit Kumar (1999): 'ELT Needs in Bangladesh' in Shirin Hoque (ed) *English Language Teaching and Learning in Bangladesh*. Dhaka: Bangladesh Open University
- English for Today (For Class Eight, 1997). Dhaka: National Curriculum and Textbook Board, Bangladesh.
- English for Today (For Classes 9 and 10; Revised edition, (November 2000). Dhaka: National Curriculum and Textbook Board, Bangladesh.
- Hoque, Shamsul. 'ELT Issues in Bangladesh: An Overview', in *Collected Papers (1999)*, P.P. 93-100. Dhaka: The British Council and the NCTB
- Huq, Mazharul (1986) 'The present Status in the Teaching of English' *BELTA Journal*, PP.1-5

- Howatt, A.P.R. (1984). *A History of English Language Teaching*. Oxford: Oxford University Press.
- Johnson, (1982) *Communicative Syllabus Design and Methodology*. Oxford: Pergamon
- Kay, Simon, 'Bangladesh benefits from English Drive', in *ELT Gazette*. P.21-25, June, 1998.
- Larsen-Freeman, Diane, 1986. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press
- Liao, Xiao Qing (2000-2001). 'What Influenced Teachers' Adoption of the Communicative Approach in China?' *TESOL Matters* (Online), Vol. 11, No. 1, December 2000/ January 2001, Available from: <http://www.tesol.org/Pubs/articles/tm0012-04.html> (accessed 22 March 2001).
- Malamah-Thomas, Ann. (1987). *Classroom Interaction*. Oxford: Oxford University Press.
- Munby John (1978). *Communicative Syllabus Design*. Cambridge: Cambridge University Press.
- Nunan David (1986). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- Nunan, David. (1989). *Designing Tasks for the Communicative Classroom* Cambridge: Cambridge university Press.
- Quader, Dil Afroze. 'Need for the Use of Tasks in Our Classroom' in AHM Abdul Haye (ed). *Journal of the Institute of Modern Languages* (1995-96). P. P. 19-40 Dhaka: Institute of Modern Languages, Dhaka University.
- Quirk, Randolph and others (1985). *A Comprehensive Grammar of the English Language*. London and Newyork: Longman
- Rahman, Hamidur. 'English Language Teaching in Bangladesh: Didactics on the pragmatics of a Foreign Language Teaching Policy', in *Collected Papers* (1999).P.P. 5-32. Dhaka: The British Council and the NCTB.
- Richards Jack and others (1985) (eds) *Longman Dictionary of Applied Linguistics*. 1985. London: Longman.
- Richards Jack C. and Theodore S. Rodgers 1986. *Approaches and Methods in Language teaching*. Cambridge: Cambridge University Press.

- Richards Jack. C. (1985). *The Context of Language Teaching*. Cambridge: Cambridge University Press.
- Rivers, W.M. (1964) *The Psychologist and the Foreign Language Teacher*. Chicago: University of Chicago Press.
- Shahidullah, Md. (1999). 'Towards an Appropriate Methodology for ELT in Bangladesh' in '*Collected Papers*' (1999), P.P. 45-68. Dhaka: The British Council and the NCTB.
- Sinha, Surendra Prasad. (1978). *English in India*. Patna: Janaki Prakashan
- Soars, L. and Soars, J. (1993). *Headway Elementary (Teacher's Book)*. Oxford: Oxford University Press.
- Teaching Matters. Volume 1, Issue 2, August 1999; Newsletter of the Dhaka ELTIP Regional Resource Centre Dhaka: The British Council and the NCTB
- The Constitution of the People's Republic of Bangladesh (As modified up to 31st December, 1998), The Peoples Republic of Bangladesh
- Widdowson, H.G. (1978). *Teaching Language as Communication*. Oxford: Oxford University Press.

APPENDICES

Appendix A: The questionnaires for teachers and students (English Version)

Student's Questionnaire

Dear Students,

Please do not think that you are going to sit for an examination. You will find some questions followed by a number of answers. Remember that there is no such a thing as right or wrong answer. You should indicate answers based on your own experiences. This will help us in our research to know about the present situations of English language teaching and learning in Bangladesh.

Thank you for your cooperation.

Name:

Boy/Girl (Please tick the appropriate word for you)

Group: Science/Commerce/ Arts (Please tick the appropriate answer for you)

School's Name:

School's Address:

Students' Questionnaire

Part –One

Please carefully read the following statement and tick (✓) the appropriate answer for you.

	Strongly agree	Agree	Cannot decide	Disagree	Strongly disagree
1. You think that you need to learn English.					
2. You would not read English even if it was not taught as a compulsory subject.					
3. You find your English textbook monotonous.					
4. The reason for your learning English is to be able to write English on your own.					
5. You have to memorize essays to prepare for your examination.					
6. You have to depend only on your English textbook to learn English					

	Strongly agree	Agree	Cannot decide	Disagree	Strongly disagree
7. You do not enjoy your English class.					
8. You feel afraid of your English teachers.					
9. You think that the English that is used in your textbook is relevant to your real life.					
10. The reason for learning English is to be able to pass your examinations.					
11. You have to memorize question-answers based on your textbook to prepare for your examination.					

Part-Two

Please carefully read the following statement and tick (✓) the appropriate answer for you.

	Always	Very often	Sometimes	Rarely	Not at all
1. In your English class, your teacher alone talk and you talk only when you are asked questions.					
2. Your English teachers are not friendly.					
3. In your English class, you cannot freely ask questions to your teachers.					
4. Your teachers speak in Bangla in your English class.					
5. Your English teachers translate your lessons into Bangla and explain in elaborately in Bangla.					
6. You understand the lectures given by your English teachers.					

7. In your English class you get opportunities to make sentences with grammar-rules on your own.
8. In your English class your teachers give you opportunities to choose the kind of lessons you like.
9. In your English class, you cannot give your opinion when you do not like a particular lesson.
10. You speak in Bangla in your English class.
11. In your English class, you get opportunities to speak English in group with your friends.
12. In your English class, you get opportunities to write English in group with your friends.

	Always	Very often	Sometimes	Rarely	Not at all
7. In your English class you get opportunities to make sentences with grammar-rules on your own.					
8. In your English class your teachers give you opportunities to choose the kind of lessons you like.					
9. In your English class, you cannot give your opinion when you do not like a particular lesson.					
10. You speak in Bangla in your English class.					
11. In your English class, you get opportunities to speak English in group with your friends.					
12. In your English class, you get opportunities to write English in group with your friends.					

13. 13. In your English class, you get opportunities to write English individually on your own.

14. You have to memorize question-answers in order to learn English.

15. You have to memorize grammar-rules to learn English.

16. You have to memorize Bangla meanings of English words. to learn English

17. In your English class, get opportunities to read out your English textbooks.

18. While you read out your textbooks, your teachers correct your mistakes.

19. In your English class you get opportunities to play different games in order to learn English.

	Always	Very often	Sometimes	Rarely	Not at all
13. 13. In your English class, you get opportunities to write English individually on your own.					
14. You have to memorize question-answers in order to learn English.					
15. You have to memorize grammar-rules to learn English.					
16. You have to memorize Bangla meanings of English words. to learn English					
17. In your English class, get opportunities to read out your English textbooks.					
18. While you read out your textbooks, your teachers correct your mistakes.					
19. In your English class you get opportunities to play different games in order to learn English.					

20. In your English class, teachers give more preference to workable knowledge in English than accuracy in English.

21. You practice grammar-rules in your English class.

22. Your teachers encourage you when you do well in your English class.

23. In your English class, your teachers inspire you to keep on trying if you make mistakes.

	Always	Very often	Sometimes	Rarely	Not at all

Questionnaire for Teachers

Dear Colleagues,

As a devoted teacher of English you must have noticed that the overall proficiency of our students in English is not satisfactory. To identify the reasons behind it and to find out their solutions your experiences and observations are very important. In this regard, your response based on this questionnaire will enrich the present research.

Thank you for your cooperation.

Name:

Male/Female (Please indicate with tick mark)

Age:

School's Name:

School's Address:

Please tick the appropriate answers for you

1. Your educational qualification:

- a) H.S.C.
- b) B.A/B.Com/B.Sc. (Pass Course)
- c) B.A/B.Com/B.Sc. (Hon.) Subject:
- d) M.A/M.Com./M.Sc. Subject:

2. Your experience in teaching:

- a) Less than 2 years
- b) (2-5) years
- c) (6-10) years
- d) More than 10 years

3. Have you received any training on teaching:

- a) Yes
- b) No

4. The type of training on teaching if you have received any:

- a) B.Ed.
- b) M.Ed.
- c) Training given by the ELTIP
- d) Others

5. Have you received any training exclusively on English language teaching?

- a) Yes If your answer is yes, please indicate the type of training:
- b) No

6. The period of training if you have received any on English language teaching:

- a) 3 Months
- b) (4-10) Months
- c) 1 Year
- c) 2 Years or less than that

7. At present, are you engaged in receiving any training?

- a) Yes
- b) No

8) The type of training if you are engaged in any:

- B.Ed.
- b) M.Ed.
- c) Training given by the ELTIP
- d) Others: Please mention the name:

Teachers' Questionnaire

Part –One

Please carefully read the following statement and tick (√) the answer out of the five alternatives against each statement. .

1. You think that students need to learn English at the secondary level.
2. You think that the prevalent textbook at the secondary level is interesting and enjoyable to teach.
3. You think that the reason for learning English is to be able to communicate in it.
4. You think that the themes of the prevalent textbook at the secondary level are relevant to the culture of Bangladesh
5. You think that the prevalent textbook at the secondary level is able to help our students to be able to use English in their real life.

	Strongly agree	Agree	Cannot decide	Disagree	Strongly disagree
1. You think that students need to learn English at the secondary level.					
2. You think that the prevalent textbook at the secondary level is interesting and enjoyable to teach.					
3. You think that the reason for learning English is to be able to communicate in it.					
4. You think that the themes of the prevalent textbook at the secondary level are relevant to the culture of Bangladesh					
5. You think that the prevalent textbook at the secondary level is able to help our students to be able to use English in their real life.					

6. You think that in the prevalent examination system students can do well basing only on their memorization.

7. You think that the prevalent examination system is not able to measure our students' ability to write in English on their own.

8. You think that in the prevalent examination system students can predict most of the questions they face in the examination.

9. You think that English should be as a compulsory subject at the secondary level

10. In teaching English you give importance to your students' passing their examination.

11. In teaching English at the secondary level, you give importance to your students' ability to write and speak in English on their own.

	Strongly agree	Agree	Cannot decide	Disagree	Strongly disagree
6. You think that in the prevalent examination system students can do well basing only on their memorization.					
7. You think that the prevalent examination system is not able to measure our students' ability to write in English on their own.					
8. You think that in the prevalent examination system students can predict most of the questions they face in the examination.					
9. You think that English should be as a compulsory subject at the secondary level					
10. In teaching English you give importance to your students' passing their examination.					
11. In teaching English at the secondary level, you give importance to your students' ability to write and speak in English on their own.					

Part Two

Please tick (√) in the appropriate box for you:

1. You teach your students by delivering lectures.

2. In your English class, students can give their opinion as to the lessons you teach.

3. In your English class, students can give their opinion as to how they want to learn their lesson.

4. Your students can freely ask you questions.

5. You are friendly to your students.

6. You speak in Bangla in your English class.

7. You translate the lessons in Bangla.

	Always	Very often	Sometimes	Rarely	Not at all
1. You teach your students by delivering lectures.					
2. In your English class, students can give their opinion as to the lessons you teach.					
3. In your English class, students can give their opinion as to how they want to learn their lesson.					
4. Your students can freely ask you questions.					
5. You are friendly to your students.					
6. You speak in Bangla in your English class.					
7. You translate the lessons in Bangla.					

8. You explain lessons in detail in Bangla.

9. In your English class, students get opportunities to write English on their own in groups or pairs.

11. In your English class, students get opportunities to speak English on their own in groups or pairs.

12. In your English class, students get opportunities to practice English that is necessary for different social situations (e.g. at bus stop, airport, library, etc.).

13. In your English class, students get opportunities to write English on their own.

14. In your English class, you give importance to your students' feeling about a lesson.

15. In your English class, you give importance to your students' learning of grammar-rules.

	Always	Very often	Sometimes	Rarely	Not at all
8. You explain lessons in detail in Bangla.					
9. In your English class, students get opportunities to write English on their own in groups or pairs.					
11. In your English class, students get opportunities to speak English on their own in groups or pairs.					
12. In your English class, students get opportunities to practice English that is necessary for different social situations (e.g. at bus stop, airport, library, etc.).					
13. In your English class, students get opportunities to write English on their own.					
14. In your English class, you give importance to your students' feeling about a lesson.					
15. In your English class, you give importance to your students' learning of grammar-rules.					

	Always	Very often	Sometimes	Rarely	Not at all
16. In your English class, you give emphasis on the memorization of Bangla word meanings to learn the meanings of English words.					
17. In your English class, you give importance to your students' memorization of question-answers.					
18. In your English class, students get opportunities to read out their textbook.					
19. When your students read out their textbook you correct their mistakes.					
20. In your English class, your students get opportunities to practice listening to English.					
21. You encourage your students when they do well in your English class.					
22. You rebuke your students when they make mistakes in your English class.					

23. In your English class, students get opportunities to practice grammar-rules on their own through making sentences.

	Always
	Very often
	Sometimes
	Rarely
	Not at all

Appendix B: The questionnaires for teachers and students (BanglaVersion)

প্রশ্নমালা
ছাত্র-ছাত্রীবৃন্দ

প্রিয় ছাত্র-ছাত্রীবৃন্দ,

মনে কর না যে তোমরা কোনো পরীক্ষা দিতে যাচ্ছে। তোমরা কতকগুলো প্রশ্ন দেখবে এবং প্রশ্নের পর দেখবে কতকগুলো উত্তর। এখানে ভুল বা সঠিক উত্তর বলে কোনো কথা নেই। তোমরা চিন্তা করে তোমাদের অভিজ্ঞতা অনুযায়ী প্রযোজ্য উত্তরটি টিক চিহ্ন দিয়ে নির্দেশ করবে। তোমাদের দেওয়া উত্তরগুলো বাংলাদেশের বর্তমান ইংরেজি শিক্ষা সম্পর্কে ধারণা নেওয়ার জন্য আমাদের গবেষণা কাজে ব্যবহার করা হবে।

তোমাদের সহযোগিতার জন্য ধন্যবাদ।

নাম :

ছেলে / মেয়ে (প্রযোজ্য শব্দের উপর টিক চিহ্ন দাও)

ক্লাস :

গ্রুপ : বিজ্ঞান / বাণিজ্য / মানবিক (প্রযোজ্য শব্দের উপর টিক চিহ্ন দাও)

স্কুলের নাম :

স্কুলের ঠিকানা :

নিচের বাক্যগুলো পড়ে তোমার জন্য প্রযোজ্য ঘরে টিক চিহ্ন (✓) দাও ।

	সম্পূর্ণ সমর্থন করি	সমর্থন করি	অনিশ্চিত	সমর্থন করি না	সোট্টেই সমর্থন করি না
১। তুমি মনে কর যে তোমার ইংরেজি শেখার প্রয়োজন রয়েছে।					
২। ইংরেজি বাধ্যতামূলক বিষয় হিসেবে না রাখলে তুমি ইংরেজি পড়তে।					
৩। তোমার বর্তমান ইংরেজি পাঠ্য পুস্তক পড়তে তোমার একঘেয়েমি লাগে।					
৪। তোমার ইংরেজি শেখার কারন নিজে নিজে বানিয়ে ইংরেজি লেখার ক্ষমতা অর্জন করা।					
৫। তোমার ইংরেজি পরীক্ষায় রচনা লেখার জন্য তোমাকে ইংরেজি রচনা মুখস্ত করতে হয়।					

- ৬। ইংরেজি শেখার জন্য তোমাকে শুধুমাত্র ইংরেজি পাঠ্যপুস্তকের উপর নির্ভর করতে হয়।
- ৭। ইংরেজি ক্লাস করতে তোমার ভাল লাগে না।
- ৮। ইংরেজি শিক্ষকদের তোমার ভয় লাগে।
- ৯। তোমার পাঠ্য পুস্তকের ইংরেজি বাস্তব জীবনের প্রয়োজনের সংক্ষে সামঞ্জস্যপূর্ণ বলে মনে হয়।
- ১০। তোমার ইংরেজি শেখার কারণ পরীক্ষায় পাশ করা।
- ১১। তোমার ইংরেজি পরীক্ষায় পাঠ্য বইয়ের উপর প্রশ্নের উত্তর দেওয়ার জন্য তোমাকে প্রশ্নোত্তর মুখস্ত করতে হয়।

সম্পূর্ণ সমর্থন করি	সমর্থন করি	অনিশ্চিত	সমর্থন করি না	মোটাই সমর্থন করি না

দ্বিতীয় পর্ব

নিচের বাক্যগুলো পড়ে তোমার জন্য প্রযোজ্য ঘরে টিক চিহ্ন (✓) দাও।

	সব সময়	প্রায়শঃ	কখনও কখনও	কদাচিৎ	কখনই না
১। তোমার ইংরেজি ক্লাশে তোমার শিক্ষকরা অধিকাংশ সময় কঃ বলেন এবং তুমি শুধু মাত্র তখন কথা বলো যখন তোমাকে প্র জিজ্ঞাসা করা হয়।					
২। তোমার শিক্ষকরা বন্ধু ভাবাপন্ন নয়।					
৩। তুমি যখন খুশি তোমার শিক্ষকদের প্রশ্ন জিজ্ঞাসা করতে পা না।					
৪। ইংরেজি ক্লাশে তোমার শিক্ষকরা বাংলায় কথা বলেন।					
৫। ইংরেজি ক্লাশে তোমার শিক্ষকরা তোমার পড়া বাংলায় অনুবা করে দেন এবং সবকিছু বাংলায় বিস্তারিত ব্যাখ্যা করেন।					

- ৬। তুমি তোমার শিক্ষকদের বক্তব্য বুঝতে পার।
- ৭। তুমি ধামারের নিয়মাবলী দিয়ে নিজে বাক্য তৈরী করার সুযোগ পাও।
- ৮। ইংরেজি ক্লাশে তোমার শিক্ষকরা তোমার পছন্দ মতো পাঠ গ্রহণ করার সুযোগ দেন।
- ৯। ইংরেজি ক্লাশে তোমার কোন পাঠ ভাল না লাগলেও এ বিষয়ে তুমি তোমার মতামত দিতে পার না।
- ১০। ইংরেজি ক্লাশে তুমি বাংলায় কথা বলে থাক।
- ১১। ইংরেজি ক্লাশে তুমি তোমার বন্ধু-বান্ধবদের সঙ্গে গ্রুপে বিভক্ত হয়ে নিজ থেকে ইংরেজি বলার সুযোগ পাও।

সব সময়	প্রায়শঃ	কখনও কখনও	কদাচিৎ	কখনই না

- ১২। ইংরেজি ক্লাশে তুমি তোমার বন্ধু-বান্ধবদের সঙ্গে গ্রুপে বিভক্ত হয়ে নিজ থেকে ইংরেজি লেখার সুযোগ পাও।
- ১৩। ইংরেজি ক্লাশে তুমি একক ভাবে নিজে নিজে বানিয়ে ইংরেজি লেখার সুযোগ পাও।
- ১৪। ইংরেজি শেখার জন্য তোমাকে ইংরেজি প্রশ্নোত্তর মুখস্ত করতে হয়।
- ১৫। ইংরেজি শেখার জন্য তোমাকে গ্রামারের নিয়মাবলী মুখস্ত করতে হয়।
- ১৬। ইংরেজি শেখার জন্য তোমাকে ইংরেজি শব্দের বাংলা অর্থ মুখস্ত করতে হয়।
- ১৭। ইংরেজি ক্লাশে তুমি ইংরেজি পাঠ্য-পুস্তক থেকে রিডিং পড়ার সুযোগ পাও।

সব সময়	প্রায়শঃ	কখনও কখনও	কদাচিৎ	কখনই না

প্রশ্নমালা
শিক্ষকবৃন্দ

প্রিয় সহকর্মী,

ইংরেজির একজন নিষ্ঠাবান শিক্ষক হিসেবে আপনি নিশ্চয়ই লক্ষ্য করেছেন যে, বাংলাদেশের ছাত্র-ছাত্রীদের ইংরেজিতে সার্বিক দক্ষতার মান সন্তোষজনক নয়। এ অবস্থার পেছনের সমস্যাগুলো নিরূপন করা এবং সেগুলোর সমাধান খুঁজে বের করার জন্য আপনার অভিজ্ঞতালব্ধ পর্যবেক্ষন ও মতামত খুবই জরুরী। এ পরিপ্রেক্ষিতে আপনার দেওয়া সুচিন্তিত জবাব আমাদের বর্তমান গবেষণাকে সমৃদ্ধ করবে।

আপনার সহযোগিতার জন্য অশেষ ধন্যবাদ।

নাম :

পুরুষ / মহিলা (অনুগ্রহপূর্বক প্রযোজ্য শব্দের উপর টিক চিহ্ন দিন)

বয়স (আনুমানিক হলেও চলবে) :

স্কুলের নাম :

স্কুলের ঠিকানা :

অনুগ্রহপূর্বক প্রযোজ্য অক্ষরের বাম পাশে টিক চিহ্ন (✓) দিয়ে আপনার মনোনীত উত্তরটি নির্দেশ করুন :

- ১। আপনার শিক্ষাগত যোগ্যতা :
- (ক) এইচ.এস.সি (খ) বি.এ./বি.কম/বি.এস.সি (পাশ)
(গ) বি.এ / বি.কম. / বি.এসসি। অনার্স, বিষয় :
(ডান পাশে বিষয় উল্লেখ করুন)
(ঘ) এম.এ. / এম.কম. / এম.এসসি, বিষয় :
(ডান পাশে বিষয় উল্লেখ করুন)
- ২। শিক্ষকতায় আপনার অভিজ্ঞতার মেয়াদকাল :
- (ক) ২ বছরের কম (খ) (২-৫) বছর
(গ) (৬-১০) বছর (ঘ) ১০ বছরের বেশি
- ৩। ইতিমধ্যে আপনি কি শিক্ষকতা বিষয়ক কোনো প্রশিক্ষণ গ্রহণ করেছেন ?
- (ক) হ্যাঁ (খ) না
- ৪। ইতিমধ্যে আপনি শিক্ষকতা বিষয়ক কোনো প্রশিক্ষণ গ্রহণ করে থাকলে তার ধরন :
- (ক) বি.এড (খ) এম.এড
(গ) এলটিপ প্রদত্ত ইংরেজি শিক্ষাদান বিষয়ক প্রশিক্ষণ
(ঘ) অন্য কোনো ট্রেনিং
- ৫। আপনি কি শুধুমাত্র ইংরেজি শিক্ষাদান বিষয়ক কোনো প্রশিক্ষণ আলাদাভাবে গ্রহণ করেছেন?
- (ক) হ্যাঁ উত্তর হ্যাঁ হলে এখানে তার নাম উল্লেখ করুন :
(খ) না
- ৬। আপনি শুধুমাত্র ইংরেজি শিক্ষাদান বিষয়ক কোনো প্রশিক্ষণ আলাদাভাবে গ্রহণ করে থাকলে তার মেয়াদকাল-
- (ক) ৩ মাস (খ) (৪-১০) মাস
(গ) ১ বছর (ঘ) ২ বছর বা তার চেয়ে কম
- ৭। বর্তমানে আপনি কি শিক্ষকতা বিষয়ক কোনো প্রশিক্ষণ গ্রহণে নিযুক্ত আছেন?
- (ক) হ্যাঁ (খ) না
- ৮। বর্তমানে আপনি শিক্ষাদান বিষয়ক কোনো প্রশিক্ষণ গ্রহণে নিযুক্ত থাকলে তার নাম-
- (ক) বি.এড. (খ) এম.এড.
(গ) এল.টিপ প্রদত্ত প্রশিক্ষণ (ঘ) অন্যকোন প্রশিক্ষণ (এক্ষেত্রে নাম উল্লেখ করুন)।

শিক্ষকদের প্রশ্নমালা
প্রথম পর্ব

অনুগ্রহ পূর্বক নিচের বাক্যগুলো পড়ে আপনার জন্য প্রযোজ্য ঘরে টিক চিহ্ন (✓) দিন।

	সম্পূর্ণ সমর্থন করি	সমর্থন করি	অনিশ্চিত	সমর্থন করি না	মোটাই সমর্থন করি না
১। মাধ্যমিক স্তরে বর্তমানে ব্যবহৃত পাঠ্য-পুস্তক ছাত্র-ছাত্রীদের ইংরেজী পড়ানোর জন্য আনন্দদায়ক বলে আপনি মনে করেন।					
২। মাধ্যমিক স্তরে ব্যবহৃত বর্তমান ইংরেজী পাঠ্য-পুস্তক বাংলাদেশের সংস্কৃতির সঙ্গে সঙ্গতিপূর্ণ।					
৩। মাধ্যমিক স্তরে বর্তমানে ব্যবহৃত পাঠ্য-পুস্তক ছাত্র-ছাত্রীদের বাস্তব জীবনে ইংরেজী ব্যবহার করার জন্য যোগ্য করে তুলতে সক্ষম।					
৪। বর্তমান পরীক্ষা পদ্ধতিতে শুধুমাত্র মুখস্ত করে ছাত্র-ছাত্রীরা পরীক্ষায় ভাল করতে পারে।					
৫। বর্তমান পরীক্ষা পদ্ধতি ছাত্র-ছাত্রীদের নিজ থেকে বানিয়ে ইংরেজি বলার ও লেখার ক্ষমতা যাচাই করতে সক্ষম নয়।					
৬। বর্তমান পরীক্ষা পদ্ধতিতে ছাত্র-ছাত্রীরা তাদের প্রশ্নাবলীর অধিকাংশই আগে থেকে অনুমান করতে পারে।					

দ্বিতীয় পর্ব

অনুগ্রহ পূর্বক নিচের বাক্যগুলো পড়ে আপনার জন্য প্রযোজ্য ঘরে টিক চিহ্ন (✓)

- ১। লেকচার দেওয়ার মাধ্যমে আপনি ছাত্র-ছাত্রীদের ইংরেজি শিখিয়ে থাকেন।
- ২। আপনার ইংরেজি ক্লাশে কোন বিষয়টা পড়ালে ভাল হয় সে সম্বন্ধে ছাত্র-ছাত্রীরা তাদের মতামত দিতে পারে।
- ৩। আপনার ইংরেজি ক্লাশে কোনো পাঠ কীভাবে পড়ালে ভালো হয় সে সম্পর্কে ছাত্র-ছাত্রীরা তাদের মতামত দিতে পারে।
- ৪। আপনার ইংরেজি ক্লাশে ছাত্র-ছাত্রীরা অবাধে প্রশ্ন জিজ্ঞাসা করতে পারে।
- ৫। আপনি ছাত্র-ছাত্রীদের সঙ্গে বন্ধুত্বাপন্ন।

সব সময়	প্রায়শঃ	কখনও কখনও	কদাচিৎ	কখনই না

- ৬। আপনি ইংরেজি ক্লাশে বাংলায় কথা বলেন।
- ৭। ইংরেজি ক্লাশে আপনি পাঠ বাংলায় অনুবাদ করে দেন।
- ৮। ইংরেজি ক্লাশে আপনি পাঠ বাংলায় বিস্তারিতভাবে ব্যাখ্যা করেন।
- ৯। আপনার ইংরেজি ক্লাশে ছাত্র-ছাত্রীরা গ্রুপে বা যুগলভাবে নিজ থেকে বানিয়ে ইংরেজি লেখার সময় পায়।
- ১০। আপনার ইংরেজি ক্লাশে ছাত্র-ছাত্রীরা গ্রুপে বা যুগলভাবে নিজ থেকে বানিয়ে ইংরেজি বলার সময় পায়।
- ১১। আপনার ইংরেজি ক্লাশে ছাত্র-ছাত্রীরা বিভিন্ন সামাজিক পরিস্থিতিতে (যেমন - বাস স্টপেজ, এয়ারপোর্ট, লাইব্রেরী, ইত্যাদি) প্রয়োজনীয় ইংরেজি অনুশীলন করার সুযোগ পায়।

সব সময়	প্রায়শঃ	কখনও কখনও	কদাচিৎ	কখনই না

সব সময়	প্রায়শঃ	কখনও কখনও	কদাচিৎ	কখনই না
১২। আপনার ইংরেজি ক্লাশে ছাত্র-ছাত্রীরা একক ভাবে নিজ থেকে বানিয়ে ইংরেজি লেখার সুযোগ পায়।				
১৩। আপনার ইংরেজি ক্লাশে কোনো পাঠ ছাত্র-ছাত্রীদের ভাল লাগছে কিনা সে বিষয়ে আপনি গুরুত্ব দেন।				
১৪। ইংরেজি শেখানোর জন্য আপনি ছাত্র-ছাত্রীদের গ্রামারের নিয়মাবলী শেখার দিকে জোর দিয়ে থাকেন।				
১৫। ইংরেজি শেখানোর জন্য আপনি ছাত্র-ছাত্রীদের ইংরেজি শব্দের বাংলা অর্থ মুখস্ত করার উপর জোর দিয়ে থাকেন।				
১৬। ইংরেজি শেখানোর জন্য আপনি ছাত্র-ছাত্রীদের প্রশ্নোত্তর মুখস্ত করার উপর জোর দিয়ে থাকেন।				
১৭। আপনার ইংরেজি ক্লাসে ছাত্র-ছাত্রীরা পাঠ্য-পুস্তক থেকে রিডিং পড়ার সুযোগ পায়।				

- ১৮। আপনার ইংরেজি ক্লাশে ছাত্র-ছাত্রীরা পাঠ্য-পুস্তক থেকে রিডিং পড়ার সময় আপনি তাদের ভুল শুধরে দেন।
- ১৯। আপনার ইংরেজি ক্লাশে ছাত্র-ছাত্রীরা ইংরেজি শোনার দক্ষতা বাড়ানোর জন্য অনুশীলন করার সুযোগ পায়।
- ২০। আপনার ইংরেজি ক্লাশে ছাত্র-ছাত্রীরা কোন কিছুতে ভাল করলে আপনি তাদের অনুপ্রেরণা দেন।
- ২১। আপনার ইংরেজি ক্লাশে ছাত্র-ছাত্রীরা কোন কিছুতে ভুল করলে আপনি তাদেরকে তিরস্কার করেন।
- ২২। আপনার ইংরেজি ক্লাশে ছাত্র-ছাত্রীরা গ্রামারের নিয়ামবলী দিয়ে নিজেরা বাক্য তৈরী করার সুযোগ পায়।

সব সময়	প্রায়শঃ	কখনও কখনও	কদাচিৎ	কখনই না

Appendix C : List of Schools

1. Jan-e-Alam Sarker High School
Khilkhet, Dhaka, 1229
2. Solmide High School
Bhatara, Badda, Dhaka 1212
3. Dhanmondi Govt. Girls' High School
Dhanmondi, Dhaka 1207
4. Ali Hossain Girls' High School
West Dhanmondi, Shankar, Dhaka 1207
5. Kalachandpur High School and College
Kalachandpur, Gulshan, Dhaka 1212
6. Anwara Begum Muslim Girls' High School and College
Nazimuddin Road, Dhaka 1000
7. Kurmitola High School
Khilkhet, Budda, Dhaka 1229
8. Kakoli High School
Satmasjit Road, Dhaka 1207
9. West Dhanmondi Yousuf High School and College
West Dhanmondi, Shankar, Dhaka 1207
10. Dhanmondi Govt. Boys' High School
Dhanmondi, Dhaka 1207

Appendix D: Letter from the Supervisor to the School Authorities

সরদার মোঃ ফজলুল হক

এম. এ. (ঢাকা), এম. এ. পিএইচডি (ডারহাম)

অধ্যাপক

ইংরেজী বিভাগ

ঢাকা বিশ্ববিদ্যালয়, রমনা, ঢাকা-১০০০, বাংলাদেশ।

ফোন : ৯৬৬১৯০০-৫৯/৪২৭৭, ৪২৬০ (অফিস)

৮৬২৯৭৯৩ (বাসা)

ই-মেইল : engdu@citechco.net

ফ্যাক্স : ৮৮০-২-৮৬১৫৫৮৩



Sarder Md. Fazlul Haque

M.A. (Dhaka), M.A.Ph.D (Durham)

Professor

Department of English

University of Dhaka, Ramna

Dhaka-1000, Bangladesh.

Phone: 9661900-59/4277, 4260 (Office)

8629793 (Res)

E-mail: engdu@citechco.net

Fax : 880-2-8615583

Feb.06, 2001

The Principal/Headmaster

Dear Sir/Madam,

We are pleased to inform you that Mr. Md. Zahid Akter is conducting a research on English language teaching and learning at secondary level in our country. He needs to collect some data in connection with his research from our learned colleagues who teach English language and also from students studying in classes 9 and 10 in your school/college.

We would very much appreciate your kind cooperation in this regard.

Thanking you

Yours faithfully

(Sarder Md. Fazlul Haque)

Supervisor and Professor