

**A STUDY OF THE QUALITY OF ENGLISH
TEACHING AT PRIMARY LEVEL**

**A Thesis Submitted to the Institute of Education and Research,
University of Dhaka in Partial Fulfilment of the Requirements
for the Degree of Master of Philosophy in Education**

Submitted by:

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Session: 2003-2004

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UNIVERSITY OF DHAKA**

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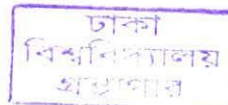
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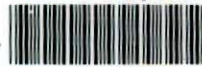
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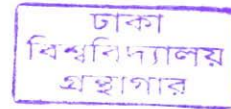
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Certificate

This is to certify that the thesis entitled "**A Study of the Quality of English Teaching at Primary level**", has been completed by Mst. Jakaria Sultana as part of fulfilment of degree of Master of Philosophy. It is a record of bona-fide research carried out by her under my supervision. The results embodied in this thesis have not been submitted for the award of any other degree.

465897



Dr. Md. Abdul Halim 30.10.2011

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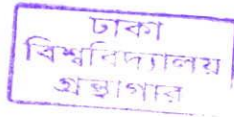
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Declaration

This thesis entitled "**A Study of the Quality of English Teaching at Primary level**" contains no material which has been accepted for the award of any other degree or diploma in any university and contains no material previously published or written by another person except where due reference is made in the text of the thesis.

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Abstract

English is introduced as compulsory subject from class one to twelve. Competency based curriculum was introduced at primary level in Bangladesh in 1992 for practicing the four language skills: listening, speaking, reading and writing. It is expected that after completing the primary cycle the pupils will be able to achieve those skills which mainly introduced by NCTB. In order to achieve the goal of English teaching, its essential to follow the English teaching objectives mentioned by the NCTB. Hence the primary purpose of this study is to clarify the quality of English teaching at primary level.

The study particularly highlights on the ongoing English teaching procedure and an attempt to discuss the reflection of respondents in context of language teaching plan and procedure. To achieve the aim and objectives of this study some leading research tools and techniques such as questionnaire, classroom observation and focus group discussions were made. Responses Obtained through questionnaire from English teachers and pupils. Though the population of this study was all the English teachers and the students of primary level, it was made on a small scale for the limitation of the time and budget.

The study was conducted in 30 primary schools situated in Dhaka, Rajshahi, Rangpur and Lalmonirhat district. The required data were collected by the researcher. The schools were selected purposively.

Sample size was limited to 180 pupils and 60 teachers. Classroom observation was limited to 20 classes from 10 primary schools.

From the analysis of required data it was found in the findings that real picture of English teaching at the primary level is not similar with the English teaching objectives introduced by NCTB. It is also found that,

there are many obstacles to ensure the quality of English teaching and among them the vital issue is inadequate trained language teachers and the absence of integration between communicative approach and current practices.

The findings of the study indicate that well trained English teachers and adequate physical facilities should be ensured for quality English teaching.

Regarding the findings of the study some recommendation were made by the researcher to overcome the persisting barriers and to ensure the quality of English teaching at primary level.

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List of Abbreviations

B. Ed	Bachelor of Education
C in Ed.	Certificate in Education
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ELT	English Language Teaching
ELS	English as a Second Language
FGD	Focus Group Discussion
HSC	Higher Secondary Certificate
IDEAL	Intensive District Approach to Education for All
IER	Institute of Education and Research
M. Ed.	Master of Education
NCTB	National Curriculum and Text book Board
SSC	Secondary School Certificate
TRT	Training Resource Team

CHAPTER ONE

INTRODUCTION OF THE STUDY

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CHAPTER ONE

INTRODUCTION OF THE STUDY

1.1 Introduction

English is, no doubt an international language and it is widely used as a first Second Language in many countries of the world today. The achievement of English speaking people in science and technology in trade and commerce and in education and research has made English the most important language in the world. That is why both develop and developing nations attach so much importance to the teaching and learning of English as a foreign language (Ministry of Education - 2008)

For the demand of contemporary age, English is must. There are more than 5000 language in the world. As Bangla is the mother tongue in Bangladesh, it is the main medium of transmitting messages for Bangladesh. In the present age, English is also very much important to achieve contemporary knowledge. Considering this, the Government of Bangladesh has provided adequate importance to English teaching. Now English is compulsory up to bachelor level for each student. Though English is taught as a compulsory subject, the process of teaching English is not sound (Banu- 2002)

English language skills are more critical as well as important in the content of the global market place, the knowledge of society and in the age of digital information technology. If we want to develop accordingly, we need to be made strong base of English language skills /competencies of the primary level students as primary level is the base of students for all level of education (Sultana and Nahar -2008).

In a changing competitive world teaching English as second and foreign language is one of the world largest educational aspects. English language is the essential tools for communication in global context. The

proficiency of English language is one of the requirements for assessing in global village. Considering the demand of English in the world and importance of English in our social life NCTB has been introduced English as a compulsory subject from class one to twelve.

As English is not our native language and our students first face with this language at the primary level so naturally they feel more curious in this new world, so the performance of English teaching must be outstanding so that the students of primary level can achieve those skills and knowledge which are prescribed by National Curriculum and Text book Board. Considering the necessity of English at the primary level English teaching quality should be strong so that our students do not feel helpless in their practical life.

It is imperative that the teacher should constantly keep in mind the aim of English teaching. Teaching English is an interesting experience, but it is also a very challenging one in some contexts in different countries. In Bangladesh we have a long history of English learning and teaching where the challenge for the teachers is very basic as the average learners often comes to the classroom without basic skills. Many of them never reach their full potential in their professional lives because of this shortcoming.(Quderi, Khanum and Jahan -2005)

The term teaching is very much related with learning. So the teacher who is aware of the aim of his teaching is in a better position than one who teaches aimlessly. As Sadek (2002) said that language teaching and learning are opposite sides of the same coin, where the main focus is students learning. Teaching foreign language is a complex process. Many efforts have been made to teach language effectively. Several methods about language teaching have been innovated in rigorous research efforts by many researchers in the world. The goals of language teaching emphasis on fluency and ability to communicate as much as on formal

accuracy. Language teaching is not just about teaching language it is also about helping students to develop themselves as a people (Sadek-2002). So a strong beginning in teaching English should be made at the primary level so that our pupils could able to face the 21st century. The present study is mainly focused on, English teaching at primary level, in terms of its quality.

1.2 Status of English Language at Primary Level.

The present role of the English language in Bangladesh has a particular historical background. The language policy of the colonial power in British India was based on Lord Macaulay's Education Minutes of 1835. This policy sought to form "a class who may be interpreters between us (The British rulers) and the millions we (the British) govern; a class of persons Indian in blood and color, but English in tastes, in opinions, in morals, and in intellect". Although the primary objectives of teaching English in India was to produce a class of Indians having the tastes and out look of an Englishman, the use of the language was necessary for the administrative purposes of the colonial power (Ministry of Education -2010). During the Pakistan period, as a legacy of British rule, English was a second language in Bangladesh (The East Pakistan). The education or even fairly educated people had to use English for official, professional, educational and other purposes. However, after the war of liberation in 1971 in independent Bangladesh the official status of the English language changed to that of a foreign language. In this monolingual country people could do almost everything in Bengali, thus not using English in real life communication, they started facing problem when they were required to communicate in English. More recently in the EFL situation in post liberation Bangladesh, English has regained an important unofficial status, English is used in many government, semi-government and private organization along with Bengali (Ainy -2000).

However English was introduced as a compulsory subject from class 3 in 1980 following the suggestions of the report of English Language Teaching Task Force set by the Ministry of Education (1976). Later the government took a decision to introduce English as a compulsory subject from class I and it was implemented in 1992 and that is still continuing (Khan- 2005). The national primary curriculum (revised in 2002-03) states the purpose of teaching English in classes one to five focusing on some basic objectives according to the age level of the students. Now the standard of English teaching in the country has become a great concern in many reasons.

1.3 Specification of Objectives in English Curriculum Prescribed by NCTB:

The government of Bangladesh has realized the importance of English a new in all spheres of life and recently made it the second language. Now the policy of governments is to encourage and emphasize the learning and teaching English at all levels. For this reason the government has emphasize on four skills (Listening, Speaking, Reading, and Writing) in English from the very early stages of their academic career.

National Curriculum and Text Book Board (NCTB) is responsible for the syllabus in English at primary level and also at secondary level. Based on the new aims and objectives of primary education the objectives, terminal competencies and class-wise attainable competencies for English (Classes I-V) have been revised and updated.

According to our Primary Curriculum the main objectives of teaching English in classes' I-V are to enable students to –

1. Understand simple commands /instructions /requests in English and carry them out.

2. Speak and understand simple English according to their age level.

3. Read and comprehend textbooks according to their age group and level.

4. Write alphabets, words, numbers, simple sentences, passages, paragraphs, informal letters and numbers according to their age group and level.

1.3.1 Terminal competencies:

According to our National Curriculum the terminal competencies of English at the primary level are given below:

Listening:

1. To recognize basic sound differences, stress and intonation.
2. To understand commands /instructions given in simple and clear English and carry them out.
3. To understand simple questions and statements.
4. To listen, understand and enjoy simple rhymes, poems, stories read out to them.

Speaking:

1. To repeat with correct stress and intonation what the teacher says.
2. To exchange greetings and farewells and to make introductions.
3. To ask and answer questions in English.
4. To recite rhymes and poems.
5. To say what some one is doing.
6. To give instructions /commands and to make requests.
7. To take part in conversation on topics related to their daily life.
8. To describe what he/she sees in his/her environment.

Reading:

1. To read a loud printed materials of the level of the prescribed text with correct pronunciation and understanding.
2. To recognize and read both cardinal and ordinal numbers.

3. To read names of the months, days of the week and to tell the time.
4. To read loud rhymes, short poems with proper stress rhyme and intonation.
5. To read silently with understanding short stories, text materials etc.
6. To read instruction.
7. To read using punctuation marks.

Writing:

1. To write cursive and non cursive letters both small and capital.
2. To write cardinal numbers.
3. To write words, sentences and phrases using cursive letters both small and capital.
4. To write figures for words and words for figures.
5. To recognize and use punctuation marks.
6. To able to use capital letters.
7. To write words, phrases and sentence correctly.
8. To take dictation given in slow and clear English.
9. To write simple, short composition.
10. To write simple letters.

(National Curriculum of Primary level -2003)

1.4 Question of Quality

In recent years, Bangladesh has made significant progress in promoting enrolment at the primary level of education, especially enrolment of girls and poor children. Bangladesh is a signatory to the world declaration on education for all (EFA), held in Thailand in 1990. Bangladesh also participated in the world education forum held in Dakar, Senegal in 2000. Bangladesh has already achieved goal 3 of Millennium Development Goals (MDG) concerning gender parity in primary education. Now quality is a universal goal. Although Bangladesh has achieved a commendable progress in enrolment in primary education, its

qualitative achievement is remain far from satisfactory (Islam-2010). According to the Global Competitiveness Report, 2009-10 out of 133 countries, Bangladesh ranks 103 in primary enrolment, 122 in expenditure on primary education, and 128 in the quality primary education. Furthermore, while Bangladesh outperforms Pakistan and Nepal in primary enrolment, it lags behind other South Asian countries in the quality of primary education (World Economic Forum-2009, cited in Islam 2010).

In the context of the involving progress and developments in the area of primary education in Bangladesh, time has come to scrutinize the factors that affect quality of education in schools. Quality is some thing that cannot be defined but it can be identify when one sees it. There has been a long debate about the definition, scope and nature of quality in education among the professionals, practitioners and implementers, but with no consensus. It is true that quality is not a product or nor a process rather it is some total of all the component –input, process and product. Teaching learning activities in classroom has direct bearing on education and its quality (Haq, Ehsan, and Jabbar- 2004)

Teaching –learning process is a very important determinant of the quality of education. In order to make teaching –learning attractive and to develop learners inner abilities, experts recommend that each days work should include co-curricular activities such as physical exercise , singing , dancing , drawing story –telling etc. (chowdhury , Haq and Ahmed - 1997). However in enhancing quality teaching and learning a lot of factors play an important role, such as curriculum, teaching learning methods, assessment, teaching materials, school environment, learners socio economic background etc. Classroom teacher also play an important role in enhancing quality teaching and learning (Alam and Jahan-2007).Improving the quality of teaching learning process is a major

concern providing education. It's essential to identify what are the factors that play key role in ensuring teaching-learning quality in school. (Maleque, Ahmed and Bilkis -2008).

Quality of education is an universal goal. Quality of education is not depends on a single factor. It is multi dimensional and unique in some respect. It is clear from the above discussion that teaching learning process play a vital role in the area of quality education. Now a days the concept of quality teaching is a much talk issue in teaching arena.

In 1993 the government of Bangladesh introduced competency based curriculum and teaching in primary level. Currently quality is defined in terms of 50 terminal competences of the curriculum termed as Essential learning continuum (ELC) which students should acquire by the time they complete the primary state. The terminal competences are disaggregated in to subject wise and grade wise (Islam -2010). It was found from the available survey and study that after completing the primary level most of the students fail to achieve subject wise competences, especially in English. According to Education Watch Report (2000), the students of primary level show their low performance in English rather than any other subjects (Education Watch-2000). As far as English teaching quality is concerned at this level. A single biggest obstacle to English teaching in Bangladesh is the lack of competent teachers at all levels. Most of teachers are not properly trained in English teaching; the question of quality is far cry. Besides, English being a compulsory subject with the same weigh as that of vernacular subject is one of the reasons of high dropout rate and the poor of quality education (Khan-2005). So English teaching quality should be ensured as early as possible so that students can gain all skill and knowledge according to our national curriculum. It is demand of the time to enrich teaching area specially in ELT for which it play a vital role in quality of education.

1.5 Rationale of the study

In order to achieve the maximum competencies of English language by the students effective English language teaching is needed to be ensured. The overall trend of language teaching is a changing phenomenon. With the wide acceptance of modern psychological, sociological, anthropological and educational theories, the focus of language teaching is shifting from teacher to learner, from rigidity to flexibility, and from structural to functional views of language. In recent methods, the teacher is more a facilitator a diagnostician, an encourager, a counselor, a provider of international opportunities than the traditional authority of the class. (Islam -1993)

The main purpose of teaching English is to enable our students to interact in real life situation. As English is a skill based subject and not content based one, the themes and topics introduced in the syllabus are meant to be used as vehicles for practicing all four skills. English should therefore be taught as functional/operational language. To learn a foreign language, learners usually concentrate on its four skills such as listening, speaking, reading and writing (Sarkar -2007).

Communicative English is a modern approach in which a way of spontaneous learning is implied. It is the most remarkable characteristic of communicative English that in this process students are encouraged highly to practice four basic skills of language reading, writing, speaking and listening. But in existing situation the standard of learning English at the primary level is not satisfactory. Most of the students face difficulties in learning English and learners often do errors in some basic components of English because our teachers mindset and teaching are still based on traditional methods and thinking. The students of primary level did not acquire the expected English language competencies mentioned in the

curriculum, even after completion of primary education very few of the students in class six are ready to follow the lessons in class six (Sultana and Nahar -2008).

English language teaching activities commonly used by the teachers fail to satisfy the students' needs and interests. Most of the students were interested to learn Bangla instead of English and most of the teachers were not skilled enough to use appropriate methods and techniques in language teaching. The assumption in the curriculum that students brought a certain level of knowledge and skills to class six is quite questionable and there is general crisis of quality of English language learning. Here the researcher also suggests that authentic teaching materials and communicative teaching method should be ensured. Teaching aids should be valid, available, low cost and some cases no cost and applicable for advocating English language teaching and learning (Rahman-1996 cited in Sadek 2002). So we need to reflect, rethink and focus on the quality of English teaching at the primary level. Before moving ahead it is necessary to analyze the actual situation of English teaching at the primary level. Here is a brief overview in terms of its quality.

According to Education Watch Report 2000, at the primary level the overall performance in English is not satisfactory at all. The report mentioned, that students start reading English from class 1. Out of 53 terminal competencies four are in English subject related. Among the 4 competencies three have been taken for assessments, which are reading, writing, and listening. A total of seven items were put to the students in the test instrument. After finishing the test it was observed that less than 10% students achieve all competencies in English. In this regard the report also mentioned that classroom teaching method is not appropriate for the students.

Despite some progress in primary education, deficiency still exists. Now we need to identify what major problems are affecting the desired level of progress. Most specifically problems of English teaching in primary level have to be determined from pragmatic point of view. National education data show, primary education is still grappling with the problem of access and participation. Taking in to the current enrolment and completion rate, it can be said that over 40% of the children cross their primary schooling without the benefit of full cycle of primary education. As far as English teaching is concerned, it has been repeatedly mentioned that single biggest obstacle to English teaching in Bangladesh is the lack of competent teacher in the all level (Khan-2005). From the above discussion it can be assumed that at the primary level learning outcome is not satisfactory at all. The students of primary level enter the secondary level with low competence in English. The term learning is very much related with teaching. As Haliday and Strevens (1968) rightly said, "Before we can properly consider the problems and techniques of teaching languages we must first take account of the other side of the coin, language learning. The relation between learning and teaching is one that defies close analysis".

It is clear from the different study that the students at the primary level did not achieve the expected language competencies mentioned in the curriculum, in the current reality of English teaching learning situation. Therefore present study mainly intends to find out the present situation of English teaching in terms of its quality. In this study the term quality teaching is mainly based on classroom teaching situation with the help of effective methods to enhance 4 skills (listening, speaking, reading, writing) for the pupils. In this study the main key issue is classroom teaching. Therefore this study will help to identify different components which are related with English teaching. Therefore a study of

the quality of English teaching at primary level would be of great value, because on the basis of such study an insight will be developed in to existing scenario and issue related to quality of English teaching which intern would guide for appropriate plan of action which may be undertaken for the implementation of quality English teaching at primary level.

1.6 Statement of the problem:

A Study of The Quality of English Teaching at Primary Level.

1.7 Objectives:

The general objective of this research is to identify the quality of English teaching at primary level.

On the basis of general objective the specific objectives are:

- (i) to identify the teachers problem in teaching English at primary level.
- (ii) to identify the pupils problem in learning English at primary level.
- (iii) to identify the present condition of English teaching at primary level.
- (iv) to provide suggestion for improving the quality of English teaching.

1.8 Hypothesis of the research work:

The hypothesis of the present study:-

- (i) The English teachers of primary level face difficulties in teaching.
- (ii) Students of primary level are in problem in learning English.
- (iii) Present condition of English teaching at primary level is not good at all.

1.9 Significance of the Study

The quality of teaching learning process and the effectiveness of the teachers and the learners depend on a set of variables. Some of them are environmental and institutional factors such as, psychological characteristics of the teachers and the students, educational policies and decision making structures, contents of curricular and evaluation

techniques, the commitment of academic community to a professional ethnic and social change (Arockiadoss-1999). The quality of English teaching is not depends on a single factor rather it dependents on various factors such as, teacher, students, learning, curriculum, evaluation, teaching process, management system, teaching material etc. Among the all factors teacher is an integral part of quality teaching who virtually lead the teaching learning process. The main focus of the study is classroom teaching process in the context of overall objectives of English language teaching at the primary level mentioned by NCTB. In order to finding out the quality of English teaching present picture of classroom teaching circumstance will be highlighted. However, teacher's qualification, attitude, teaching strategies, teaching aids, teacher's opinion about ELT, and students opinion about ELT will be focused as a key issue of this study.

1.10 Organizational framework of the Study

The study has been organized in six chapters.

Chapter one deals with the introduction which contains, objectives of teaching English, question of quality, rational of the study, statement of the problem, objectives, hypothesis, significance of the study, organizational framework, operational definition and delimitation. Chapter two describes the different approaches and methods that were adopted in foreign language teaching and learning in different times. This chapter also presents a review of the related study previously conducted in the field of language teaching. Chapter three elaborates the overall concept about techniques and methods that were adopted in the administration of this study. Chapter four contains the analysis and meaningful interpretation of data, collected for the research purpose. Chapter five contains discussion, major findings and conclusion with

recommendation, for an improvement of the English language teaching at the primary level. Chapters six include the summary of present study.

1.11 Operational definition

Primary level:

Primary education is the first level of the education system. In Bangladesh from class I-V is considered as primary education involving 6+ to 10 age group children.

Quality of English Teaching:

The term refers to practice English in classroom teaching learning situation with the help of effective methods to enhance 4 skills(listening, speaking, reading, writing,) for the pupils.

1.12 Delimitation of the Study:

The present study is delimited only 30 primary schools like Govt.-primary school, Non-Govt.-Reg. primary school and Non-Govt. primary school in Dhaka ,Rajshahi, Rangpur and Lalmonirhat Sadar.

CHAPTER TWO
RELATED LITERATURE: A REVIEW

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CHAPTER-TWO

RELATED LITRATURE: A REVIEW

2.1 Introduction

Review of related literature is one of the significance aspects of research. It enables the researcher to know the amount of work done in the concerned area and unknown and unexplored areas. It is necessary that the researcher be aware of the knowledge generated and the ongoing process of knowledge generation for a better clarity of the problem and insight into its methodological issues. For any researcher review from the basis for the problem under investigation and helps him/her to arrive at the proper perspective of the study (Halim-2004). As the purpose of this study the following areas of the literature were analyzed in the development of this study.

2.2 Studies Conducted on English language Teaching.

1. A study was conducted by Sadek (2002) entitled, “The problem of English language teaching at primary level in rural school of Bangladesh” with the following objectives, they were: i) to detect the nature of the problems; ii) to find out the real situation of ELT at this level. The required data for the study was collected from 17 primary schools of different categories of Faridpur district. 30 teachers were selected purposively and randomly selected 332 students of class 3 to 5 of different schools. The data were analyzed with the help of percentage. Some of the findings of the study were as follows: i) lack of qualified and subject wise teachers is one of the major problems of teaching English language at primary level. ii)The attendance rate of the students was very low and most of the students were found irregular in the classroom. iii)

Most of the teachers follows grammar translation method and they were not knowledgeable about modern techniques and methods.

2. A study was conducted by Ahmed (2007) entitled, 'Investigation into errors committed by the students in English writing in some selected Govt. Primary Schools of Dhaka city'', with the following objectives, i) to identify what type of errors they make in English; ii) to find out the main reasons of errors in English writing. The required data for the study was collected from five primary schools of Dhaka city. The sample of the study consisted of 50 students (ten from each school) of selected primary schools. They were categorized as boys and girls and were based on simple random sampling. Among the sample 30 were girls and 20 were boys. The data were analyzed with the help of percentage. Some of the findings of the study were as follows:

i) Most of the teachers expressed that, teacher's verbal competency is most important for dictation in the class and students learning sometimes depend on teacher's performance.

ii) Maximum teachers said that, not only a school but also a family has so many responsibilities for the student's correct writing.

iii) The overall performance of the boys was better than the girls.

iv) The achievement level of the students of the well-know Government primary schools was better than the students of the ordinary Government Primary School.

3. A study was conducted by Roy (2007), entitled "A study of the reading skills of class four students in the Government primary school of Bhola District" with the following objectives, i) to asses students reading comprehension in English language; ii) to test students skill in English; iii) to compare achievement in reading and speaking skills between boys and girls; iv) to identify the problem of reading skills. The data were collected from four Government primary schools (from Bhola district)

having a total of 80 students (20 from each school). From each school 10 girls and 10 boys selected by random sampling. The data were analyzed with the help of percentage. Some findings of the study were as follows:

- i) Both boys and girls were seemed excelled in the skills of fill in the gaps. Boys obtained 83% and girls obtained 85% marks.
- ii) The overall performance in speaking test is not satisfactory. Boys obtained 46.5% and girls obtained 43.5% marks. Boys are better than girls.
- iii) The performance of short question answer was not satisfactory.
- iv) There is no appropriate teaching method in the classroom and the teachers only use lecture method.

4. A study was conducted by Golder (2000) entitled, "Assessment of reading ability of the students of class five of some primary schools in Dhaka city", with the following objectives, i) to find out the reading ability of the students of class five of some primary schools in Dhaka city; ii) to identify the essential language skills contributing to the development of their English language skills; iii) to develop a scale for assessing their reading skill, vocabulary and comprehension; iv) to find out the reasons behind the failure of the students to achieve the reading competencies mentioned in the report of the NCTB. The data were collected from four primary schools (two Govt and two non Govt) of Dhaka city. One hundred students were selected by adopting simple random sampling techniques. Among the sample 69 were boys and 31 were girls. The data were analyzed with the help of percentage, average and mean score. Some findings of the study were as follows,

- i) The ability of the students to fill in the blanks by using clues from a passage was satisfactory.
- ii) The performance of the students to find out the correct information from a passage was not satisfactory at all.

iii) The performance of the students to find out the correct meaning from MCQ was moderately satisfactory.

iv) The overall performance of the girls was better than the boys

v) The overall performance of the students of the Non-government primary schools was better than the students of the Government primary school.

5. A study was conducted by Tabassum (2007) entitled “The role of contextualization in teaching English Vocabulary items at the primary level” with the following objectives: i) to find out the role of contextualization in teaching English Vocabulary items at the primary level; ii) to determine the nature of contextualization appropriate in learning English Vocabulary items for the students studying at the primary level; iii) to examine the types of vocabulary teaching methods used at the primary level. The required data were collected from 30 students of class-V of Muslim Modern High School of Dhaka city. To conduct the study, questionnaires were prepared to take vocabulary test. The questionnaires were MCQ types and contains 60 marks test for the students of class-V. The data were analyzed by using percentage, mean and t-test. The major findings were: the experimental group performed better than the control group and the achievement of experimental group in the post test is far better than the pre test.

6. A study was conducted by Akter (2001) entitled “English language teaching and learning at SSC level in Bangladesh: an investigation” with the following objectives, they were i) to determine the kind of teaching methodology presently in practice at secondary level in Bangladeshi classroom ii) to justify the factors closely linked to language teaching . The required data for the study was collected from 10 secondary schools from Dhaka city . Out of 10 schools , 2 were totally governmental while the rest 8 were semi governmental. 300 students were selected

purposively from class nine and ten. Out of 300 students the number of boys and girls was equal. 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 48. Questionnaires were used as a means of data elicitation. The questionnaires for both students and teachers were divided into two categories, which were based on likert scale . The data were analyzed with the help of point value such as +2, +1,0,-1 and -2. Major findings of the study were as follows i) 81% of the teachers teaching English at the secondary level had either B. ed or M. ed training and they did not have any training exclusively on English language teaching ii) According to the teachers statement, the on going English language teaching learning procedures was fairly satisfactory on the contrary the students opined that the classroom language teaching methodology was found to be unsatisfactory.

7. A study was conducted by Banu (2000) entitled “Influence of Teachers perception on Teaching learning Activities of English at secondary level: an explorative study” with the following objectives, they were i) to explore the perception of the teachers about English ii) to explore the present status of teaching English in secondary level iii) to find out the problems, the teachers faces in teaching English. The required data for the study were collected from 10 secondary schools of Dhaka city. The schools were selected purposively and both the Government and non Government schools were chosen. Thirty teachers and sixty students from class six to ten were selected to interview using stratified random sampling method. Data were collected mainly in three phases through i) intensive interviews of teachers’, ii) interview of students and iii) Classroom observation. The data were analyzed with the help of frequency. The major findings of the study were i) most of the teachers do not follow any progressive method and the method which they

actually follow is ineffective, uneconomic and even faulty because they emphasize on the importance of reading and writing and neglect fluency in speech. ii) The teaching of English is far from satisfactory at secondary schools. iii) Most of the students do not even read their prescribed books and they depends on bazar notes to pass the examination. iv) There is no adequate provision in schools for teaching English effectively.

2.3 Review of related literature

The purpose of the study is to find out the quality of English teaching at primary level in Bangladesh, according to the purpose of the study the following areas of the literature were reviewed

The national syllabus and curriculum committee has specified that the English language syllabus aims to focus on the four skills of listening, speaking, reading and writing. According to the National Curriculum and Textbook Board (NCTB), the book English for Today, (one for each year, from class I to V) prescribed for primary level. The book English for Today (from class I to V) was written on the basis of attainable competences by the students of class one. Communicative approach is adopted in teaching learning strategy to teach the language (Introduction of English for Today, NCTB- 2010). However text books are the only resources the teachers have for teaching English in class. They do not have access to other source they can refer to let alone internets. It is therefore imperative to have good English text books for all classes, and in graded order. Every text book should be accompanied with a Teacher's Guide, so that the teacher gets a clear guide line as to the approaches, objectives and using the exercises in the appropriate way (Khan - 2009). The tasks and activities found in the text are well written with a communicative focus. The texts include various types and range of tasks and activities. Each lesson starts with warm-ups which are motivational and add an element of enjoyment and personal involvement. Units of the

book are sometimes followed by exercises on spelling, punctuation, vocabulary, grammatical rules and structures. A details study text (prescribed by NCTB) for grades III- V usually includes selection of short stories, essays and poetry. The text books for primary level (except grades I-II) English of Today (A series, introduced one for each year) are structurally based with a lot of reading comprehension (Rahman, 1996, cited sadek 2001). However the textbooks provide less importance on pronunciation and intonation which are very much related with speaking skill. The texts books are not so much attractive in terms of its physical aspects. It is printed in cheap newsprint papers and the whole text (except grades I - II) is mono color. The physical aspect of the book should be improved to make it attractive for the young learners.

The National syllabus and Curriculum Committee has specified that the English language syllabus aims to focus on the four skills of listening, speaking, reading and writing as learner centered activities within communicative contexts. But in reality when English is used in a class the teachers are more focused on teaching reading, translation and writing as these are the exam oriented skills (Haque -1997, cited Ainy 2002)

In English language test the students' cognitive aspects with reading comprehension is tested only. Some schools of urban areas test and listening skill by dictation test in the classroom. But in rural schools there is no speaking and listening test and class test also, (sadek 2002). As Ainy (2002) said that the teacher of all grades mainly emphasize on reading and writing skill with various grammatical norms. The students study English as a required subject, work hard to memories the text book contents and language forms and get high marks in their exams, yet the majority are unable to acquire even a minimum competence in the language needed for effective communication. It is an unfavorable

situation, when the English teacher explains every thing in Bengali in the classroom and the students are deprived of an opportunity of listening and speaking in English. Although the students know much of grammatical norms and forms, at the end of the study of English turns in to the study to mainly the language contents not as means to an end but as an end in itself. Hence there is no correspondence between the syllabus objectives and students performance (Ainy -2002).

In our country most of the learners do not get the English speaking environment always, because most of them come from poverty stricken illiterate family, so they do not get English speaking environment at home, not only this when they go to attend the classroom they hardly get English speaking environment there. Even if some teachers give listening practice to his students, then the students face problems to receive it because they try to understand every word they hear and they cannot keep concentration from long period of time when they listen (Yeasmin - 2007). So it's needless to say that teaching strategies should be changed according to teaching objectives which mainly prescribed by NCTB. The teaching strategies refer to the teaching methods and techniques adopted in planning the subject matter, classroom management, and interaction with students. The teacher effectiveness is also vital point in this regards. The teacher effectiveness refers to the capacity of the teacher to realize some of the educational objectives like desired pupils behaviors, abilities, habits, characteristics etc (Arokiadoss -1999)

It is essential for the English teachers to pay more attentive to communicative approach. As Sarwar (2003) sated that the current approach of English Language Teaching all over the world is communicative (Communicative Language Teaching or CLT). Very recently, the academicians of Bangladeshi ELT context with the backing of the Government have founded CLT in the general education. CLT

requires interactive classroom activities with the integration of the four language skills (listening, speaking, reading and writing). The entrusted administrator of an educational institution might prefer a traditional whole class methodology of ELT in the name of maintenance of discipline in which language teaching is teacher oriented and lecture based and the teacher's deliverance. On such a contextual administrative ground partnership dialogue practicing, peer checking, answer tasks, semantically relevant substitution drills and other activities exclusive for performing in pairs and also games, role play, drama, brainstorming, information gap opinion exchange and so on exclusive to be conducted in groups would be impossible to be held (sarwar 2003)

Only teachers are not responsible for the present situation of ELT rather policy markers are also responsible for it. Yet it is evident that the teachers at the primary level face many difficulties in teaching. There are various factors that affect teaching quality but among them teacher is the key issue because he/she mainly handle the whole teaching process. So it is expected that teachers' must be active in their planning and teaching. It is also expected that as a language teacher she/he will be more concern about English teaching objectives and methods.

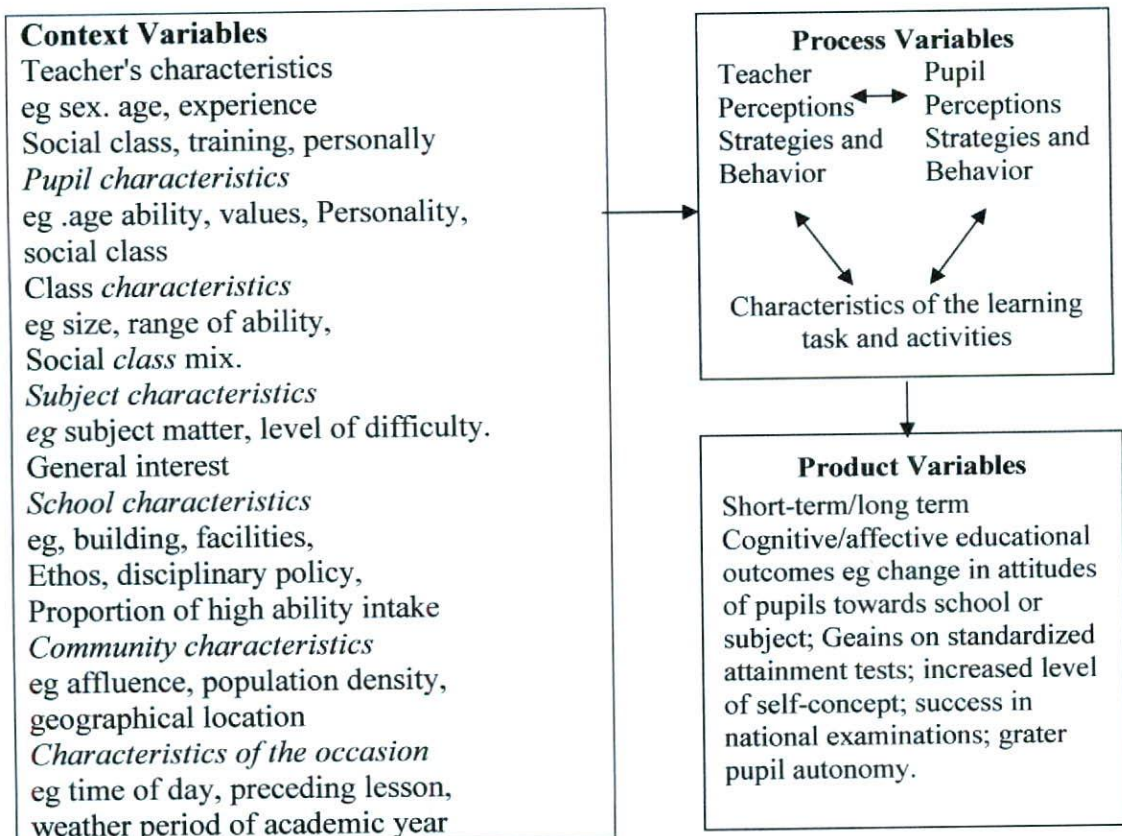
Watkins (2005) stated that in recent years there has been a shift to seeing language teaching as being most effective when it is subordinated to learning. In other words the teachers job is to help learners to learn effectively or to facilitate learning. However the best teachers have a range of techniques available to them although of course, no teacher can possibly be aware of all the potential alternative methods available. From the range that the teacher has s/he makes a decision on those that are best suited to a particular context based on such questions as –

- who are the learners?
- what are their needs?

- what are their expectations?
- what material and resources are available?

The author also stated that most language teachers have at some point in their careers probably felt frustrated that some of their learners have failed to learn something. This is not to say that all teaching is a waste of time. In this case the teacher need to remember that learners are not empty vessels because there is no one to one relationship between what is poured in by the teacher and what is retained by the learners. (Watkins - 2005) Effective teaching is essentially concerned with how best to bring about the desired pupil learning by some educational activity. Over the years, thinking about effective teaching has been approached in a number of different ways. In 1993 Chris observe a basic frame work for the effective teaching.

Figure 2.1: A basic frame work for the thinking about effective teaching:



Source: Kyriacou, Chris (1993:9) Effective Teaching in School.

Context variables refer to all those characteristic of the context of the learning activity, usually a classroom-based lesson which may have some bearing on the success of the learning activity.

Process variables refer to all those characteristics of teacher and pupil behavior and of the learning tasks and activities which take place in the classroom and which may have some bearing on the success of the learning activity. Product variables refer, to all those educational outcomes which are desired by teachers and which have formed on the basis of either teachers planning of the learning activities and of objectives of criteria which can be used to consider and monitor effectiveness. (Chris -1996, cited in Sadek -2002)

Now it is proved statement from different researches and survey that the main aim of language teaching is to develop the students' communicative competence. So the teacher need to remember that the language teaching is not to teach the different rules of grammatical condition rather its important to emphasize on 4 skills. Other wise the teaching learning process will not be effective for the learners.

2.4 Review of approaches and methods in language teaching:

The approaches and method of foreign language teaching are totally different rather than the others subject. Successful foreign language teaching in the classroom involves consideration of language teaching methods, theories and practice. So as a teacher it is essential to know and apply appropriate method for effective teaching in the classroom.

2.4.1 Grammar Translation Method:

The Grammar-Translation method is not new. It has had different names but it has been used by language teachers for many years. At one

time it was called the classical method since it was first used in the teaching of the classical language, Latin and Greek.

According to the Grammar-Translation Method a fundamental purpose of learning a foreign language is to be able to read literature written in the target language. In order to do this student need to learn about the grammar rules and vocabulary of the target language. Literary language is superior to spoken language. In this case an important goal is for students to be able to translate each language into the other. If students can translate from one language into another, they are considered successful language learners. The primary skills to be developed are reading and writing. Little attention is given to speaking and listening and almost none to pronunciation. The ability to communicate in the target language is not a goal of foreign language instruction. Students should be conscious of the grammatical rules of the target language.

The role of the students is very traditional. The teacher is the authority in the classroom. Most of the interaction in the classroom is form the teacher to the students. There is little student initiation and little student to student interaction. It is needless to say that this method is now considered to be out dated because—vocabulary and grammar are emphasized. Reading and writing are the primary skills that the students work on. There is much less attention given to speaking and listening. Pronunciation receives little. Students are also required to memorize grammatical rules and verb conjugation (Freeman 2000).

2.4.2 The Direct Method:

The Direct Method has one very basic rule. No translation is allowed. In fact, the Direct Method receives its name form the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the student native

language. According to this method the purpose of language learning is communication. Reading in the target language should be taught from the beginning of the language instruction, however the reading skill will be developed through practice with speaking. Pronunciation should be worked on right from the beginning of language instruction.

Teachers who use the direct method intend that students learn how to communicate in the target language. In this case vocabulary is emphasized over grammar. Native language should not be used in the classroom and classroom environment should be used to help students understand the meaning. Students should learn to think in the target language as soon as possible (Freeman 2000).

2.4.3 The Audio-Lingual Method:

An Audio Lingual language teaching method is based on the assumption that language is acquired mainly through imitation, repetition and reinforcement (Fromkin and Rodman- 1998). According to this method the purpose of language learning is to learn how to use the language to communicate. The major objective of language teaching should be for students to acquire the structural patterns, students will learn vocabulary afterward. New vocabulary and structural patterns are presented through dialogs. The dialogs are learned through imitation and repetition. Drills (such as repetition, backward build-up, chain, substitution, transformation and question and answer) are conducted based upon the patterns present in the dialog. Students' successful responses are positively reinforced. Grammar is induced from the example given, explicit grammar rules are not provided.

According to this method, teacher is like an orchestra leader, directing and controlling the language behavior of her students. She is also responsible for providing her students with a good model for

imitation. Students are imitators of the teacher model or the tapes she supplies of model speakers.

Teachers want their students to be able to use the target language communicatively. In order to do this they believe students need to over learn the target language. In this method the major challenge of foreign language teaching is getting students to overcome the habits of their native language.

2.4.4 The Silent Way:

The Silent Way is the name of a method of language teaching devised by Caleb Gattegno. It is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible.

The Silent Way shares a great deal with other learning theories and educational philosophies. Very broadly put, the learning hypotheses underlying Gattegno's work could be stated as follows:

1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
2. Learning is facilitated by accompanying (mediating) physical objects.
3. Learning is facilitated by problem solving involving the material to be learned. (Richards and Rodgers -2001)

According to this method silence is a tool. The teacher speaks, but only when necessary. The teacher gives just as much help is necessary and then is silent. In this way the teacher can introduce the stress pattern for the word. In this case the teacher use some techniques and materials to make the learning attractive and effective, such as, sound color chart, teacher silence, peer correction, rods, self correction, gestures, word chart, Fidel charts, Structured Feedback etc. Here teacher is a technician and he sets up a situation that focuses student attention on the structures

of the language. This method marked by the fact that students should be able to use the language for self expression to express their thought, perceptions and feelings.

In order to do this they need to develop independence from the teacher, to develop their own inner criteria for correctness. Gattegno believed that the students must be aware of learning process and be stimulated.

2.4.5 Suggestopedia :

The suggestopedia approach was developed by Bulgarian psychologist Georgi Lozanov in the late 1970s. This method is the marked by the fact that students naturally set up psychological barriers to learning based on fears. Lozanov believe that learners may have been using only 5 to 10 percent of their mental capacity and that the brain could process and retain much more material if given optimal conditions for learning. In order to make the better use of our reserve capacity, the limitations we need to be desuggested. We know that the learners have different types of limitation and mental barrier about foreign language learning. Not only this most of the time they feel that foreign language is very difficult and they cannot be successful in this area. So the method suggestopedia marked by the fact that as a teacher it's our responsibility to help the students eliminate the feeling that they cannot be successful in this area. Not only this as a teacher we have to identify the mental barrier of the students. Suggestopedia is now called Desuggestopedia to reflect the importance place on desuggesting limitations on learning.

In this case teachers hope to accelerate the process by which students learn to use a foreign language for everyday communication. In order to do this more of the students' mental powers must be tapped. This is accomplished by desuggesting the psychological barriers learners bring

with them to the learning situation and using techniques to activate the paraconscious part of the mind just below the fully conscious mind.

A Desuggestopedia course is conducted in a classroom which is bright and cheerful poster displaying grammatical information about the target language are huge around the room in order to take advantage of student peripheral learning. According to this method, classroom setup, peripheral learning positive suggestion, role play, creative adaptations are the main challenge for the teachers.

2.4.6 Community Language Learning:

The community language learning was developed by Charles Curran in 1972. Curran studied adult learning for many years and he found that adults often feel threatened by a new learning situation. So Curran believe that teachers to become language counselors. Charles Curran states that a language counselor does not mean some one trained in psychology, it means someone who is a skillful understander of the students. By understanding students' fears and being sensitive to them, he can help students to overcome their negative feelings and turn them into positive energy to further their learning.

According to this method any new learning experience can be threatening. When students have an idea about their learning then they feel more secure. So this method encourages the teachers to see their students as "whole persons", where their feelings, intellect, interpersonal relationship and desire to learn are addressed and balanced. In this case the teacher should be sensitive to students' level of confidence and given them just what they need to be successful. The teacher should work in a non threatening way with what the learner has produced not only this, he also developing a community among the class members builds trust and can help to reduce the threat of the new learning situation.

Community language learning method is neither student centered not teacher-centered, but rather teacher student-centered, with both being decision maker in the classroom, security is initially enhanced by using their native language. The purpose of using the native language is to provide a bridge from the familiar to unfamiliar. According to this method main tape recording student conversation, transcription, reflection on experience, reflective listening, and small group tasks are the main techniques for classroom teaching.

2.4.7 Total Physical Response :

The Total Physical Response (TPR), Developed by James Asher in 1970s is based on some basic principles of language acquisition in young learners, most notably that the process involves a substantial amount of listening and comprehension in combination with various 'physical responses' (smiling, reaching, grabbing, looking, etc). It also focused on the ideas that learning should be as focused and stress free as possible, and that it should be dynamic through the use of accompanying physical activity.(Barman. B; Sultana. Z and Basu, B. L. -2007)

Teachers who use TPR believe in the importance of having their students enjoy their experience in learning to communicate in a foreign language. In fact TPR was developed in order to reduce the stress people feel when studying foreign languages. This method believes that language learning is more effective when it is fun. According to TPR spoken language should be emphasized over written language. TPR usually introduced in the students native language. After the introduction, rarely would the native language be used. In this case it is also expected that students will make errors when they first begin speaking. Teachers should be tolerant of them and only correct major errors. As students get more advanced, teachers can fine tune correct more minor errors.

2.4.8 Communicative Language Teaching:

The Communicative Language Teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes communication. In the 1970s some of the educators observed that students could produce sentences accurately in a lesson but could not use them appropriately when generally communication out side of the classroom (Freeman 2000). They also observed that students may know the rules of linguistic but be unable to use the language. So the main goal of communicative language teaching is to enable students to communicate in the target language. To do this the student need knowledge of linguistic forms, meanings, structure and functions.

According to this method, in the classroom, the teacher acts as a facilitator in setting up communicative activities. In this case one of his major responsibilities is to establish situations likely to promote communication. During the activities he act as an adviser, answering the students questions and monitoring their performance. The most obvious characteristics of CLT is that all most everything that is done is done with a communicative intent. Student use the language a great deal through communicative activities such as games, role plays and problem solving task. One of the basic assumptions of CLT is that by learning to communicate students will be more motivated to study a foreign language. Also, teachers give students an opportunity to express their individuality by having them share their ideas and opinions on a regular basis.

During the teaching learning process in the classroom native language is permitted in CLT but however, whenever possible, the target language should be used not only during communicative activities but also to explain their activities to the students. A teacher evaluates not

only the students accuracy but also their fluency. In this case the teacher may note the errors during fluency activities and return to them later with an accuracy based activity.

In order to apply this method in the classroom the teachers should be used some techniques and materials such as, authentic materials like newspaper article, radio, television, not only this scrambled sentences, language game, pictures, strip story, role play etc.

From the above discussion we observed that CLT method mainly focused on learn the target language for communication. So the teachers have to know the overall guide line about CLT so that learners can acquire the communicative skills.

In recent years, under the influence of humanistic and communicative theories, great emphasis has been placed on 'learner-centered' teaching, that is teaching which makes the learner's need and experience central to the educational process. In this framework, it is students' needs which should drive the syllabus, not some imposed list; it is the students' learning experience and their responses to them which should be at the heart of a language course. The measure of a good lesson is the student activity taking place, not the performance of the teacher (Harmer -2003).

From the above discussion we can say that the quality of language teaching will be improve if teachers use the best available approaches and methods. It can be pointed out that no single method could provide successful results. In this case teacher is responsible to select the methods according to the content.

2.5 Implications of the Review of the Present Study

Studies conducted by Sadek (2002), Ahmed (2007), Roy (2007), Golder (2002), Tabassum (2007), provided the information about English

language teaching and its limitation. The study conducted by Ahmed (2007) provided the information about errors committed by the students in English writing. Study conducted by Roy (2007) and Golder (2000) provided the information about reading skill, where the study conducted by Tabassum focused on the vocabulary teaching. The study conducted by Sadek (2002) provided the information about problem of English teaching at the primary level. On the other hand studies conducted by Akter (2001) and Banu (2000) provided the information about English language teaching at the secondary level.

From the review of above studies following implications for research can be drawn.

- i) There is a lack of research evidence on quality of English teaching at the primary level.
- ii) There is a need for investigation for English teaching in terms of its quality.
- iii) There is ample opportunity for policy makers, curriculum experts, ELT experts and the teachers of primary level in order to improve the quality of English teaching.

Considering the above implied aspects the present study is an attempt to clarify the quality of English teaching at primary level.

CHAPTER THREE

RESEARCH METHODOLOGY

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CHAPTER THREE

Research Methodology

3.1 Introduction:

The previous chapter presented the review of related literature. This chapter presents the plan and procedure of the study. The study is a survey of Quality of English Teaching at Primary Level. For the realization of objectives as stated in Chapter One, under section 1.7 a survey was planned to collect data from different sources of Primary school. Objectives of the study are given here again to facilitate the reader to get clear picture of the plan and procedure in context of these objectives

Objective: The general objective of this study is to identify the quality of English teaching at primary level. On the basis of general objective the specific objectives are -

01. to identify the teachers problem in teaching English at primary level.
02. to identify the pupils problem in learning English at primary level.
03. to identify the present situation of English teaching at primary level.
04. to provide suggestion for improving of the quality of English teaching.

Detailed information about source of data, selection of sample and construction of tools are presented. Description of the pilot study and description of construction tools have been included. Also, procedure of data collection and data analysis techniques are given.

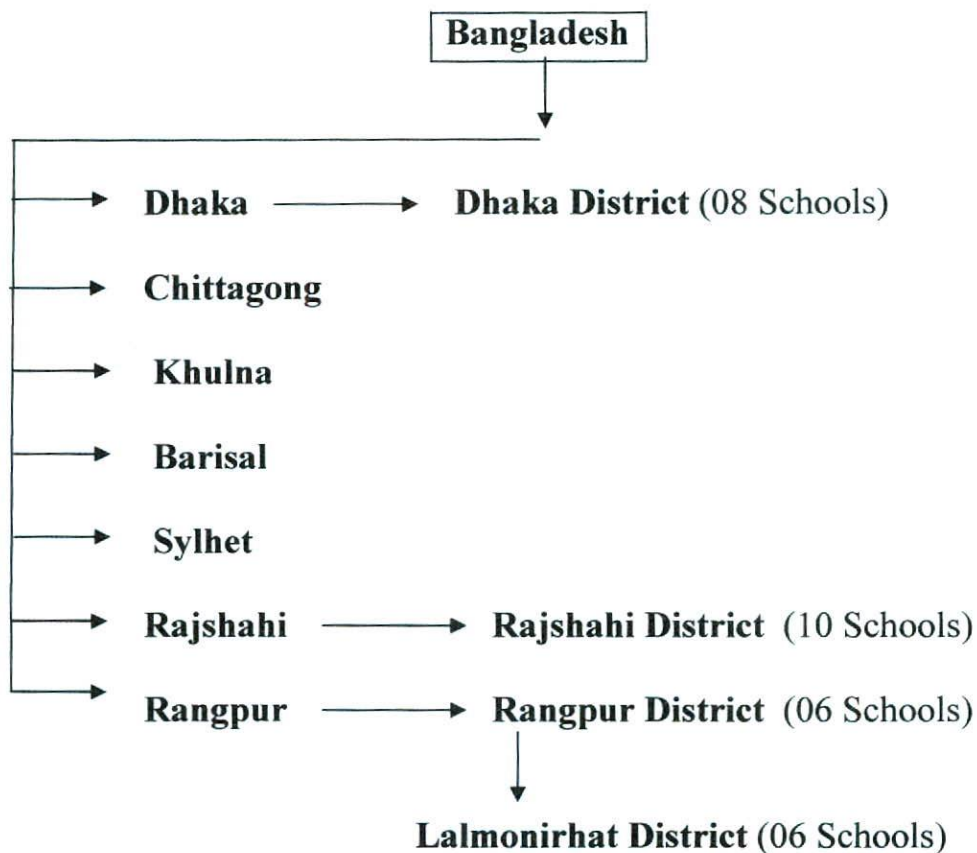
3.2 Sources of Data :

Data were collected from different sources, such as related books, journal, documents and dissertation. Data also collected from teacher, student, class observation and FGDs for achieving objectives of the present study.

3.3 Sample of the Study

For achieving the objectives 4 district were selected purposively from Dhaka, Rajshahi and Rangpur division. The selection procedure is presented in figure 3.1 and Table 3.1

Figure 3.1 Conducted Sample area of the Study



30 primary schools were selected purposively from 04 selected districts namely Dhaka, Rajshahi, Rangpur and Lalmonirhat sadar (vide figure 3.1). 20 teachers were randomly selected from each categories school (vide table 3.1). Thus a total sample size of the teachers were 60.

60 students were selected from each categories school. Thus a total sample sizes of the student were 180 (vide table 3.1). Students were selected randomly.

Table 3.1: Sample Selection for Schools, Teachers and Students.

Category of Primary Schools	Number of Schools	Number of Teachers	Number of Students taken under consideration			Total Students
			III	IV	V	
1. Govt. Primary Schools	10	20	20	20	20	60
2. Non- Govt. Primary Schools	10	20	20	20	20	60
3. Non-Govt. Reg. Primary Schools	10	20	20	20	20	60
Total	30	60	60	60	60	180

3.4 Sample selection for Classroom Observation:

Classroom observation check-list has been made in order to know the present situation of English teaching. In this regard 10 schools were selected purposively from 30 primary schools for conducting classroom observation. 20 classes (6 classes on class III, 6 classes on class IV and 8 classes on class V) were observed from 10 schools. Two classes were observed from each of 10 schools.

3.5 Sample selection for Focus Group Discussion (FGD):

In depth of the study 10 FGDs were administrated with the English teachers and 15 FDGs were administrated with the pupils of primary level. 06 teachers were selected from each of 20 primary schools. In this regards 60 teachers were selected purposively. Similarly five pupils were selected from each of 20 primary schools. Thus 100 pupils were selected purposively. Duration of the each discussion was one hour.

3.6 Construction of the Tools:

Four tools, such as two questionnaires, one for primary school English teachers, the other for pupils, an observation schedule and check-list for FGD were constructed by the Investigator. The first step in the construction of the tools was to identify all those components of the

curriculum about which the opinion of the teacher, students were to be obtained. The first draft of the questionnaire for the English teachers had 20 items, the questionnaire for pupils had 15 items and the observation schedule had 6 items. These were then referred to supervisor in order to obtain opinion from him about the validity of the items in the tools as well as the clarity of items. The feedback obtained from the supervisor was utilized for revising the tools. The revision was mainly in term of deleting ambiguous items, rephrasing items to avoid repetition of meaning of the items and refining the language of certain items. Keeping in view the above points, a revised draft of the tools was prepared and referred to supervisor seek further comments on them. As per his comments and suggestions the tools were modified. The final form of the tools is reproduced in Appendix I , II and III.

3.7 Piloting

The Pilot study was conducted in five govt. primary schools and two non govt. primary school of Rajshahi district covering a specific view for checking whether the tools needed revision. Among those schools 20 English teachers were selected. At the early stage there were twenty questions on the question paper which was selected for the English teacher of primary level. Some questions were open ended and some questions were close ended. The pilot study planned to see the tools understand and respondents can handle the instruments with ease.

After pilot test it was observed that some questions were really difficult for the teachers. They answered these questions in such a way which was not correct in sense. Finally questionnaires were formed again which contains 17 questions (vide appendix i).

On the other hand 30 students of primary level were selected for piloting. At the first step there were fifteen questions in the question

paper which was select for those students. It was found from the student's response that they were unwilling to say any negative attitude towards their teacher and they were unable to understand some of the questions. So considering the all conditions the questionnaires were formed again which contains thirteen questions (vide appendix ii).

3.8 Description of Tools:

The description of the constructed tools is given below.

3.8.1. Questionnaire for the Teachers.

The questionnaire for the teacher was prepared with the purpose of finding information of teaching methods, teaching aids, evaluation system, language uses in the classroom, teacher's qualification, training experience and their opinion about quality teaching.

3.8.2. Questionnaire for the Students.

The questionnaire for the students was prepared in order to know their opinion about English subject, teacher, classroom teaching processes, teaching aids, medium of instruction and their expectation in this regard.

3.8.3. Observation Schedule

The observation schedule was used by the investigator with the specific purpose of finding out of the classroom environment, physical facilities, teaching method, teaching aids, teacher students ratio, their interaction, evaluation and different types of component which are related with classroom teaching.

3.8.4. Focus Group Discussion (FGD)

To know the depth information researcher was conducted focus group discussion with the English teachers and the students of primary level. In this regard the teachers were asked about various factors which

are very much related with English teaching and their opinion about quality teaching. On the other hand the students were also asked about their opinion in this regard.

3.9 Process of data Collection:

Data were collected by personal contact with English teachers, pupils from Dhaka, Rajshahi, Rangpur and Lalmonirhat district sadar through different tools.

Personal classroom observation was also made in the primary English classes through structured observation schedule (vide Appendix III). The following major steps were adopted for the observation in the primary English classes.

(i) The Investigator paid a visit to each of the selected primary schools during the phase of data collection.

(ii) The investigator sought permission of the head teacher of each of the schools to observe English classes.

(iii) All the observed information was recorded in the structured observation schedule used by the investigator.

3.10 Procedure of data Analysis:

The collected data were classified and tabulated. The following technique of analysis has been used in order to arrive at the findings of the study. There were two types of items in the tools, viz , closed-ended type and open-ended type. The responses to each item of closed-ended type were analyzed in terms of frequency of responses. The frequencies were further converted into percentage to describe the results of the item to arrive at the findings .The data supplied by the respondents to each of the open-ended items were categorized on the basis of their contents, into different clusters along with their frequencies and percentage.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF THE
DATA

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CHAPTER FOUR

Analysis and Interpretation of the Data

4.1 Introduction

Analysis and interpretation of data are presented part by part in this chapter. In analyzing the data simple, statistical analyses like frequency and percentage are used. This study was taken in order to investigate the English teaching quality at the primary level. Therefore all instruments were developed according to the main objectives.

4.2 Analysis and Interpretation of Data Based on Teacher's Response

Teachers survey was focused on different criteria about language teaching .Some general information like educational back ground, teaching experience, professional degree are also focused. The following table highlights some general information about the English teachers.

Table 4.1 General information of English Teacher

General Information	Frequency n=60	Percentage
Highest degree obtained		
S.S.C	12	20%
HSC	26	43.33%
Bachelor Degree	15	25%
Masters	7	11.67%
Professional Degree		
C in Ed	30	50%
B. Ed	5	8.33%
M. Ed	0	0
Others	0	0
No Professional Degree	25	41.67%
Teaching Experience		
01-05 Years	10	16.67%
06-10 Years	25	41.67%
11-15 Years	10	16.67%
16 and Above	15	25%

The table 4.1 shows that in terms of highest degree obtained 43.33% of the English teachers hold HSC degree and only 11.66% of teachers hold Master Degree. The table also reveals that 50% of the teachers have C in Ed degree. In terms of teaching experience 41.67% of the teachers have 6 to 10 years teaching experience. The survey shows that most of the teachers have HSC degree and most of them have more than 5 years teaching experience

4.2.1 Daily Class

In order to know the teaching load the teachers were asked about the number of daily classes which they have to handle regularly.

Table 4.2 Number of classes teacher takes daily

Type of School	Number of School	Average Class
Govt. Primary School	10	6
Non- Govt. Primary School	10	7
Non-Govt. Reg. Primary School	10	7

n=30

The table 4.2 reveals that the teachers of Non-Govt.-Reg. Primary School have to take 7 classes on an average while the teachers of Primary School take 6 classes per day and the teachers of Non Government Primary School take 7 classes per day . It is clear from the table that per day the teachers of primary school take 7 classes on an average. In conclusion we can say that it's very difficult for them to pay their full attention to all classes. That is teaching load is one of the main barrier for achieving quality education.

4.2.2 Subject Taught

The teachers were asked about how many subjects they take daily. The following table highlights the opinion of teachers about their teaching subject.

Table.4.3 Name of different Subjects takes daily by the teacher's.

Number of the teacher	Subject taught	Frequency	Percentage
Govt. Primary School -20	Math , Science	20	100%
Non-Govt. Primary School-20	Social Science, Bangla	20	100%
Non-Govt. Reg. Primary School-20	Bangla, Science ,social science	20	100%

The table 4.3 shows that the teachers of primary level take different subject along with English subject, such as math, science, Bangla, social science etc. It is clear from the above table that particular English teacher is absence at the primary level. To ensure quality of English teaching at the primary level, particular English teacher is essential. It can be said that there is no specific teacher for English at primary school. Therefore it's a vital factor which creates obstacles to promote quality teaching.

4.2.3 Language Used

Classroom is the best place to practice and learn English. Pupils can get opportunity to learn English if teachers provide opportunity to use English language in classroom. In order to know the teachers opinion in this regards they were asked, which language they use as the medium of instruction. The following table informs us about the opinion of teachers.

Table 4.4 Language used in the English class by the teachers

Language used in classroom	Frequency	Percentage
Bangla	15	25%
English	5	8.33%
Both Bangla and English	40	66.67%
n=60		100%

From the above table 4.4 we see that 66.67% of the teachers mentioned that they use both Bangla and English as a medium of instruction. Besides only 8.33% teachers mentioned that they use English language during teaching learning. It is clear from the table that, while teaching English most of the teachers use both Bangla and English as a medium of instruction.

4.2.4 Motivation to speak in English .

Speaking is one of the important skill to qualitative improvement of the learners. Moreover speaking skill ensures the learning of correct

pronunciation. So as a English teacher it's important to motivate the pupils so that they could be able to achieve this skill. In this regard the teachers were asked whether they motivate their pupils to speak in English or not.

All the teachers (100%) reported that they motivate their pupils to speak in English. But it was found from the classroom observation that most of the teachers hardly motivate their pupils to speak in English. It can be concluded that teachers should speak English inside and outside of the classroom and motivate the pupils to speak in English with their friends and teachers.

4.2.5 ELT Method

No method is sufficient to teach English. In this regards Begum (2007) stated that “there are no good or bad method. Combination of methods, produce the best results for developing four basic skills. So the teachers should use the appropriate method and technique in the class according to the needs of the particular lesson.” Teachers were asked about method they use in the classroom while teaching English. The following table highlights the teacher's opinion in this regard.

Table 4.5 Methods of English Language Teaching in the classroom used by the teachers (multiple answer were taken).

Method used	Frequency	Percentage
Lecture Method	5	8.33%
Drill work done by the student	5	8.33%
Question answer	25	41.67%
Group Work	13	21.67%
Method Selected by the teacher according to content	12	20%
Total	n=60	100%

The table 4.5 reveals that 41.67 % of the teachers mentioned that they use question answer method. On the other hand 21.67% opined that they use group work method and 20% of them mentioned they select the method according to the content. It is clear from the above table that teachers pay less attention to group work and drill work which are very much essential to develop the pupils creativity. On the other hand only 8.33% of the teachers opined that they apply lecture method while teaching in the classroom. But it was found from the classroom observation that in terms of teaching methods most of the teachers depend on lecture method. It can be concluded that the teacher should use different methods according to the content.

4.2.6 Appropriate teaching method

No doubt quality of English teaching depends on appropriate teaching method. In this regards Richards and Rodgers (2002) stated that “The quality of language teaching will improve if teachers use the best available approaches and methods.” The following table highlights the teacher’s opinion in this regard.

Table 4.6 Teachers awareness about selecting the effective teaching method.

Selected Method	Frequency	Percentage
Question answer method	30	50%
Lecture method	10	16.67%
Group work /pair work	10	16.67%
No comments	10	16.66%
n=60		100%

From the above table we see that 50% of the teachers mentioned that question answer method is appropriate for effective teaching. On the other hand 16.67% teachers opined for lecture method and same number

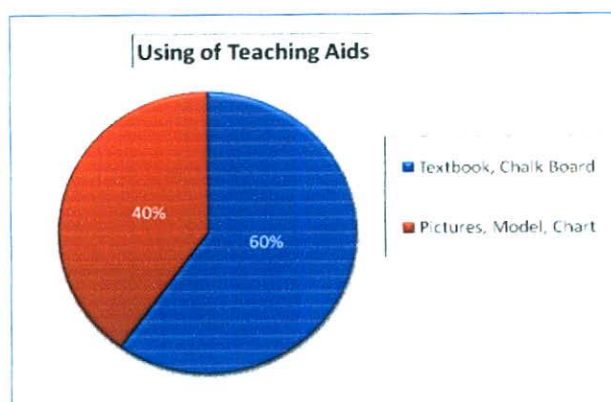
of teachers opined for group work method. Besides 16.67% of the teachers did not provide any comments in this regard. In conclusion we can say that while teaching in the classroom the teachers (50%) mainly depend on question answer method.

4.2.7 Use of teaching aids

The teaching aids play a vital role in the English class. By using teaching aids the teacher can create interest to the pupils mind and the pupils pay their attention to the teacher. Teachers were asked about teaching aids.

The following figure highlights the teachers' opinion about teaching aids.

Figure 4.1 Teaching aids used by the teachers.



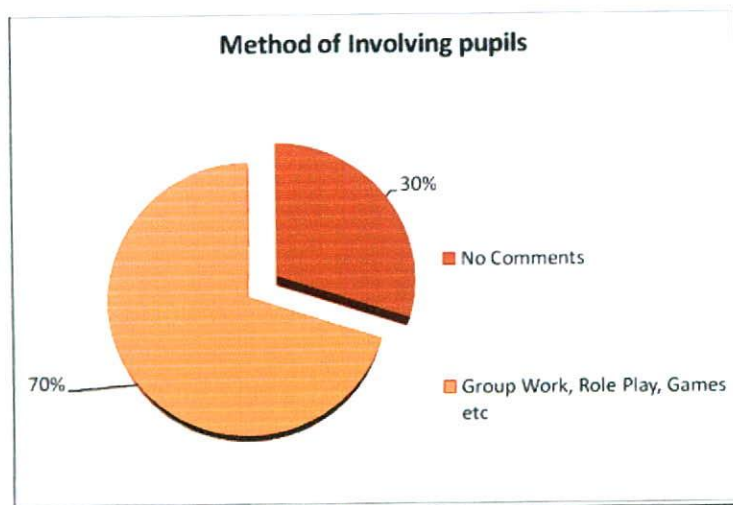
60% of the teachers mentioned that as teaching aids they use board, chalk, duster, text book etc. On the other hand 40% of the teachers mentioned that they use different types of picture, model, real object, word chart etc. From the above interpretation it is clear that most of the teachers do emphasized on traditional teaching aids and their traditional tendency about teaching aids create lack of concentration to the pupils mind. It can be concluded that most of the teachers (60%) lack interests in using different types of teaching aids.

4.2.8: Method to Involving learners

In terms of attractive teaching learning methods and technique it is suggested in the different researches that teacher will conduct teaching through discussions, by using question-answer techniques and applying participatory methods to make the presentation interesting and effective. In the English class teachers job is try to engage the students in their learning. Harmer (1998) stated that “Engage is the point in a teaching sequence, where teachers try to arouse the students interest, thus involving their emotions. When students are engaged, they learn better than when they are partly or wholly disengaged.” Hence the teachers were asked about their self method which is attractive for teaching learning process.

The following figure highlights the teacher’s opinion in this regard.

Figure 4.2 Method used by the teachers to involving the pupils



It is clear that from the above figure that 70% of the teachers opined that they use games, role play, song, body language. It may be concluded that method and technique used by the teachers (70%) are distinct. Since teachers is the best method. So quality of English teaching depends on best use of different method and technique used.

4.2.9 Vocabulary teaching

It is essential for the teacher to present the vocabulary so that the students can use them in their practical life. In order to introduce pupils with the meaning of the unknown words of a particular lesson, the teacher should present the vocabulary. The following table focused on teachers' opinion in this regard.

Table 4.7 Teachers' opinion about teaching new vocabulary

Techniques Used	Frequency	Percentage
Using blackboard and write word meaning	30	50%
Stress on pronunciation and word meaning	8	13.33%
Stress on make sentence with the new word	22	36.67%

n=60

Table 4.7 reveals that, 50% of the teachers mentioned that they write new vocabulary on the board and stress on word meaning. 36.67% mentioned that, in this regard they stress on making sentences with the new word. On the other hand 13.33% of them mentioned that in terms of teaching new vocabulary they stress on pronunciation and word meaning. When a teacher presents a new word his/her aim is to show the students what's the new word means, how it is used, spelling and pronunciation (Begum 2007). But it is clear from the above analysis that in terms of teaching vocabulary teachers (50%) mainly pay more attention to word meaning and less attention to pronunciation and making sentences with new words. It may be concluded that the techniques which are mainly followed by the teachers to teach new vocabulary are not effective for the students.

4.2.10 Techniques of teaching new story and poem

Teachers can motivate the learners by telling new stories and poems. When the pupils learn new stories and poems they try to express their

emotion and feelings. As a teacher it is essential to make the presentation interesting and effective. In terms of teaching new story and poem, it is suggested in the different researches that, teachers will use body language, colorful picture, chart and real object which are related to the story. In terms of teaching poem teacher will use picture, gesture, role play, etc. Teachers will seek questions from the pupils at different stages of presentation of the new poem. Hence teacher will apply participatory method where pupils spontaneous participation will be ensured. In this regard the teachers were asked which technique they use while teaching new story and poem. The following table highlighted the multiple responses in this regard.

Table 4.8 Teachers response about techniques of teaching new story and poem.

Techniques used	Frequency	Percentage
Only read the story from the text then give explanation	10	16.67%
Ask the pupils to read out then you (teacher) explain it	17	28.33%
Give explain by using related picture, chart, model	24	40%
Using role play	9	15%
	n=60	100%

Multiple answer

The above table reveals that 40% of the teachers mentioned that they explain the poem and story by using related picture, model, and chart 15% of the teachers mentioned that they emphasize on role play in this regard. According to the teachers opinion it is clear that in terms of teaching new story and poem on an average 45% of the teachers emphasize on reading and explain it. It may be concluded that teachers are more interested about reading the story and poem rather than using different types of teaching aids and role play.

4.2.11 Awareness about reading and writing skill

Learning a language involves acquiring four main language skills. As English is a foreign language in Bangladesh, our learners do not get proper opportunity of listening the language anywhere outside the English class. Even in the English class, the English language is not properly used. So it is important for the pupils to develop reading skill and writing skill (Begum -2007). Reading skill is a receptive skill and it means understanding a text by reading. On the other hand writing skill is a channel of learning by which we learn a language.

In this regard the teachers were asked how they help their pupils to develop reading and writing skill.

Reading skill – In terms of reading skill 45% of the respondent teachers mentioned that they use some techniques such as silent reading, loud reading, reading with group, asking question etc. Besides 55 % of the teachers mentioned that they provide question answer drill and home work.

Writing skill – In this case 66.67% of the teachers mentioned that in-order to develop writing skill they emphasize on word meaning and answer writing. 21.66% of the teachers stress on dictation and only 11.67% of them mentioned that they emphasize on free writing, controlled writing, writing from a model, gap filling etc. Both reading and writing skills are essential to learn a language perfectly. In order to develop the reading skill teacher should give the students proper instructions about reading, such as reading aloud, silent reading, open ended questions, pronunciation, true/false statement etc, where necessary. On the other hand to develop writing skill its essential to laid stress on free writing, control writing, gap filling, writing from a model where necessary. But it is clear from the teachers opinion that only 11.67% of

the teachers pay their attention in this regard. On the other hand only 45% of the teachers are concern about how to develop the reading skill. It can be concluded that on an average 60% of the teachers emphasize on answer writing to develop both reading and writing skill which is very much related with traditional approach.

4.2.12 Teacher's Guide

To ensure quality teaching teachers awareness about Teacher's Guide is essential. Teacher's Guide helps teachers to prepare the lessons and ensure effective use of the text book. For successful classroom teaching proper preparation is required. Teacher's Guide is considered as an aid to lesson preparation and it makes the classroom teaching easier and enjoyable (Sultana -2008).In this regard the teachers were asked about Teacher's Guide. The following table highlights the teacher's opinion about Teacher's Guide.

Table 4.9 Teachers Idea on Teacher's Guide.

Response	Frequency	Percentage
Yes	20	33.33%
No	40	66.67%
n=60		100%

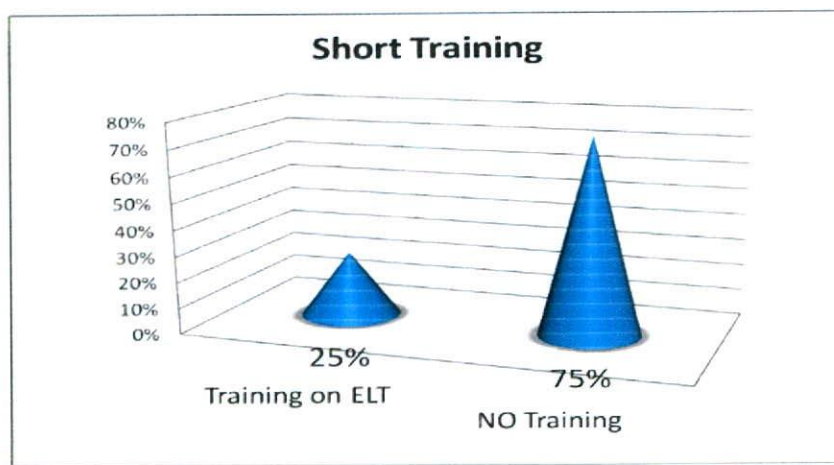
The above table shows that 66.67% of the teachers mentioned that they are not knowledgeable about the teacher's guide. Along with they mentioned that the guide is not available in their school and they also claimed that head teacher did not inform them about this matter. Besides only 33.33% of the teachers opted for yes answer but they did not provide any particular statement about what types of help they could get from the teacher's guide. The above analysis makes it clear that most of the teachers (66.67%) are not knowledgeable about Teachers Guide. It can be

concluded that lack of knowledge in this line indicates negative impact to quality English teaching.

4.2.13 Short Training on ELT

The classroom teachers are one of the best media for implementing curriculum in the actual classroom situation. Better implantations of curricula materials depend on better quality of teachers and better quality of teachers may depend on their content knowledge and proper training (Halim -2007) . Teacher's training on ELT is a vital factor to ensure quality teaching. Hence the teachers were asked, on short training in ELT. The following figure highlights the information in this regard.

Figure 4.3 Teacher's opinion about short training on ELT.



Only 25% of the teachers mentioned that they have short training on ELT. In terms of short training they mentioned that IDEAL-TRT provided them short training on ELT, which duration was five days. It is not sufficient training on ELT. On the other hand 75% of the teachers mentioned that they have no short training on ELT. Teachers training on ELT is essential, in order to vitalize the knowledge and skill of the teachers. According to the above figure it can be conclude that a large number of the English teacher's (75%) teaches English without having any training on ELT.

4.2.14 Techniques of evaluation

Classroom evaluation is essential, to know the pupils learning outcome. Evaluation will proceed during the presentation of every lesson in the classroom. The students will be evaluated through questioning and answering. Before the start of a new lesson evaluation of the previous lesson has to be conducted again. Immediate evaluation will be conducted at the end of every lesson (Zinnah and Osman-2007). In this regard the teachers were asked about the techniques of classroom evaluation. The following table informs the teachers view about classroom evaluation.

Table 4.10 Techniques of pupils evaluation in the classroom

Evaluation Technique	Frequency	Percentage
1. Asking question on the relevant topics	25	41.67%
2. Answer writing	20	33.33%
3. Takes a test after completing each lesson	15	25%
4. Don't get enough time for evaluation	0	0
	n=60	100%

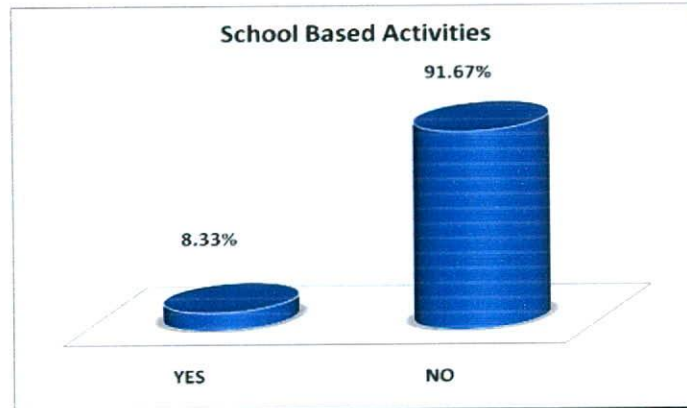
The table 4.10 shows that 41.67% of the teachers evaluate their pupils by asking question on the relevant topics. 33.33% of the respondent teachers give stress on answer writing and 25% of them mentioned that they take a test after completing the each lesson. It can be concluded that the teachers have positive attitude towards evaluation and in this regards they mainly focused on asking question on the relevant topics.

4.2.15 School based activities to promote quality teaching

Teachers are the vital player to ensure quality teaching and to ensure an effective language teaching. For this school based activities are important such as regular parents meeting, seminar, workshop etc . In this way teachers will get an opportunity to discuss about language teaching

and other factors which are related to teaching learning process. Hence teachers were requested to mention their activities to enhance the skill of English teachers if adapted any in their school. The following figure shows the teachers opinion in this regard.

Figure 4.4 Teacher's response about school based activities.



91.67% teachers mentioned that school authority do not arrange any extra activities for ELT. Only 8.33% of the respondent teachers mentioned that their school authority arrange teachers meeting once in month to improve ELT. It can be concluded that there is no school based activities for the language teachers so that they can improve their teaching techniques.

4.2.16 Barriers of ELT

In order to know the teachers problem, they were requested to mention some points which creates obstacle during teaching in the classroom. The following table indicates the multiple responses in this regard.

Table 4.11 Problems and barriers of English language teaching (n=60)

Problem and Barrier	Frequency	Percentage
1. Teacher student ratio is not perfect in the classroom	42	70%
2. Shortage of teacher	45	75%
3. Inadequate physical facilities and lack of teaching aids	40	66.67%
4. Guardian do not keep proper concern about their child	40	66.67%

In response to the questions about the barrier to attain quality teaching, the highest number of the teachers (75%) reported that teacher shortage is the major barrier for ensuring the quality teaching. 70% of the teachers mentioned that larger class size is also a vital obstacle to ensure quality teaching. The table reveals that 66.67% of the teachers proclaimed that parents are not concern about their child, while 66.67% of the teachers mentioned that inadequate physical facilities and lack of teaching aids is also responsible to ensure quality teaching. It can be concluded that the teacher's indicates different types of barriers and among them majority of the teachers laid stress on large class size and shortage of teacher.

4.2.17 Opinion to ensuring quality of English teaching

Teachers were asked to give essential steps for ensuring quality teaching. The respondent teachers put forwarded some suggestions which are given in the following table.

Table 4.12 Teachers opinion to ensuring quality of English teaching.

Suggestions	Frequency	Percentage
1. Increasing teacher training and their facilities	55	91.67%
2. Ensuring adequate teaching aids and physical facilities	52	86.67%
3. Subject wise teacher should be ensured for quality teaching	48	80%
4. Fulfilling the teacher vacant post	50	83.33%
5. Strengthening the relation ship among teachers guardian and students	37	61.67%

The above table reveals that 91.67% respondents chiefly opined for ensuring teacher training and their facilities. 86.67% teachers laid stress on ensuring adequate teaching aids and they also emphasized on increasing proper facilities of their school. 83.33% teachers mentioned that it is essential to fulfill the teachers' vacant post. 80% teachers opined for subject wise teacher and they also stress on strengthening interaction

among the teachers, students and guardians as on a regular basis for ensuring quality teaching. It can be concluded that according to the question on what are the suggestions to remove the barriers towards quality teaching, the highest number of the teachers (91.67%) opined that it is essential to ensure teachers training and their facilities

4.3 Analysis and interpretation of data based on students responses.

In order to know the pupils' opinion and to find out necessary information the data were obtained through the questionnaire from 180 pupils, 60 from each categories of school. The data have been analyzed item wise and presented according to their frequency of responses. The frequencies again have been converted into percentage for describing the results with a view to arriving at the findings.

4.3.1 Attendance:

Data were sought from the pupils about their attendance at their school. The following table highlighted the attendance rate of the pupils

Table 4.13 Attendance of the pupils

Item	Frequency	Percentage
Regular	107	57.23%
Irregular	73	42.77%
Total	180	100%

Qualities of English teaching are very much related with regular pupils' attendance. If pupils' attendance in school regularly then they follow the teaching to develop their listening, speaking, reading and writing. It is found from the table that 57.23% of the pupils are regular in the classroom. It can be interpreted that to improve skill in English regular attendance have to be ensured.

4.3.2 Attitude towards English subject:

Pupils' attitude towards the English subject significantly influenced the classroom academic performance. Positive attitude of the pupils also

encourage the teacher in their teaching. Pupils' response regarding attitude of English is presented in table 4.14

Table- 4.14 Pupils attitude towards English subject

Responses	Frequency	Percentage
Yes	113	62.78%
No	67	37.22%
Total	180	100%

The table reveals that in response to the question of what pupils thought about their English subject, 62.78% of the pupils mentioned that English subject is difficult for them and they also mentioned that their teacher finished their lesson quickly so they cannot understand all the instruction given by their teachers. It can be concluded that teacher should pay more attention to backward pupils so that they may be able to achieve language skills and felt that the subject English is easier than other subjects. If the teachers can able to build a positive attitude toward the backward pupils it will be very much effective for the all pupils.

4.3.3 Language Used:

It is very essential to speak in English in the classroom according to pupils' age level so that they can achieve two necessary skills like listening and speaking. Pupils were asked about lecture deliberation media used by the English teachers in the classroom. The following table highlights the pupils' opinions in this regard.

Table: 4.15 Lecture deliberation media used by the teachers in the English classroom.

Language used in classroom	Frequency	Percentage
Bangla	132	73.33%
English	18	10%
Both Bangla and English	30	16.67%

N= 180

From the table 4.15 it is seen that 73.33% of the students responded that their teacher had delivered the lecture by using Bangla language and only 10% of the students opined that their teacher had delivered the lecture in English. On the other hand 16.67% of the students opined that both Bangla and English language were used by their teachers. English should be taught through English according to the students' age level otherwise the students will not be able to communicate in English. Teachers can use Bangla language where it is necessary for the students. But it is clear from the above analysis that most of the students (73.33%) mentioned that their teachers delivered their lecture by using Bangla language.

Further the pupils were asked whether their teachers encourage them to speak in English or not. 55% of the pupils mentioned that their teacher did not encouraged them in this regard while 45% of the pupils mentioned the positive answer. It can be concluded according to the pupils' opinion that while teaching English most of the teachers (73.33%) delivered their lectures by using Bangla language and they (55%) did not encouraged them to speak in English. It is clear from the above analysis that a large number of the pupils are deprived from listening and speaking skills.

4.3.4 Teaching Technique

Teaching method and techniques are a vital issue to enhance pupils' ability to speak in English. Pupils were asked how their teachers taught during classroom teaching. Their responses are given in the table.

Table 4.16 Pupils' opinion about their teachers teaching techniques

Item	Frequency	Percentage
Teachers read the book and provide lecture	101	56.11%
use oral techniques	63	35%
Using picture, telling story with joyful learning environment	16	8.89%
Total	180	100%

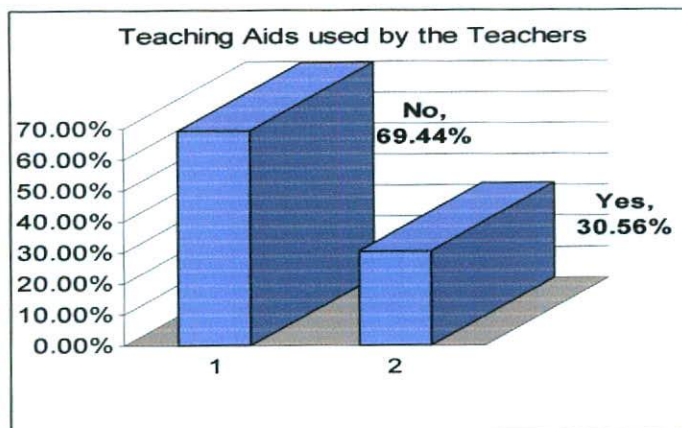
Learners like those teachers who make fun by using different techniques. The techniques that a teacher would select should be interesting and motivating. But it is clear from the above table that only 8.89% of the pupils opined that their teachers laid stress on joy full learning environment by using picture and telling story.

On the other hand 56.11% of the students responded that their English teachers read the text book and provide lecture. 35% of the students mentioned that their teachers use oral techniques. On the other hand only 8.89% of the pupils opined that their teachers laid stress on joy full learning environment by using picture and telling story. From the above observation it was found that teachers (56.11%) mainly emphasize on lecture method while teaching in the classroom.

4.3.5 Use of Teaching Aids

Teaching aids help to draw the pupils attention to the lesson and its also help the pupils to remember longer what is taught. To clarify the correct information, pupils were asked about the use of teaching aids in the classroom. The following figure highlights the pupils opinion in this regard.

Figure 4.5 Pupils opinion about teaching aids used by the teachers



It was found from the observation that 69.44% of the pupils mentioned that their teacher did not use different types of teaching aids

such as content related pictures, model, chart etc. On the other hand 30.56% of the pupils reported that teachers use teaching aids. Though the use of teaching aids is important for making the classroom teaching interesting and attractive to the students but most of the pupils (69.44%) opined that their teachers do not use context related picture, model, chart while teaching in the classroom. It can be concluded that most of the teachers have lack of interest in using content related pictures, models and charts.

4.3.6 Group Work

Students are not equal in sense and behavior. Different students have different quality and their thoughts are also different. The terms group work is very much related with cooperative language learning method. The success of language teaching is crucially dependent on the nature and organization of group work. This requires a structured program of learning carefully designed so that learners interact with each other and motivated to increase each others learning (Richard and Rodgers-2002). Hence the pupils were asked regarding group work is done by their teachers.

Table : 4.17 Pupils opinion about group work.

Responses (Pupils)	Frequency	Percentage
Yes	38	21.11%
No	101	56.11%
Sometimes	41	22.78%
Total	180	100

The above table reveals that 56.11% of the respondent mentioned that their teacher did not offer them to do work in a group. 21.11 % of them mentioned positive answer and 22.78% of them mentioned that sometimes their teachers follow group work method while teaching. In

conclusion we can say that most of the English teachers have lack of interest regarding group work while teaching English.

4.3.7 Teaching Vocabulary:

Pupils were asked how their teachers taught new vocabulary. Their responses are given in the following table.

Table 4.18 pupils opinion about teaching vocabulary.

Item	Frequency	Percentage
Teacher writes on the board and provide word meaning	75	41.67%
Teachers underline the word in the book and provide comprehensive meaning	50	27.78%
Make sentence with the word	35	19.44%
Showing chart/model/picture and emphasized on pronunciation	20	11.11%
Total	180	100%

Multiple answer

The table 4.18 shows that 41.67% of the pupils mentioned that their teachers writes new word on the board and provide word meaning for learning new vocabulary. 27.78% of the pupils opined that teachers underline the word in the book and provide comprehensive meaning. 19.44% of the pupils opined that their teacher laid stress on make sentence with the new words. On the other hand only 11.11% of the pupil opined that in terms of teaching new vocabulary their teachers use different types of pictures, charts, models and also emphasized on pronunciation. The teacher will present the vocabulary for better understanding of the text. A teacher can present the meaning of the word by using pictures, models, word charts and explain the meaning of difficult word by using simple sentence with spelling and pronunciation. But it is clear from the above table that more than 60% of the pupils opined that their teachers laid stress on word meaning. In conclusion we can say that if the teachers pay more attention to word meaning, however

the students will pay more attention to memorizing the meaning rather than understanding it.

4.3.8 New story and poem:

In the class room when the pupils face with new story and poem basically they feel more curiosity. So as teacher the main responsibility is to hold the pupils interest and encourage them to learn it properly.

The following table reveals the pupils opinion in this regards.

Table 4.19 pupils responses about teaching new story and poem.

Item	Frequency	Percentage
Teachers read with meaning	117	65%
Drawing picture according to the story	23	11.11%
Using gesture, role play	40	22.22%
Total	180	100%

The table represents that 65% of the pupils mentioned that in terms of teaching new story and poem their teachers emphasize on reading and word meaning. While teaching new story and poem, teachers can use gesture, role play to express or demonstrate meaning. In terms of teaching new story and poem, gesture and role play required as language models and provides comprehensible input. But reality is that only 22.22% of the pupils mentioned that their teachers laid stress on gesture, mime and role play while teaching new story and poem. It is clear from the pupils opinion that the teachers hardly tried to practice the different procedures of teaching new story and poem. Most of the students (65%) mentioned that their teachers laid stress on reading with meaning which is apart from joyful learning. In conclusion we can say that the techniques which are mainly followed by the teachers to teach new story and poem are not effective for the pupils.

4.3.9 Learning process

Pupils were asked to explore their opinions about learning process

which mainly instructed by their English teacher. The following table highlighted the pupils opinion in this regard.

Table 4.20 pupils opinion about learning process

Item	Frequency	Percentage
Reading with comprehensive meaning then learn the lesson	54	30%
Memorizing the lesson	90	50%
Learn according to your own technique	36	20%

Multiple response

n=180

The table 4.20 reveals that 50% of the pupils opined that in terms of learning process their teachers laid stress on memorizing the lesson, where 30% of the pupils mentioned that their teacher emphasized on learning with comprehensive meaning. It is clear from the pupils opinion that in terms of learning process teachers emphasized on memorizing the lesson. Emphasis on memorizing makes the language learning dull and uninteresting. If the pupils learn the lesson with comprehensive meaning it will be effective for them and they will be able to achieve language skills easily. It can be concluded that the teachers should pay more attention to learning with comprehensive meaning.

4.3.10 Daily lesson

Pupils were asked on preparing their own lesson /home work daily. 40% of the pupils opined that they prepare their lesson daily while 60% of the pupils mentioned that they did not prepared their lessons daily. Their responses are given in table 4.21 why they prepare the daily lesson and why they not.

Table 4.21 pupil's opinion in favors daily lesson

Statement	Frequency	Percentage
Teacher ask about the lesson	20	27.78%
Afraid friends for their criticism	5	6.94%
To get good marks in the exam	40	55.55%
Afraid about teachers punishment	7	9.72%
n=	72	100%

Multiple responses

From the above table it is clear that 55.55% of the pupils mentioned that they prepared their lessons daily to get good marks in the examination.

Table 4.22 Pupils statement on not favors daily lesson.

Statement	Frequency	Percentage
Problem arise while self reading	43	39.82%
Teacher do not ask about the lesson	0	0%
English subject is not interesting for you	25	23.15%
You do not get sufficient help from your parents	40	37.03%

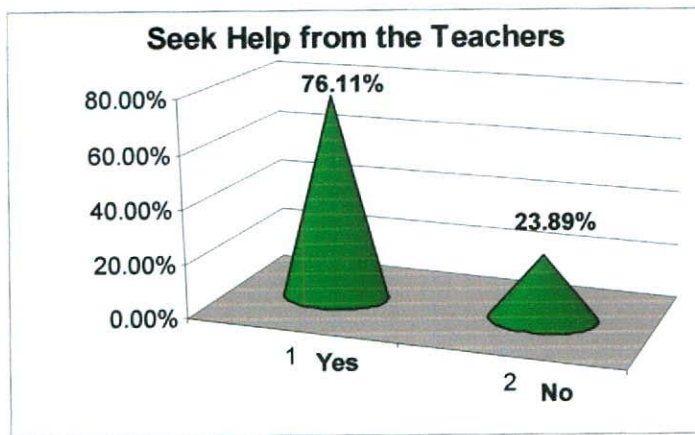
n=108

The table 4.22 reveals that 39.82% of the pupils mentioned that they have to face problem during self reading. 23.15% pupils opined that English subject is not interesting for them and 37.03% opined that they do not get help from their parents in this regard.

From the above analysis the main finding is that most of the pupils did not prepare their lessons regularly and in this regard main reason is, they can not read alone and they do not get sufficient help from their parents. It can be concluded that basically pupils are weak in English and parents are not properly concern about how to help their children while learning language. Better support is required from teacher and parents/guardian to learn quality English teaching.

4.3.11 Seeking Help

Pupils were asked why are they seek help from the English teacher, The following figure highlights the pupils opinion in this regard



76.11% of the pupils mentioned that they seek help from their English teachers because their teachers repeat the lesson with an easy way and they also mentioned that by using board teacher makes the lesson comprehensive for them. On other hand 23.89% of the pupils mentioned that they do not seek help from their English teacher, because they afraid of English teacher. In conclusion we can say that majority of the pupils seek help from their English teacher. Teacher should help the pupils to learn English for qualitative improvement.

4.3.12 Expectation to Teacher:

In order to know the pupils' expectation about their English teacher, pupils expectation are highlighted in the following table:

Table 4.23 pupils expectation about their teacher

Item	Frequency	Percentage
like other teachers	17	9.44%
wiser than other teacher	53	29.44%
like parents	40	22.22%
like friends	70	38.89%

The table shows that 38.89% of the students mentioned that their English teacher would be like their friends. Besides 29.44% of them expected that their English teacher would be wiser than the others. Alongside 9.44% and 22.22% of them expected that their teacher would

be like other teachers and parents respectively. It is clear from the table that the pupils expect friendly attitude from their teacher.

4.4 Analysis and Interpretation of Data Based on Observation

Check -list.

A check list was developed to identify the real situation in English language teaching and to know the teachers performance. The check list contains six criteria such as personal appearance of the teachers, classroom environment, teaching methods, teaching techniques, language skills, techniques of evaluation. Each of the criteria consists of some sub-criteria and all of the criteria based on five point scales (excellent, good, average, below overage totally lacking) to measure the present teaching situation of different primary schools. Collected data have been interpreted in percentage for describing the result. Observation results are interpreted and presented below.

4.4.1 Personal appearance

Personal appearances of the teachers were based on teachers dress-up, attitude, style and using voice in the classroom. Results are presented in the table 4.24

Table 4.24: Personal appearance of the teachers.

Items	Five Point scale				
	Excellent	Good	Aver age	Below Average	Totally Lacking
i. Teachers awareness about dress up	30%	50%	20%	-	-
ii. Teacher attitude towards pupils	20%	40%	40%	-	-
iii. Style of presentation	10%	20%	10%	60%	-
iv. Using voice in the classroom	20%	40%	20%	20%	-

i. Teachers awareness and dress up

While teaching in the classroom the teacher is required as an ideal model for the students. The students always follow their teachers in every step, like inside of the classroom and out side of the classroom. So as a

teacher it is important to keep concern about his/her dress up and other aspects. From the classroom observation, it was found that 30%, 50% and 20% of the school teachers were measured as excellent, good and average respectively in terms of awareness about dress-up. Hence it may conclude that most of the teachers (80%) were ranked good about their dress up.

ii. Teachers attitude towards pupils.

Teachers attitude play a vital role in classroom teaching and learning process. In the observed classroom 20%, 40% and 40% of the teachers were measured excellent, good and average respectively in their attitude towards pupils. It was found from the observation that majority of the teachers (60%) were ranked good. While teaching in the classroom their attitude was friendly.

iii. Style of presentation .

The style of presentation is basically teacher-centered endeavoring to capture students' attention and interest in the lesson. It is also referred to as the warming up stage. The presentation is the initiation of the lesson itself, where the new topic and other items, are introduced according to the needs of the lesson. The presentation stage must be both economical and effective. That is it should not take up too much time. The materials should not be overloaded with too many examples and should present the new language in a meaningful context showing the appropriate meaning. (Khan 2009) When teachers present the lesson with real example from the environment and engaged the students in thinking, students are encouraged and be attentive to teaching learning process. It was found from the observation that 60% of the teachers started their lesson directly without motivating their students and they were measured below average in this regard. 10% of the teachers were not fully concern about their lesson presentation and they were measured average, Only 30% of the teachers were active about their lesson presentation and they were very

much concern towards the whole class and try to engage the students in thinking about the subject matters. From the classroom observation it was found that only 30% of the teachers were measured good, where most of the teachers (60%) were not efficient in this regard.

iv. Using Voice in the classroom

In ordinary speech the pitch of the voice is continually changing. When the pitch of the voice rises we have rising intonation, when it falls we have a falling intonation. By intonation it means the rise and fall of the pitch of the voice when we speak. So as a English teacher using of voice in the classroom is an important factor to expose the lesson with meaningful structure. So the sense of intonation is essential in language teaching. Harmer (1998) stated that “perhaps the teachers most important instrument is the voice. Teachers voice need to be audible for the students. They must be sure that the students at the back of the class can hear them just as well as those at the front.” In terms of using voice in the classroom it was observed that, 60% of the teachers scored the rank of good. On the other hand 20% of the teachers were measured on an average and 20% of the teachers were measured below average in this regard. It is clear from the observation that majority of the teachers voice was audible for the pupils but they provide their speech in a same tune and they have lack of knowledge about intonation.

4.4.2 Classroom environment

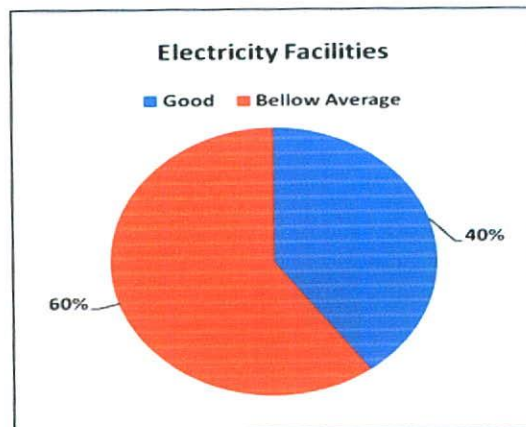
Classroom environment plays an important role in the learning of languages especially English language .In terms of classroom environment researcher observed three conditions that facilitate teaching and learning process. In this point of view the three criteria were observed such as electric facilities, content related wall chart and picture and teacher student ratio in the classroom. These factors affect the pupils in different way and directly related to individual learning style. Different

researches suggest that when teachers adjust the environment with the teaching learning process then the students perform better in the classroom.

i. **Electricity facilities**

Electricity facilities is essential for listening practices in the classroom. The following figure highlights the information in this regard.

Figure 4.7 Electricity facility in the classroom.

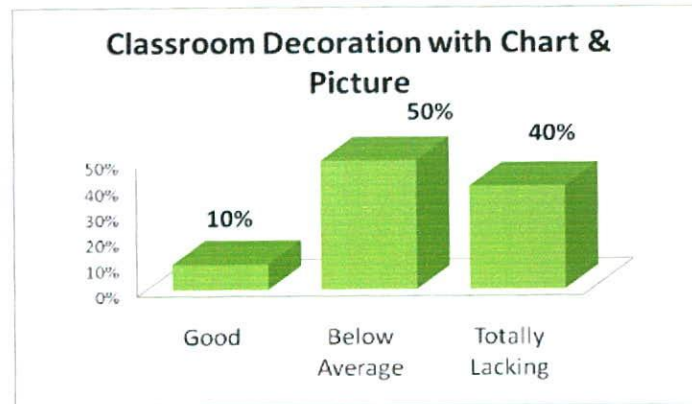


In this case it was observed that 40% of the schools have sufficient electric facility. 40% schools ranked good in term of electricity facilities. On the other hand 60% of the school measured below average in terms of proper electric facility.

ii. **Content related wall chart and picture**

In the classroom teaching learning process, wall chart and pictures are important tools for joyful learning. It is suggested that by putting posters containing grammatical and vocabulary information about the target language on the classroom walls, students will absorb the necessary facts effortlessly (Freeman 2000). The following figure highlights the information in this regard.

Figure 4.8 Information about classroom decoration with colorful picture and wall chart.



From the observation it was found that only 10% of the classrooms were well decorated with wall chart and color full pictures. On the other hand 50% Classroom were measured below average in this regard .It was observed that 50% of the classroom contains few number of wall chart which is not attractive for the pupils. Besides 40% of the classrooms were measured totally lacking. It means this 40% of the classroom contains no wall chart and picture which are important for both teaching and learning. From the observation it makes clear that on an average 90% of the classrooms are not well decorated with content related wall charts and pictures.

iii. Teacher and students' ratio

From the classroom observation it was found that large class size is a common phenomenon at the primary level. Due to shortage of teachers and increasing number of students at the primary level, makes uncomfortable situation in the classroom. It was found that teacher student ratio was 1:55 of 70% of the class. As a result most English teachers often associate large English class with disorderliness, lack of control, lack of students' attention and lack of teacher student's

interaction. This situation is further aggravated by the unsatisfactory quality of teaching and the paucity of teaching materials

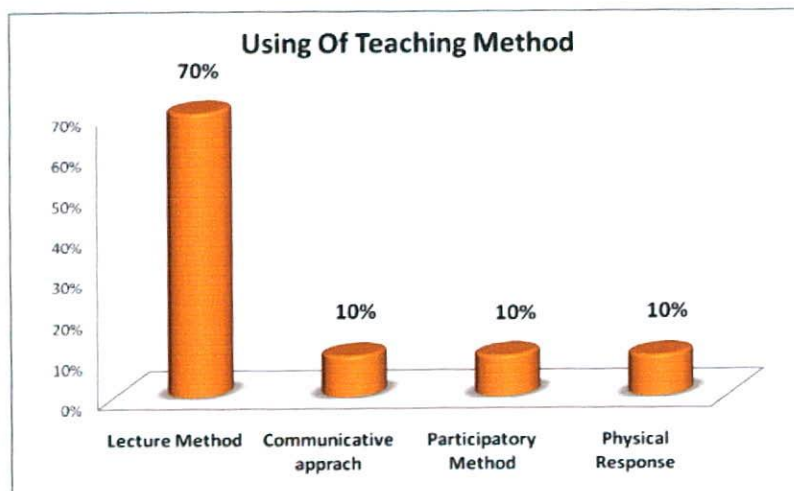
4.4.3. Teaching Methods

No doubt, teaching method plays a vital role in classroom teaching. Appropriate teaching methods help the learner to achieve language skill in a proper way. In this area teachers have a great responsibility to select appropriate method according to the content and age level of the pupils. On the basis of main criteria the sub criteria were

- i. Grammar Translation method/Lecture method
- ii. Communicative approach
- iii. Participatory approach
- iv. Total physical response method

The following figure shows the teaching methods used by the English Teachers.

Figure 4.9 Teaching method used by the teachers.



Grammar Translation Method is a traditional method which mainly based on lecture method. According to this method. The role of the teacher is very traditional and teacher is the authority in the classroom. From the observation it was found that 70% of the teachers use Grammar

Translation method which mainly focused on lecture method. It was also observed that most of the interaction in the classroom was from the teacher to pupils. There is little student's initiation and little student to student interaction. The teacher mainly emphasized on reading and writing. There is given less attention on speaking and listening.

Now a days, communicative approach method is very well known and also effective method for ELT. According to this method, teacher acts as a facilitator in setting up communicative activities and as an advisor during the activities. Communicative interactions encourage co-operative relationships among students. It was found from observation that only 10% of the teachers use this methods and they were measured good in this regard. In conclusion we can say that at the primary level majority of the teachers have lack of knowledge about communicative approach and they mainly emphasize on traditional lecture method which is not appropriate method to ensure quality teaching.

It was also found that only 10% of the teachers apply participatory method during the classroom teaching and they are measured on an average. Besides it's also found from the observation that only 10% of the teachers follow total physical response approach and they are measured good in this regard. It is clear from the observation that during language teaching most of the teachers emphasized on Grammar Translation method. Although communicative approach, participatory approach and physical response method are essential for effective teaching learning process but very few number of the teachers emphasized on these methods. In conclusion, we can say that majority of the teachers are not skill in this regard.

4.4.4 Teaching Techniques

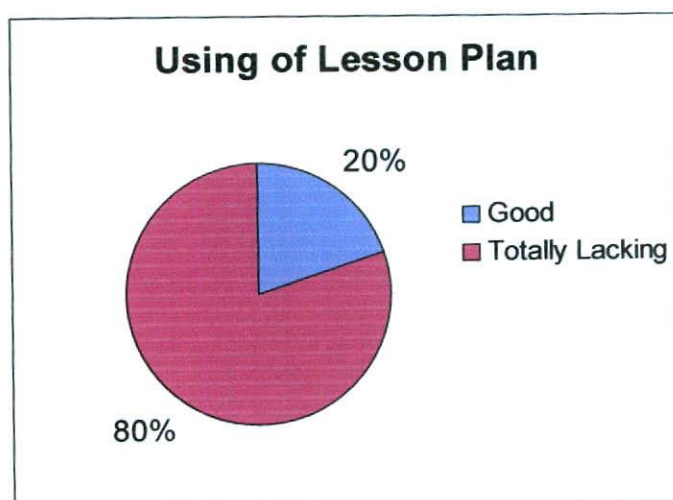
To identify the overall techniques in ELT different types of criteria were observed in the classroom, such as using of lesson plan, body

language, creative adaptation, classroom monitoring, students motivation towards learning, using of teaching aids, student to student interaction, subject knowledge and students error.

i) Lesson Plan

Lesson plan is an integral part of the teaching process. It is also a valuable tool for the teacher in successful implementation of a lesson. Lesson plan is a composite whole, outlining the objectives to be achieved through a particular lesson, the groundwork, the teaching points and the desired learner outcomes and of course, the specific segment to be dealt with within the stipulated time (Khan 2009). The following figure highlights the information about using of lesson plan.

Figure 4.10 Using of lesson plan

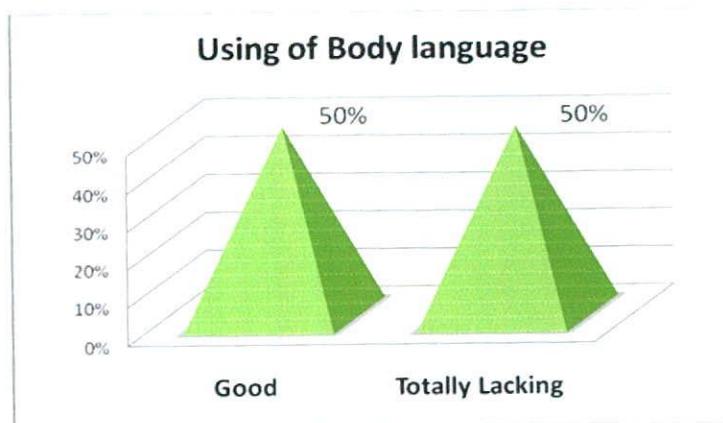


It was found from the classroom observation that in terms of using lesson plan 80% of the teachers were ranked totally lacking. With regard to class work and home work there is usually no planned schedule, everything depends on the teachers mood. Only 20% of the teachers were ranked good about using of lesson plan. It is clear from the observation that majority of the teachers (80%) have lack of interest about follow the lesson plan.

ii. Body Language

Body language refers to the use of physical expression to indicate meaning e.g., happiness, sadness, anger, fear etc. By using this techniques teachers can motivate the students easily and make the lesson meaningful. The following figure shows the information in this regard.

Figure 4.11 using of body language

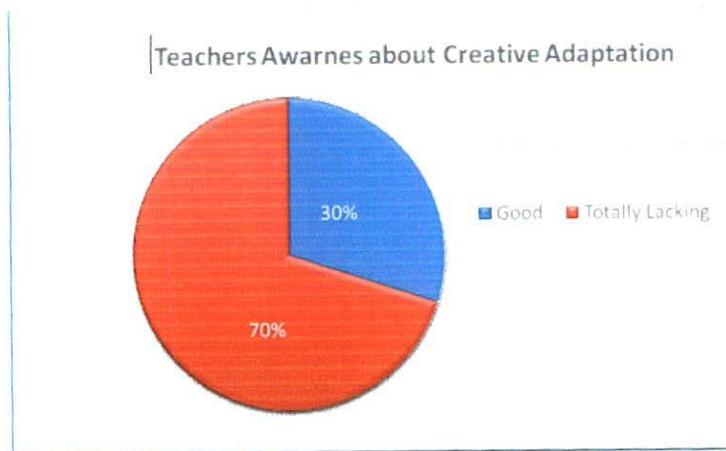


It was found from the observation that 50% of the teachers use body language during teaching learning period, besides 50 % of the teachers was not concerned about these techniques and they were ranked as totally lacking. It is clear from the observation that 50% of the teachers have lack of knowledge in this regard.

iii. Creative adaptation

As a language teacher it is important to measure what is appropriate for particular students in a particular situation. So as a language teacher it is essential to apply new activities and techniques in the classroom, so that it can be motivated the learners and help them for creative adaptation. Both pair work and group work is important for creative adaptation. Not only this, teacher can apply different types of activities to develop the pupils creativity such as singing, dancing, games dramatization etc. The following figure highlights the teacher awareness in this regard.

Figure 4.12 Teachers awareness about creative adaptation

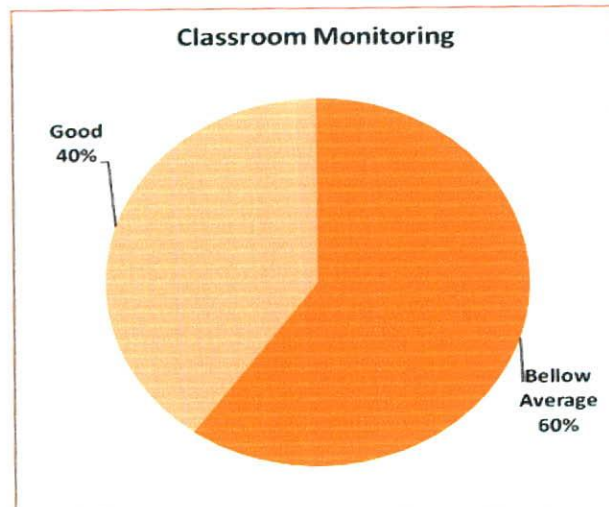


It was found from the observation that only 30% of the teachers emphasized on this matter and they were ranked good. It was observed that while teaching, the teachers (30%) were asking various questions and giving various examples about the lesson. Not only this, they (30%) were concerned about how to create creative activities by using group work and pair work. On the other hand 70% of the teachers were not acknowledged in this regard and they were measured totally lacking. In conclusion we can say that most of the teachers (70%) are not willing to create any new activities in the classroom for creative adaptation while teaching they laid stress on their own lecture.

iv. Classroom monitoring

Classroom monitoring is essential to disciplined classroom as Ur (1991) said that "it seems fairly clear that in a disciplined classroom it is easier to active student in the way the teachers want, and that time will be probably spent on task rather than wasted on organizational problems or disruptive behavior." While students are doing their task, the teacher should monitor the activity going near to them and checking the answers. The following figure highlights the information about classroom monitoring.

Figure 4.13 Teachers attitude towards classroom monitoring.



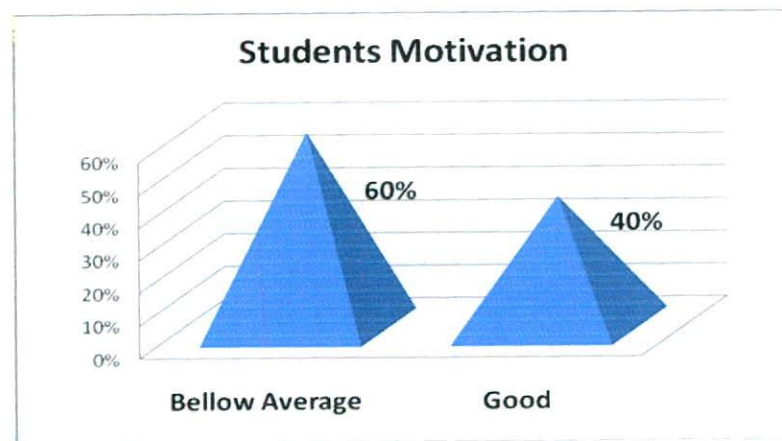
It was found from the observation that only 40% of the teachers were fully concerned about classroom monitoring and they were ranked good. It was observed that they (40%) were proceeding their lesson plan wise and also concern about classroom discipline. On the other hand it was found that 60% of the teachers were not fully concerned in this regard. It was found that while teaching they (60%) mainly laid stress on their lecture deliberation and writing on the board. It was observed that some of the students created distracting behavior in the classroom, like looking here and there, unnecessary talking with peers, waving and irrelevant drawing picture. They listened to their peers talking and avoid their teachers lecture. The teachers (60%) were not fully concerned about the whole class. In conclusion, we can say that majority of the teachers (60%) have lack of knowledge in terms of classroom monitoring and they are ranked below average.

v. Students motivation towards learning

It is realized that there is often a high correlation between the motivational intensity and language learning success. Where as attitude is likely to influence learning, motivation is likely to determine the extent to

which a learners becomes actively involved in the learning process (Rahman-2007). For learning English motivation plays an important role. If the students are not motivated to learn they do not do practice. So motivation is an important factor for making lesson interesting. The following figure highlights the teachers awareness about pupils motivation.

Figure 4.14 Teacher's attitude towards students motivation.



Mitchell (1992) found that motivation is one of the most critical determinants of the success and quality of any learning out comes in any school setting, whether it may be elementary, secondary or higher education (cited in Islam- 2006). It was found from the classroom observation that most of the teachers started their teaching without motivated the students. Teachers basically used some common teaching strategies like reading the text book, writing on the board, oral techniques etc. It was found that most of the students had a tendency to write down the lesson from the board but they were not properly motivated about the subject matters. It was also found that most of the pupils tried to retrieve the lesson from memory and some students answered the questions on the basic of their own concept. Teachers were not concern about the whole

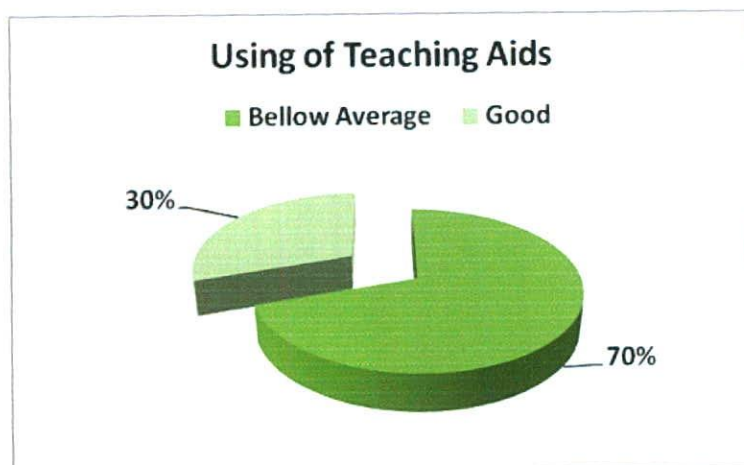
class. The teachers were more concern about their lecture rather than students motivation towards learning.

The figure shows that in case of students motivation towards learning 40% of the teachers were ranked good and 60% of the teachers were not skilled in this regards. They were ranked below average; In conclusion we can say that most of the teachers have lack of knowledge about how to motivate and guidance to the pupils.

vi. Using of teaching aids

Teaching aids play a vital role in teaching learning process. It is important for an English teacher to use teaching aids in the classroom because it makes the lesson effective and memorable. The following figure highlights the information in this regard.

Figure 4.15 Teacher's attitude towards using of various teaching aids



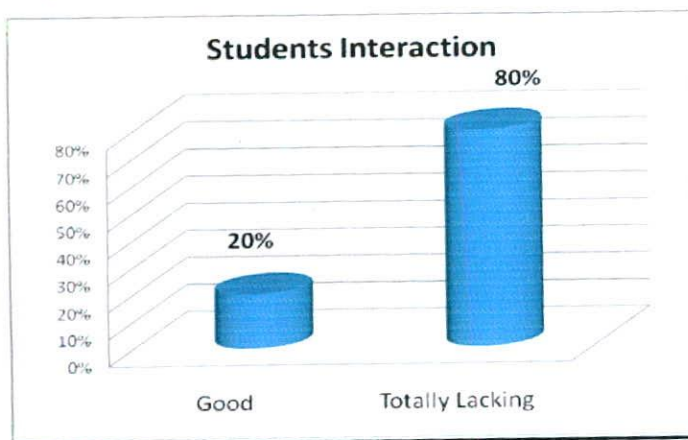
In using teaching aids it was observed that 70% of the teachers did not use any authentic materials like colorful pictures, charts, flashcards, model etc. As teaching aids they (70%) mainly depend on text book and chalk board. It was also found that only 30% of the teachers used different types of teaching aids and they were ranked good. In conclusion we can say that most of the teachers (70%) measured below average in

terms of using authentic teaching aids and their approach were traditional which reflects on traditional teaching.

vii. Students to student interaction

In Classroom teaching it is important to create interaction among the students so that they can share their knowledge. Harmer (1998) stated that the best lessons are ones where student taking time is maximized but where at appropriate moments during the lessons the teacher is not afraid to summarize what is happening, tell a story, enter into discussion etc. Good teachers use their commonsense and experience to get the balance right. But it was found from the observation that teachers only provided their lecture and while they asking question then the students try to give the answers. The following figure highlights the teachers awareness in this regard.

Figure 4.16 Teachers awareness about students interaction



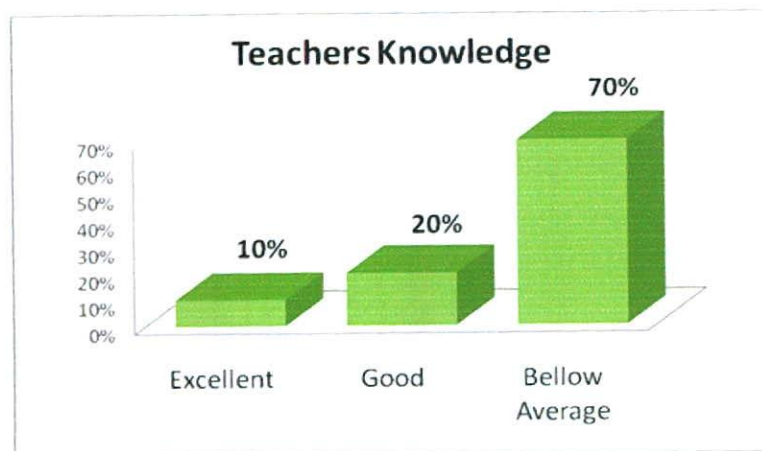
It was found from the observation that, only 20% of the teachers were concerned about students to students interaction during classroom teaching and they were ranked good. On the other hand 80% of the teachers were ranked totally lacking in this regard. The introduction of English for Today (Text book class I to V-2010) suggested that individual work, pair work and group work are essential to encourage the learners. But it was observed that a large portion of the teachers (80%) delivered their lecture without any interaction between the students. In conclusion,

we can say that the environment of the classroom was teachers centered. There is lack of interaction between student to student. From the above discussion it makes clear that at the primary level, English teaching system is mainly teacher centered which is apart from quality teaching.

viii. Teachers knowledge about the subject:

In terms of teaching learning methods and techniques, it is suggested in the introduction of English for Today (Text book from class I to V) that teacher will conduct lesson through communicative approach by using different types of activities. So the teachers must acquire necessary subject matter and pedagogical knowledge. The following figure highlights the information in this regard.

Figure 4.17 Pedagogical knowledge of the teachers



Out of observed 20 classes it was found that 10% of the teacher have subject based knowledge and they were ranked excellent. On the other hand 20% of the teachers measured good in terms of subject based knowledge. But the reality is that 70% of the teachers were not skill in this regard and they were ranked below average. It was found from the classroom observation that majority of the teachers (70%) delivered their teaching without having any pedagogical knowledge. It can be concluded that though teachers pedagogical knowledge play a vital role to promote

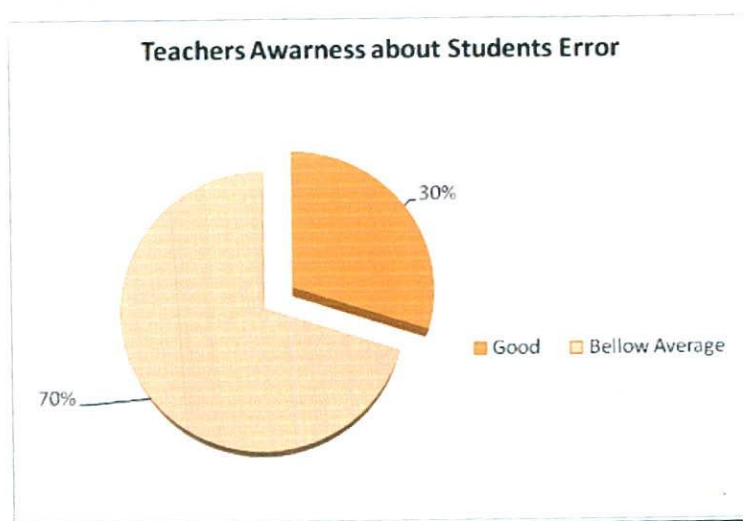
quality teaching but reality is that at primary level most of the teachers have a great lacking in this regard.

ix. Teacher responds to students errors

Students errors are seen as a natural, indispensable part of the learning process. Errors are inevitable since the students are encouraged to explore the language. The teacher uses student errors as a basis for deciding where further work is necessary (Freeman 2000)

The following figure highlights the teachers awareness about student's errors.

Figure 4.18 Teachers attitude towards students errors.



While teaching in the classroom 30% teachers were fully concerned about their pupils error mainly related with copies and pronunciation. When their pupils did any mistake they took it easily and encourage them about correction. 70% of the teachers were failed to pay proper attention in terms of pupils error. Here the teachers mainly stress on their lecture and they pay less attention about their pupils error like pronunciation, accuracy, fluency etc. Hence the teachers mainly pay their attention in grammatical mistake answer writing and spelling. It was found from the observation that 30% of the teachers ranked good and 70% of the teachers measured below average in terms of error correction.

4.4.5 Language Skills (pupils)

The following table highlights the four language skills of the pupils.

Table 4.25 language skill of the pupils

Item	Percentage of Scale Point				
	Excellent	Good	Averages	Below Average	Totally Lacking
Listening	3%	10%	7%	80%	
Speaking	3%	10%	7%	80%	
Reading	5%	15%	20%	60%	
Writing	5%	20%	15%	60%	

The above table reveals that in terms of language skill the pupils show their low performance while teaching in the classroom. More than 60% of the pupils were measured below average for each skill. The reality is that while teaching English, most of the teachers use Bangla as a medium of instruction. But on observation day when the teachers provided some instruction in English the pupils were not habituated in this matter. It was also found from the observation that the teachers hardly pay any attention to the oral work and speaking. The table reveals that 80% of the pupils were measured below average in terms of both listening and speaking skill. To clarify the reading skill, 20 pupils were selected randomly from each of 20 classes and they were asked to read out the previous lessons which they have been already taught by their teachers. It was found from the observation that majority of the pupils were not skilled in this regard. Only 20% of the pupils were labeled good. However 60% of the pupils were ranked below average in terms of reading skill. In terms of writing skill 60% of the pupils mentioned that they had gotten poor marks in English during the previous exam and they also mentioned that they had emphasized on question answer and word

meaning to gain better marks in the examination. It makes clear from the above analyses that pupils are not encouraged to learn English as a tool for communication rather they are motivated to memorize answers for examination purpose.

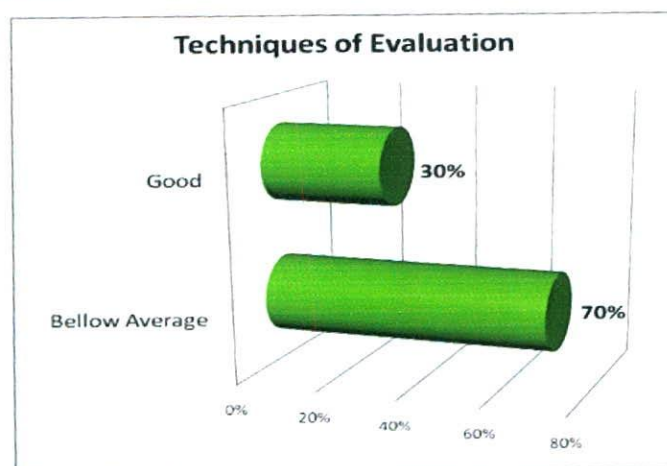
4.4.6 Speaking style of the teachers

It was observed that while teaching in the classroom 70% of the teachers delivered their lectures by using Bangla language. It was also found from the observation that most of the teachers (70%) were not concern about their fluency and accuracy.

4.4.7 Techniques of evaluation

The teacher should assess the main area of language learning in English. While teaching in the classroom, pupils evaluating is essential to know their performance and to evaluate the success of teaching. Evaluation is an important part of the teaching to see where has the teachers teaching been unclear. In this part, pupils can identify their mistakes. As a language teachers it's essential to pay attention about their techniques of evaluation. The following figure highlights the information in this regard.

Figure 4.19 Teachers awareness about techniques of evaluation



It was found from the observation that 70% of the teachers were not properly concern in terms of evaluation techniques. It was noticed that

teachers had a low tendency in assessing students during lesson. By and large teachers asked question to individual student rather than whole class. It was observed that while questioning teacher generally selected students by their own choice. It was also found from the observation that teachers' favorite students and the students sitting on the front benches were typically posed question by teachers in classroom and most of the students were deprived from classroom questions. Only 30% of the teachers were ranked good in terms of evaluation techniques and they were more the concern about the weak students. It makes clear that the teachers have lack of knowledge in terms of techniques of evaluation. It can be concluded from the observation that 70% teachers were measured below average in terms of techniques of evaluation. It was found that some of the pupils answered the question to teachers' questions spontaneously. It was observed that a few portions of the students answer the questions in the classroom when they were asked by the teachers. It was also observed that 70% of the teachers did not review the lesson at the end of the class.

4.5 Focus Group Discussion (FGDs):

Researcher was conducted for in depth of the study. 20 primary schools were selected from sample area and 6 teachers and 5 pupils were selected from each primary school. Thus 60 English teachers and 100 pupils were selected purposively. Duration of the each discussion was one hour

4.5.1 Focus Group Discussion with the teachers:

Teacher is the major factor in teaching learning process. Good teacher know how to teach and they can identify the main factors which are related with this process. In this regard most of the teachers mentioned some problems which are going on day by day. Some major problems have been derived from this discussion which is noted down:

1. The teachers were asked about physical facilities of their schools. In this point, 80% of the teachers mentioned that physical facilities of their schools is not so strong. They also reported that electricity facility is not sufficient for the students. So in summer season its very difficult to continue the teaching process.
2. The teachers were asked about the number of class which they takes daily. In this regard 60% of the teachers mentioned that on an average they have to take 6 classes per day. Here they also said that they have to take different subjects along with English .The teachers also proclaimed that there is no subject wise teacher in the school and shortage of the teachers is one of the major problem in their school. 70% of the teachers mentioned that subject wise teacher should be ensured for quality teaching.
3. While discussion 60% of the teachers reported that students understanding ability depended on teachers presentation, teaching procedure, practical learning and their regular attendance in the class. The teachers also reported that some of the students had a tendency to understand the course materials and most of the students had a tendency to memorize it. The teachers said that the students would understand easily if they attended in the class regularly.
4. The teachers were asked about teaching methods. In this regard 80% of the teachers mentioned that they apply different types of teaching method such as lecture method, question-answer method, group work, pair work etc. They also mentioned that sometimes they use the techniques of visualized presentation like colorful pictures and charts. This might regulated the students to perform better in the classroom.

5. The teachers were asked about the four language skills (listening speaking, reading and writing) which are mainly prescribed by the NCTB. In this regard 60% of the teachers mentioned that they emphasized on reading and writing skills of the students, because this two skills are exam related. On the other hand they also mentioned that while teaching in the classroom they encouraged their students to speak in English. Majority of the teachers (70%) mentioned that while teaching in the classroom they used both Bangla and English language as a medium of instruction, because most of students are unable to understand the lecture which mainly based on English language.
6. During discussion, the teachers were asked about teaching aids. According to the teachers' (75%) statement it was noted that teaching aids are not sufficient in their school. However they do not get enough time to prepare teaching aids. Hence they again proclaimed that they are loaded with various classes and subjects, so they fail to pay more concentration on English teaching and teaching aids. Further they also mentioned that they try to use different types of pictures, charts and real objects as much as possible.
7. During discussion, They were asked about lesson plan. In this point, 60% of the teachers mentioned that they like to make lesson plan, because it is an important factor to ensure effective teaching. On the other hand the rest of the 40% teachers mentioned that sometimes it's hard to maintain a lesson plan but they try to follow it as much as possible.
8. During discussion the teachers were asked about the text book which is prescribed by NCTB. In this point 65% of the teachers proclaimed that they do not get the text books in time, as a result at

the beginning of the year most of the students loss their interest in learning. Further the teachers were asked about competency based curriculum which mainly introduced by NCTB. In this point 70% of the teachers mentioned that they are not fully knowledgeable about the competency based curriculum. On the other hand 30% of the teachers reported that they have little idea about competency based curriculum. Hence a large number of the teachers (80%) mentioned that they do not get the Teachers Guide, as a result they have lack of knowledge about competency based curriculum.

9. During discussion the teacher were asked about communicative approach which mainly prescribed by NCTB. In this point 70% of the teachers reported that they have no special training on communicative language teaching method, so they are not completely knowledgeable about how to apply this method, while teaching in the classroom. The teachers also urged that at the primary level every class consists of more than 45 students. As a result it is difficult for them to apply modern methods and techniques.
10. The teacher were asked about the performance of the students. In this point most of the teachers (70%) mentioned that performance of 15% students are good, 30% are average and 55% are not good. The teachers also proclaimed that the guardians are not concern about their children, and most of the students do not prepare their home work regularly. Further the teachers also mentioned that as a teacher they are responsible for teaching English in the school and guardians are also responsible in the house for their children learning. But reality is that most of the guardians are not concern about regular attendance and learning of their children.

11. Majority of the teachers (65%) also proclaimed about their salary structure. They reported that they are not satisfied about their present salary. However they proclaimed that the new teachers who are higher qualified always try for better job. As a result many of them failed to pay full concentration in teaching language.

12. During discussion the teachers were asked about how to ensure quality of English teaching. Here are some important points derived from their opinions. All teachers mentioned that for quality teaching, quality training should be ensured for the language teachers, so that they can know about modern teaching. 70% of the teachers opined that in this regard one of the main barriers is shortage of English teachers in the schools. All teachers mentioned that there were no supplies of authentic teaching aids such as colorful pictures, charts, models, audio aids etc that they could use in the classroom. Most of the teachers said that their classroom size is not appropriate to apply the communicative approach in the class. They thought that, large class size is one of the obstacles to ensure quality teaching. Further it was expected by the teachers that the teacher student ratio will be 1:30. It was also released from the teachers' opinion that their work load in the school is too much so they cannot pay more attention about their English teaching methods.

4.5.2 **Focus Group Discussion with the pupils**

1. The pupils were asked about their teachers' attitude while teaching English in the classroom. In this regard 70% of the students reported that their teachers are always friendly with them and the students also mentioned that they can freely ask questions to their teachers. They also mentioned that their teachers always encourage them when they do well in their English class.

2. The pupil were asked about English speaking opportunity. In this regard 80% of the students proclaimed that they never get such opportunities in the English Class. Some of the students mentioned that they rarely got such opportunities. More than 70% of the students mentioned that their teacher always speak in Bangla in their English classes. The students also reported that their teachers translated the lesson in Bangla and explained the lesson in detail in Bangla. So the students also use Bangla language with their teachers. According to the student's opinion it indicates that a large portion of the students are deprived from English speaking opportunities.
3. The students were asked about their learning procedure. 65% of the students mentioned that they had to memorize the question answer and word meaning in order to learn English. The students also reported that their parents expected good result from them and they also expected good marks in the examination. Some of the students (35%) reported that they emphasized on comprehensive learning rather than memorizing.
4. 60% of the students mentioned that they always get poor marks in English among the all subjects. They also mentioned that English subject is harder than any other subjects and less interesting too. The rest 40% of the students mentioned that as subject English is easy and interesting for them and they try to understand the lesson rather than memorizing.
5. The students were asked about their Home Tasks. 70% of the students reported that they provided the home task regularly in the class. They also reported that home tasks helped them to improve their skill of writing. The rest 30% of the students reported that

they are not regular in this regard and sometimes they also get stressed when the home works were loaded.

6. Further the students were asked whether they got proper help from their parents or not. In this point 60% of the students mentioned that they could not solve the problems and understand the basic concept of the subject matters, for this reason they seek help from others. Majority of them mentioned that they do not get proper help from their parents to learn English. The rest of the 40% students mentioned that they get proper help from their parents. Thus the discussion shows that most of the students do not get proper help from their parents to learn English.
7. The students were asked about the teaching aids , which their teachers use in the classroom , In this regard 80% of the students reported that as a teaching aids their teachers mainly depend on text books and chalk- board . They also mentioned that the teachers rarely show different types of pictures and charts. Thus the result shows that according to the students' opinion a large portion of the teachers are not willing to use authentic materials in the classroom.
8. During group discussions, the students were asked, about group work and pair work done by their teachers. 65% of the students reported that rarely their teachers follow the group work method. Further the students were asked about whether they get opportunities to play different types of games in the English class to learn English in an easy way or not. In this point 65% of the students reported that they do not get such opportunities in their classroom. On the other-hand 35% of the students mentioned that sometimes they get such opportunity to learn new vocabulary. According to the students' statement, it indicates that most of the teachers have lack of interest in this regard.

CHAPTER FIVE

FINDINGS AND DISCUSSION

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CHAPTER FIVE

FINDINGS AND DISCUSSION

5.1 Introduction

In the previous chapter data has been analyzed and interpreted to arrive at the findings of the study. This chapter summarizes the major findings based on the previous chapter. Discussion, conclusion and points needed for the further research are then drawn in the light of the findings. And finally some recommendations are made for the consideration of the teachers and policy makers with a view to improving the quality of English teaching at primary level.

5.2 Major Findings

Major findings given in this section are mainly subdivided into four subsections namely

5.2.1. Major Findings based on Questionnaire given to the English teachers

5.2.2 Major Findings based on Questionnaire given to the students of primary level

5.2.3 Major Findings based on classroom observation

5.2.4 Findings based on FGD (Focus Group Discussion)

The subsection 5.2.4 is further divided into two parts namely

A. FGD with the teachers

B. FGD with the students.

5.2.1. Major findings based on questionnaire given to the English

Teachers

1. It was found that 43.33% of the teachers teaching English at the primary level had only HSC degree. On the other hand 20% of the teachers had SSC degree and more than 35% of the teachers had Bachelor degree.
2. It was found that 50% of the teachers had general training on teaching. Further it was also found that 75% of the teachers teaching English at the primary level did not have any training exclusively on English language teaching.
3. Most of the English teachers at primary level had considerable time of experience in teaching. It was found that 41.67% of the teachers had six years of experience and 41.67% of the teachers had more than 10 years of experience in teaching English at primary level.
4. It was found that a English teacher of primary level takes 7 classes (Per day) in an average and they taught different subjects along with English. It was found that the teachers are greatly loaded with classes due to shortage of teachers.
5. It was found from the teachers' opinion that while teaching in the class 66.67% of the teachers use both Bangla and English language as a medium of instruction. Further it was also found from the teacher's opinion that they encourage their students to speak in English.
6. According to the teachers opinion it was found that in terms of teaching methods, 41.67% of the teachers depend on question answer method. 21.67% of the teachers depend on group work. Further it was also found that only 8.33% of the teachers opined that they depend on lecture method. On the other hand in response to the question of appropriate teaching methods 50% of the teachers mention that question answer method is effective for the students.

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7. 60% of the teachers opined that as teaching aids they depend on textbook and chalk board.

8. In terms of attractive teaching method 70% of the teachers mentioned that they use different types of games, role play, song, body language etc to make the lesson interesting and attractive for the students.

9. It was found that in terms of teaching new vocabulary, more than 60% of the teachers emphasize on word meaning and as teaching aids they only use board and text book. On the other hand it was found that in terms of teaching new story and poem, the teachers (40%) mentioned that they use different types of pictures, chart and model to make the lesson effective for the students. While more than 40% of the teachers mentioned that while teaching new story and poem they give stress on reading the story /poem and its explanation.

10. It was found that to develop the students reading skill 45% of the teachers emphasize on different types of techniques such as, group work, silent reading, question answer drill, etc. In this regard 55% of the teachers opined that they mainly emphasize on question answer drill to develop the students reading skill. Further it was found that in terms of teachers awareness about the students writing skill, 66.67% of the teachers felt that word meaning and answer writing are necessary for the students to develop their writing skill.

11. It was found from the teachers opinion that the Teacher's Guide is not available in their school and they have no clear idea about it. 66.67% of the teachers mentioned that their school authority did not provide them any instructional materials for improving English teaching.

12. It was found from the teachers opinion that all the teachers evaluate their students while teaching in the classroom. In this regard 41.67% of the teachers mentioned that they depend on asking question, while 33.33% of the teachers give emphasize on answer writing. The rest 25%

opined that they take a test after completing each lesson. Thus it was found that on an average 58% of the teachers emphasize on answer writing in terms of techniques evaluation.

13. Majority of the teachers (91.67%) mentioned that their school authority do not arrange any activities to enhance the skills of English teachers.

14. It was found from the teachers opinion that, majority of the teachers felt, large class size is one of the main barrier while teaching in the classroom. Hence the teachers also indicate some problems of English language teaching. Here are some important points derived from their opinions. 75% of the teachers opined that shortage of teachers is one of the main barriers in English language teaching while more than 65% of the teachers mentioned that inadequate physical facilities and insufficient teaching aids are also main problem in ELT. On the other hand 66.67% of the teachers opined that parents are not properly concern about their child.

15. It was found from the teachers opinion that in terms of ensuring the quality of English teaching a large part of the teachers (91.67%) indicates that proper training and adequate physical facilities should be ensured. In this regard the teachers (80%) also mentioned that subject wise adequate teacher should be ensured for quality teaching.

5.2.2 Major Findings based on Questionnaire given to the Students of primary level

1. It was found from the students survey that 62.78% of the students felt that English is harder than any other subject.

2. 73.33% of the students reported that their English teachers explain the lesson by using Bangla language and as a medium of instructing most of the time teachers depend on Bangla language.

3. 55% of the students proclaimed that their teacher did not encourage them to speak in English during English teaching in the classroom .
4. 56.11% of the students opined that in terms of teaching techniques their teachers mainly depends on lecture method. Only 8.89% of he students mentioned that by using different types of pictures chart and telling new story , their teacher try to create joyful learning environment.
5. 69.44% of the students opined that their teacher do not use content related picture, model and chart during teaching period.
6. In answering to the question about group work method, 56.11% of the students mentioned that their teachers do not apply group work method during classroom teaching.
7. In answering to the question about teaching new vocabulary, on an average 67% of the students opined that their teachers mainly emphasized on word meaning. 19.44% of the students mentioned that their teachers give stress on make sentence with the new vocabulary. Only 11.11% of the pupils mentioned that in terms of teaching new vocabulary their teachers use different types of teaching aids and emphasize on pronunciation.
8. 65% of the students opined that in terms of teaching new story and poem, teachers mainly stress on reading and word meaning. Only 22.22% of the students mentioned that their teachers teach them new story and poem by using picture, gesture and role play.
9. 50% of the students mentioned that their teachers emphasize on memorizing the lesson.
10. 60% of the students mentioned that they do not prepare their lesson regularly because they do not prepare their lesson alone and in this regard they do not get proper help from their parents.
11. 76.11% of the students opined that they seek help from their teachers because teachers again explain the lesson with an easy way.

12. 38.89% of the students mentioned that their English teacher would be like their friends and 29.44% students mentioned that English teacher would be wiser than other teachers.

5.2.3 Major Findings based on classroom observations.

1. It was observed that on an average the duration of English period was 35 minutes.

2. It was found that majority of the teachers 80% were careful about their dress-up and among them 30% were ranked excellent. While teaching in the classroom more than 60% teachers were friendly with their students and most of the teachers were ranked good. In terms of style of lesson presentation it was found that 60% of the teachers were not efficient in this regard. In terms of using voice in the classroom most of the teachers (60%) were ranked good.

3. It was found from the observation that classroom environment is not supportive for the students. In terms of electricity facilities 60% of the school measured below average. So during summer its really difficult for the teachers and students to pay attention in teaching learning process. It was also observed that 90% of the classroom are not well decorated with content related wall chart and pictures which are important both for teaching and learning. Further it was also found that large class size is one of the major problem at the primary level. It was found that on an average the teacher students' ratio was 1:55.

4. In terms of teaching method it was found that 70% of the teachers emphasize on grammar translation method which mainly focused on lecture method. 10% of the teachers emphasize on participatory method and 10% of the teachers emphasize on physical response method respectively. In terms of physical response method the teachers were ranked good. On the other hand it was also found from the observation that the teachers were not fully skilled about how to use participatory

method during teaching learning. Though there is a communicative competency based curriculum for the primary grades in Bangladesh, but it was found from the observation that only 10% teachers try to apply this methods while teaching in the classroom. Thus the major finding is that, in terms of teaching methods majority of the teachers (70%) depend on traditional lecture method.

5. It was found that majority of English teachers (80%) do not use the lesson plan /out line in the classroom instruction.

6. In terms of teaching techniques it was found that 50% of the teachers use body language to make the lesson meaningful.

7. It was found that 70% of the teachers are not concern about how to create creative activities by using different types games, role play, singing, group work , pair work etc.

8. In terms of classroom monitoring it was found that 60% teachers were not fully concern in this regard. It was found that teachers favor good students, on the other hand weak students fail to draw teachers attention.

9. 60% of the teachers were not skilled about how to motivate their students while teaching in the classroom and they (60%) were ranked below average.

10. It was also found that a large number of the teachers (70%) do not use any authentic teaching aids and as teaching aids they only depend on text book and chalk-board.

11. It was also found from the observation that 80% of the teachers were not concern about how to create students to student's interaction for effective teaching. Thus it was found that teaching method is teacher centered. Teacher did not encourage their students to talk and share ideas with their friends.

12. It was found that 70% of the teachers were ranked below average in terms of subject knowledge. Majority (70%) of the teachers were not

knowledgeable about English subject, its objectives, lesson presentation and how to teach the lesson through different example and knowledge.

13. It was also found that while teaching in the classroom majority of the teachers (70%) were not concern about their student's error and they did not focus the students with learning difficulties and backward children.

14. It was found that in terms of listening and speaking skill 80% of the pupils were below average. It was also found that hardly teachers pay their attention in this regard. On the other hand though the teachers pay more attention both in reading and writing skill but it was observed that 60% of the students were leveled as below average in this regard. Thus the major findings is that after completing the primary level 60% of the students are failed to achieve the four skills which are mainly prescribed by NCTB.

15. It was found from the observation that 70% of the teachers delivered their lecture in Bangla. Most of the English teachers cannot speak well and they are not concern about their pronunciation, fluency and accuracy.

16. It was found from the classroom observation that 70% of the teachers were not efficient in terms of evaluation technique. They were not concern about the weak students and during evaluation they mainly asking questions to the good students.

5.2.4 Major finding based on focus group discussion

A. Finding based on FGD with the Teacher

1. 80% of the teachers opined that physical facilities of their schools are not so strong

2. 70% of the teachers opined that they are loaded with classes due to shortage of teachers and they also mentioned that subject wise teacher should be ensured for quality teaching.

3. 60% of the teachers mentioned that most of the students had a tendency to memorize the lesson rather than understanding it.

4. 80% of the teachers opined that they apply different types of teaching methods. In this regard the teachers mentioned that they apply question answer method, pair work, group work, lecture method etc.
5. 60% of the teacher opined that they pay more attention to develop the students reading and writing skills because these skills are exam related. Majority 70% of the teachers mentioned that they delivered their lecture by using both Bangla and English language to explain the lesson with an easy way.
6. Most of the teachers (75%) mentioned that different types of teaching aids are not sufficient in their school and they cannot get enough time to prepare it. Here the teachers also opined that they try to use different types of pictures, model and charts as much as possible .
7. 60% of the teachers mentioned that they prepare their lesson plan regularly and try to follow it.
8. 70% of the teachers mentioned that they are not knowledgeable about competency based curriculum and they also mentioned that their school authority do not provide any instruction about how to use Teachers Guide.
9. 70% of the teacher mentioned that they have no especial training on Communicative Language Teaching. So they are not fully aware about how to apply it.
10. Majority of the teachers (70%) proclaimed that most of the students do not prepare their lesson regularly and parents are not concern in this regard
11. All the teachers mentioned that quality training is essential for the English teachers so that they can apply modern methods and techniques. They also mentioned that large class size, shortage of teachers and insufficient teaching aids are also main problem to ensure quality teaching.

12. 75% of the teachers mentioned that they are not satisfied about their salary structure and they also proclaimed that young teachers who are higher qualified always try for better job. So they can not pay more concentration to language teaching.

B. Findings based on FGDs with the students

1. 70% of the students opined that their teachers are always friendly with them and they can freely ask any question to their English teachers.

2. 80% of the students opined that in their English class, they do not get proper opportunity to develop their speaking skill. On the other hand 70% of the students mentioned that during English class their teachers delivered their lecture by using Bangla language.

3. 65% of the students opined that they had to memorize the question answers in order to get good marks in the examination. 60% of the students mentioned that they get poor marks in English among the all subjects.

4. 70% of the students opined that they can not prepare their home work regularly, because they do not get sufficient help from their parents.

5. 80% of the students opined that their teachers do not show different types of picture model and chart in the classroom. They also mentioned that as a teaching aids their teachers mainly depends on text books and chalk board.

6. 65% of the students mentioned that rarely their teachers follow the group work method during English teaching and they also opined that they do not get any opportunity to play different types of games to develop their vocabulary skill.

5.3 Discussion

Quality of teaching is directly related with higher qualified teachers and qualified teachers are directly interrelated with teaching experience and training. It was found from the major findings that at the primary

level 43.33% of the English teachers have HSC degrees only. It was also found that 50% of the teachers have general training on teaching and 75% of the teachers are without any training on ELT. Though most of the teachers have long time experience in teaching English at the primary, in many cases they have limited time and opportunity to develop their teaching quality. There are some reasons behind this, For example, teachers are loaded with classes due to shortage of teachers and it was also found from the major findings that subject wise teacher is totally absence at the primary level.

For achieving the aim of curriculum, effective teaching methodology is essential. The choice of a particular curriculum philosophy or ideology implies a particular model of teaching methodology, it is necessary to keep in mind that the recommended teaching model is compatible with the overall assumptions and ideology of the curriculum (Sultana 2008). In this regard when the teachers were asked which method they kept in mind while teaching (sec 4.2.5), most of the teachers (41.66%) opted for question answer method, while only 8.33% of the teachers mentioned that they depends on lecture method. Further the teachers were asked which method is effective for the students (sec 4.2.6), most of the teachers (50%) mentioned that question answer method is effective for the students. In this regard the corresponding question for the students was, how their teachers taught (sec 4.3.4), most of the students (56.11%) mentioned that teacher mainly depends on lecture method. From the classroom observation it was found that 70% of the teachers depend on grammar translation method which mainly focused on lecture method. So in terms of teaching method we find a divergence among the teachers opinion, students opinion and classroom observation result. There are far different between teacher's opinion and real classroom teaching situation. But it makes clear that majority of the teachers depend on lecture method

while teaching English at primary level. Moreover the introduction of English text books (For class 1-5) mentioned that competency based curriculum was introduced at primary level in Bangladesh in 1992 for improving the quality of primary education and communicative approach is adopted in teaching learning activities to teach the language. Individual work, pair work, group work and other interactive activities are incorporated to encourage active participating by the learners (NCTB-2010). Here the teachers are expected to work as facilitator rather than traditional teachers. But it was found from the classroom observation that only 10% teachers are concern in this regard. However during focus group discussion 70% of the teachers mentioned that they are not fully knowledgeable about competency based curriculum due to lack of Teachers Guide and training in this regard.

Teaching English languages through the traditional methods fail to develop fluency in spoken and written skills. Therefore there is need to search for a newer method of teaching English. It is an acknowledged fact that the materials to be learnt and presented in such a joyful and funny way that even the average and below average students can learn the same effectively (M. Solayan -2000). When the teachers were asked about their self method (sec 4.2.8) to make the teaching more attractive and effective for the students , then most of the teachers (70%) mentioned that they apply different types of techniques to make the teaching learning process attractive for the students , such as, group work , pair work, games, song , role play etc. On the other hand during focus group discussion 80% of the teachers also mentioned the same opinion in this regard. To clarify the validity of this statement the students were also asked about the group work method (sec 4.3.6). In this regard 56.11% of the student mentioned that their teachers do not apply this method. On the contrary during group discussion with the students 65% of the students mentioned that they do

not get such opportunities in their class. However it was also found from the classroom observation that only 10% of the teachers emphasize on participatory method. Its clear from the above discussion that, though the teachers mentioned that they emphasize on group work, pair work for effective teaching, but real picture was totally different in this regard. It is a needless say that at the primary level English language teaching process is mainly teachers centered which is very much apart from quality teaching. In other words language learning is more doing rather than knowing about it. Therefore we have to ensure learner centered classroom environment, then there is no alternative to efficient teaching for which teacher have to be properly trained (Khan-2005). However the introduction of English text books also emphasized on learners centered classroom environment. So it's essential to change on going teaching a trend which is teacher centered and based on lecture method.

The use of authentic materials in the classroom can make the language teaching effective. Many proponent of communicative language teaching have advocated the use of authentic materials in the classroom. In the curriculum the suggested teaching aids are authentic, valid, available, low cost and some cases no cost and applicable for advocating language learning. Involving students in developing teaching aids is an inspired idea for the students and it will really engage them in learning.(Sultana 2008). However in curriculum of primary level the suggested teaching aids are text book with illustrations, real objects, picture, chart, word chart alphabet chart, Cardinal number chart, black/white board, chalk marker, flash cards etc. (National Curriculum of primary level-2003). In this regards when teachers were asked about teaching aids (sec 4.2.7), then majority of the teachers (60%) responds that as teaching aids they mainly depends on text books and chalk board, while 40% of the teachers mentioned that they use different types of teaching aids such as pictures,

model, chart, real object etc. During group discussion most of the teachers proclaimed that teaching aids are not sufficient in their school. However they do not get enough time to prepare it. Here they also mentioned that sometimes they use different types of pictures and chart for joyful learning. On the contrary 69.44% of the students opined that their teachers do not use different types of visual aids. During group discussion 80% of the students mentioned that as teaching aids their teachers mainly depend on text book. It was also found from the classroom observation that authentic teaching aids were totally absence during language teaching. It was also found that in most cases content related wall chart was absent in the classroom. Though visual aids make the lesson effective and memorable but reality is that, in most cases the teachers has negative attitude about using visual aids in their language class. It was found from the classroom observation and pupils opinion that teachers did not use different types of teaching which are mainly prescribed by curriculum of primary level.

It is relevant to mention here that the goal of teaching English is learning to communicate effectively and appropriately. The main aim of teaching and learning English is developing four skills—listening, speaking, reading and writing. More over the introduction of English text book prescribed by NCTB (English for Today 1 to 5) mentioned that, most of the learners do not have the scope of practicing the listening and speaking skills of this language out side the classroom and keeping this in view, the text book is written in simple language, using easy words, syntaxes sentences, dialogues, rhymes and the alphabet so that it can provide opportunity for the learners to practice the four skills. So to clarify the quality of English teaching at the primary level its essential to discuss the objectives of English language teaching mentioned by the NCTB and on going teaching situation. In English

classes majority of the teachers use Bengla language as a medium of instruction. It was found from the major findings that 66.67% of the teachers opined that they use both Bangla and English language as a medium of instruction. During group discussion all the teachers mentioned that, when they speak in English, weaker students fail to follow the lecture and they request them to speak in Bangla.

All the teachers mentioned that they always encourage their students to speak in English. On the contrary it was also found from the major findings based on students survey that 73.33% of the students mentioned that lecture deliberation media used by their teacher is Bangla, 55% of the students mentioned that teachers do not encourage them to speak in English. It was also found from the classroom observation that 70% of the teachers deliver their lecture by using Bangla language. The teachers hardly use communicative approach in the classroom. However there is hardly a lesson in the text book (English for Today 1-5) which does not offer some speaking opportunities and listening skill has received special attention in this text book. Especially teachers need to use English to give instruction, explanation and praise students in the class. It may be productive to move towards the existing situation where a teacher teaches English , through English .It does not mean that the mother language should not be used at all. There are situations where Bangla can be effective and efficient . Teachers should know when to use Bangla and when to use English (Sultana and Nahar-2008).

It was found from the observation that most of the students not habituated to communicate in English with their teacher or friends in the classroom. During group discussion with the students they were asked about English speaking opportunities. In this regard 80% of the students mentioned that they do not get such opportunities in their class. They also claimed that their teacher explain the lesson in detail in Bangla so they

also use Bangla language with their teachers. However it was also observed during classroom observation that 80% of the students were measured below average in terms of both listening and speaking skill. On the other hand 60% of the students were measured below average in terms of both reading and writing skill. While group discussion the teachers were asked about the four language skills. In this regard 65% of the teachers mentioned that they pay more attention to reading and writing skills because these are exam related. Though the teachers emphasize on to develop reading and writing skills of their students, but reality is that, learning outcome is not good at all. Most of the students reported that they get poor marks in English rather than any other subjects. However creative adaptation and student to student interaction were hardly found while classroom observation.

In order to teach the students in the classroom the teacher should know the particular lesson well, because the learning style of the students are not the same , some students like to read and some students like to listen, others like to be involved in practical tasks. As the teachers need to prepare lesson plan he/she should take these different learning style in account to teach the students well (Begum -2007). However during group discussion with the teachers 60% of the teachers reported that they like to prepare lesson plan because it is an important factor to ensure quality teaching and the rest of 40% mentioned that sometimes they try to follow the lesson plan. On the contrary it was found from the classroom observation and only 20% teachers follow the lesson plan properly and the rest of 80% teachers did not follow the lesson plan properly. From the above discussion it makes clear that the teacher had no sound knowledge about subject matters and while teaching in the classroom they mainly emphasized on the word meaning and memorizing the question answer which are very much related with the exam.

It is clear that there is a great dissimilarity between language teaching objectives, mentioned by the NCTB and ongoing English teaching situation at the primary level. The change only comes into syllabus design, and text book writing, but in real field the practice of English in the classroom was rare. Teachers attitude towards CLT are not positive. More over they feel that they do not have enough time to cover the conversation part. It seem that teachers are not interest to speaking in English. Several reasons can be identified behind these attitudes. Firstly, it seems that many unmotivated people have become English teachers because they have failed to find any other Jobs (Yasmin -2007). Work pressure is another problem due to shortage of teachers. During classroom observation it was found that teacher student ratio is 1:55. Therefore teachers shortage at this stage is alarming. During group discussion 70% of the teachers proclaimed that large class size is one of the major obstacles to ensure quality teaching. Here the teachers also mentioned that insufficient teaching aids and limited physical facilities are also vital factors which create obstacles while teaching in the classroom. During classroom observation it was also found that lack of physical facilities is also a major problem in this regard. Classrooms are not sound proofed. Therefore, apart from the classrooms inside noise and out side noise also interrupt the lecture.

In context to the question about the barriers of ELT (sec-4.16) majority of teacher mainly focused on inadequate physical facilities, shortage of teachers and large class size. On the other hand in answering to the question of how to ensure the quality of English teaching (sec-4.2.17) majority of the teachers focused on the same points. Here a large portion of the teachers (91.67%) mentioned that for quality teaching quality training should be ensured so that teachers can apply modern methods and techniques. While classroom observation it was

found the 80% of the teachers have no knowledge about communicative approach. During focus group discussion most of the teachers mentioned that teachers guide is not available in there school, so they are not knowledgeable in this regard. The introduction of English text book (NCTB- English For Today 1 to 5) mentioned that using modern strategy, Teachers Guide (TG) is introduced with a view to conducting the teaching –learning activities effectively. If the teachers teach the learners according to the directions of the TG and ensure learners active participation, the learners can achieve the competencies in a more effective manner (NCTB, English For Today 1 to 5 -2010). In answering to the question of Teachers Guide (4.2.12), Majority of the teachers (66.67%) mentioned that their authority do not inform them in this regard and this book is not available in their school.

From the above discussion it is clear that various factors create obstacle to ensure quality teaching. There are various factors which affect teaching in general .It is evident that some of these factors are teacher related. Teacher’s sense of control over classroom, practice, self efficiency, knowledge and belief, teachers knowledge of subject matter and teacher preparation and teaching content as well as disposition affect teaching are teacher related factors (Zinnah and Osman-2007). As teachers control whole teaching learning process, involving students in sharing and thinking ideas and concepts in classroom is the vital responsibility of them and teachers should encourage and motivate students to participate .They may involve pupils through giving time to respond, asking question, asking them to discuss their thinking in a pairs or in small group (Rahman 2009). But it was found from the classroom observation that by and large teachers asked question to individual students rather than whole class. It was also found that during evaluation, teachers favorite students and the students sitting in front benches are

typically posed questions by teachers in classroom and the amount of those students are poor. Most students are deprived from classroom questions. The study disclosed that teachers have some negative attitude in terms of quality English teaching. As Haque (1993) said, English teachers should be aware of the factors that create negative and positive feeling so that they can work towards eliminating the negative factors and capitalize on the positive elements in the students learning experience (Hoque -1993). So it is needless to say that among the all factors, teacher's self efficiency , knowledge skills and positive attitude about English teaching can ensure the quality English teaching at the primary level.

However considering the above discussion one can easily assume that the quality of English teaching at the primary level is not satisfactory at all due to various kinds of problems, limitation, and unacceptable situation in this regard.

5.4 Conclusion

Quality of English language teaching is comparatively a young field. But many researchers are continuously trying to enrich the field with their findings. The fundamental thesis of teaching quality which is still a live and thriving in many parts of the world is that it is sufficient for teachers to have a through knowledge of subject matter and practical classroom experience, the former to ensure that they are up-to-date on the product they are to deliver and the later to ensure they know how to deliver it (Stones. E- 1992) . It is universalized that teachers role is vital in student learning. As the teachers and students become more constructive in the class the learning will be more effective and pro-generative in terms of further achievement (Habib -2008).

The present study has conducted to examine the role of English teacher. The study also tried to measure the quality of English

teaching (at primary level), on the context of English teaching objectives introduced by NCTB. According to the analysis of the results if we look at the key findings of the study, it is clear that the teaching objectives those the English teachers kept in their mind, while teaching English and the teaching objectives prescribed by NCTB has a great divergence. National curriculum and book board emphasizes the four skills of language i.e. listening speaking, reading writing, where as teachers only emphasize on reading and writhing skills of the students. It is also clear that the students at the primary level do not achieve those expected language competencies mentioned in the curriculum, in the current reality of English teaching situation. The discussion has indicated that there are many obstacles in English language teaching at primary level such as the lack of students participation, large class size, inadequate trained language teachers, limited resource, work pressure due to shortage of teachers and the absence of integration between CLT and current practices.

The classroom language teaching learning practices at primary level, as found in this study appeared borrows largely from lecture method. It is relevant to mention here that result of this study place to students and their teachers at a contradictory position with respect to certain classroom language teaching learning practices. The large portion of the teachers said that they speak both in Bangla and English in their English classes where as most of the students said that their teacher always spoke in Bangla. Majority of the teachers mentioned that they apply question answer method, group work pair work, different types of games, role play etc to make the teaching more interesting for the students, where as most of he students reported that they do not get such opportunities in their English classes.

This study also highlights that there is also dissimilarity between teachers opinion about English teaching and classroom observation result. It is very important to note again that competency based curriculum was introduced at primary level in Bangladesh in 1992 for improving the quality of primary education; where as majority of the teachers have no sound knowledge in this regard. Communicative approach is adapted by NCTB where as large portion of the teachers emphasized on traditional approach. Sadly in our country English is taught like a context based subject not as a skilled based subject.

It is needless to say that we have many problems and limitation to ensure quality of English teaching. Among the all problems the major issue is teachers who mainly handle the teaching learning process but not familiar with the current trends of ELT.

Bangladesh posses various limitations in teaching. In Bangladesh perspective the many factors that impinge on the quality of education are now better understood. The main problem behind the fall of the quality is the standard of the teachers. Teachers pedagogical context knowledge has the vital role to promote quality in teaching (Zinnah and Osman -2007).So for quality teaching, quality training has to be ensured through proper monitoring and coordination. As Bangladesh is struggling for achieving the quality education so she needs quality primary education to build strong foundation of education. However for taking initiatives to improve the quality of teaching, it is one of the pre-requisites to know the teaching objectives, mentioned by NCTB. It conceived from the discussion that there is a great divergence between real English teaching situation and English teaching objectives mentioned by the NCTB. Therefore it seems urgent to revisit this area of ELT. In this regard adequate research and active steps are needed to be undertaken to improve the quality of English teaching at the primary

level. This is only possible through a joint collaboration involving Government policy makers, NGOs, ELT experts, teachers, students, school authority and other important state holders.

Talking all these feature of present English language teaching at primary level we can reasonably claims that English teaching quality is not good enough. However to recover this situation of English language teaching its essential to take effective step as early as possible.

5.5 Recommendations:

In order to remedy the existing situation of teaching English at primary level, the following are the recommendations based on the major findings of the study.

1. The teachers teaching English at the primary level should have trained exclusively on English language teaching. In this regard the country should go for the establishment of institutions and training colleges, which will offer training only on English language teaching. All types of training facilities should be ensured for the English teachers.
2. At the primary level at least two English teachers should be appointed on the basis of their having English language back ground, who are capable to teach English in all the primary classes.
3. The objectives of teaching English at primary level should be correspondent to the English teaching objectives mentioned by NCTB. So the teachers should constantly keep in mind the aim of teaching English and four skills of language learning which mainly prescribed by the NCTB. The teachers should develop the four language skills (listening, speaking, reading and writing) among the pupils.
4. The teachers should be aware about the communicative English teaching methods and competency based curriculums which are introduced by NCTB.

5. Teachers should be given reasonable time gap between classes conduction to relieve them from monotony. It will help them to give more concentration in teaching.
6. English teaching should be improved through the application of modern methods and techniques of instructions.
7. Reasonable teacher-students ratio should be maintained in English classroom and it could be 1:30.
8. Education environment in the schools should be improved and adequate physical facilities should be ensured.
9. Number of teachers should be required as per needs.
10. Large class size and working load of the teachers should be reduced to reasonable manners so that the teachers can give more attention to their learners.
11. Teaching aids bring a foreign language to life because they appeal to the sense organs of the learners. So the teachers should use available teaching aids and the availability of teaching aids should be ensured by concerned authorities.
12. Necessary teaching aids such as audio should be supplied to the schools as the teachers can use these as per requirement of the lesson.
13. The teachers may arrange certain games, group work, pair work etc 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 activities.
14. Evaluation system should be completed with all the four language skills and these must be related with the learners level of learning and their content of syllabus.
15. The present examination system must be reformed so that it can measure the students' real achievement in the language skills.

16. Student should be seriously discouraged to memorize question answer or grammar rules as a means of learning English.
17. Teachers should help praise and encourage their students to practice the language skills themselves.
18. Teachers should have motivated properly for English language teaching by arranging seminar, symposium and workshop.
19. Text book must be prepared in an interesting manner with familiar contexts, colorful pictures, including new vocabulary.
20. A language teaching policy should be formed at national level for ELT.
21. Government should provide sufficient fund to ensure adequate facility and resource for ELT.
22. Government should consider the financial condition of the primary teachers of all category schools.
23. It is essential to arranging regular meeting to develop the communication among the teachers, students and parents.
24. It is needed to evaluate primary school teachers and their teaching strategy by the concern authority. Thana Education officer and school authority should visit the schools at regular interval to monitor the classroom English language teaching and to take proper steps to maintain it.

5.6 Further Research Suggestions

The assumptions of this study could be brought to light by doing the following students

- a. A large scale research with the same title of this study could be made to generalize the findings.
- b. An investigation for an appropriate methodology for English language teaching in the classroom of Bangladesh.

- c. English language teaching learning process through competence based curriculum mentioned by NCTB an experimental study could be done.
- d. The role of school authority to ensure quality of English teaching at primary level: An explorative study.

CHAPTER SIX

SUMMARY

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CHAPTER -6

SUMMARY

6.1 Introduction

In a changing competitive world teaching English as second and foreign language is one of the world largest educational aspects. English language is the essential tools for communication in global context. Considering the demand of English in the world and importance of English in our social life NCTB has introduced English as compulsory subject from class one to twelve. Competency based curriculum was introduced at primary level in Bangladesh in 1992 for improving the quality of primary education. As English is not our native language and our students first face with this language , at the primary level so naturally they feel more curious in this new world , so the performance of English teaching must be out standing so that they can achieve those skills and knowledge which are prescribed by NCTB. It is imperative that the teacher should constantly keep in mind the aim of English teaching. The term teaching is very much related with learning. As Sadek said that language teaching and learning are opposite sides of the same coin, where the main focus is students learning (Sadek -2002). So a strong beginning in teaching English should be made at the primary level so that our pupils could able to face the 21st century. The present study is mainly focus on, English teaching at the primary level, in terms of its quality. Quality of Education is an universal goal. Quality of Education is not depends on single factor. It is multi dimensional and unique in some respect. Teaching learning process is a very important determinant of the quality of education (Chowdhury, Haq and Ahmed-1997). However in enhancing

quality teaching and learning a lot of factors play an important role, such as teacher, learners, curriculum, teaching learning methods, assessment, teaching materials, school environment, socio economic background etc. Classroom teachers also play an important role in enhancing quality teaching and learning (Alam and Jahan -2007). It was found from the available survey and study that after completing the primary level most of the students fail to achieve subject wise competences, especially in English. A single biggest obstacle to ensure the quality of English teaching at the primary level is lack of competent teachers. Most of the teachers are not properly trained in English teaching (Khan- 2005). As far as English teaching quality is concern at this level. According to Education Watch Report (2003), the students of primary level show their low performance in English rather than any other subjects. So English teaching quality should be ensured as early as possible so that students can gain all skills and knowledge according to our national curriculum. It is needless to say that if we can enrich this teaching area specially in ELT it will play a vital role in quality of education.

6.2 Rationale of the study

In Bangladesh we have communicative competency based curriculum for the primary grades. It is expected that by achieving the competencies mentioned in the curriculum students will be able to communicate in English at a simple level in a spontaneous way. The main objectives of teaching English in classes one to five are to enable students to –

1. Understand simple commands /instruction request in English and carry them out.
2. Speak and understand simple English according to their age level.
3. Read comprehend text books according to their age group and level.

4. Write alphabets words, number, simple sentence, passages paragraph, informal letters and numbers according to their age group and level.(source: website www.nctb.gov.bd)

The main purpose of teaching English is to enable our students to interact in real life situation. As English is a skill based subject and not content based one, the themes and topics introduced in the syllabus are meant to be used as vehicles for practicing all four skills. English should therefore be taught as functional/operational language. To learn a foreign language, learners usually concentrate on its four skills listening, speaking, reading, and writing (Sarkar -2007).

Communicative English is a modern approach in which a way of spontaneous learning is implied. It is the most remarkable characteristics of communicative English that in this process students are encouraged highly to practice four basis skills of language, reading, writing, speaking and listening. But in existing situation the standard of learning English at the primary level is not satisfactory. Most of the students face difficulties in learning English and learners often do errors in some basic components of English because our teachers mindset and teaching are still based on traditional methods and thinking. The students of primary level did not acquire the expected English language competencies mentioned in the curriculum, even after completion of primary education very few of the students in class six are ready to follow the lessons in class six. (Sultana and Nahar -2008)

As Rahman (1996) said that language teaching activities commonly used by the teachers fail to satisfy the students' needs and interests. Most of the students were interest to learn Bangla instead of English and most of the teachers were not skilled to use appropriate methods and techniques in language teaching. Here the researcher also

suggests that authentic teaching materials and communicative teaching method should be ensured. Teaching aids should be valid, available, low cost and some cases no cost and applicable for advocating English language teaching and learning (Rahman-1996 cited in Sadek -2002). So we need to reflect rethink and focus on the quality of English teaching at the primary level. Before moving ahead it is necessary to analyze the actual situation of English teaching at the primary level. Here is a brief overview in terms of its quality.

According to Education Watch Report 2000, at the primary level the overall performance in English is not satisfactory at all. The report mentioned, that students start reading English from class 1. Out of 53 terminal competencies four are in English subject related. Among the 4 competencies three have been taken for assessment, which are reading, writing, and listening. A total of seven items were put to the students in the test instrument. After finishing the test it was observed that less than 10% students achieve all competencies in English. In this regard the report also mentioned that classroom teaching method is not appropriate for the students.

Despite some progress in primary education, deficiency still exists. Now we need to identify what major problems affecting the desired level of progress. Most specifically problems of English teaching in primary level have to be determined from pragmatic point of view. National education data shows that primary education is still grappling with the problem of access and participation. Taking in to the current enrolment and completion rate, it can be said that over 40% of the children cross their primary schooling are without the benefit of full cycle of primary education. As far as English teaching is concerned, it has been repeatedly mentioned that single biggest obstacle to English teaching in Bangladesh is the lack of competent teacher in the all level (Khan-2005). From the

above discussion it can be assume that at the primary level learning outcome is not satisfactory at all. The students of primary level enter the secondary level with low competence in English. The term learning is very much related with teaching . As Haliday and Strevens (1968) rightly said, “Before we can properly consider the problems and techniques of teaching languages we must first take account of the other side of the coin, language learning. The relation between learning and teaching is one that defies close analysis ”

It is clear from the different study that the students at the primary level did not achieve the expected language competences mentioned in the curriculum, in the current reality of English teaching learning situation. Therefore present study mainly intends to find out the present situation of English teaching in terms of its quality. In this study the term quality teaching is mainly based on classroom teaching situation with the help of effective methods to enhance 4 skills (listening, speaking, reading, writing) for the pupils. In this study the main key issue is classroom teaching. Therefore this study will help to identify different component which are related with English teaching. Therefore a study of the quality of English teaching at the primary level would be of great value, because on the basis of such study an insight will be develop in to existing scenario and issue related to quality English teaching which intern would guide for appropriate plan of action which may be undertaken for the implementation of a quality English teaching at the primary level.

6.3 Statement of the problem

A Study of The Quality of English Teaching at Primary Level.

6.4 Objectives of the Study

- (i) to identify the teachers problem in teaching English at primary level.
- (ii) to identify the pupils problem in learning English at primary level.
- (iii) to identify the present condition of English teaching at primary level.
- (iv) to provide suggestion for improving the quality of English teaching.

6.5 Plan and Procedure of the study

In order to realize the stated objectives, a survey was planned to collect the required data from the English teachers and students of the primary schools of Bangladesh.

6.5.1 Tools

The description of the constructed tools is given below

Questionnaire for the Teachers:

The questionnaires for the teacher was prepared with the purpose of finding information of teaching methods, teaching aids, evaluation system, language uses in the classroom , teacher's qualification , training experience and their opinion about quality teaching .

Questionnaire for the students:

The questionnaire for the students was prepared, in order to know their opinion about English subject, teacher, classroom teaching processes, teaching aids, medium of instruction and their expectation in this regard.

Classroom Observation schedule:

The observation schedule was used by the investigator with the specific purpose of finding out of the classroom environment, physical facilities, teaching method, teaching aids, teacher student ratio, their interaction, evaluation and different types of component which are related with classroom teaching.

Focus Group Discussion (FGD)

To know the depth information researcher was conducted focus group discussion with the English teachers and the students of primary level. In this regard the teachers were asked about various factors which are very much related with English teaching and their opinion about quality teaching. On the other hand the students were also asked about their opinion in this regard.

Data Collection

The data mainly collected through i) documents ii) responses obtained through questionnaire, given to the English teachers and students, iii) Observation in real classroom situation and iv) Opinion obtained through focus group discussion with the English teachers and students of primary level.

For achieving Objective 1, 60 English teachers (20 from each categories school), and 60 English teachers from 20 primary schools were considered as the sample.

For achieving objective 2, 180 pupils of primary level (60 from each categories school) and 100 pupils from 20 primary schools were considered as the sample.

For achieving objective 3, classroom observation (10 primary school, 2 classes from each school) was considered as the sample.

Data were collected by personal contact from Dhaka, Rajshahi, Rangpur and Lalmonirhat sadar through different tools.

6.6 Data Analysis

The data collected were classified and tabulated. The following technique of analysis has been used in order to arrive at the findings of the study. There were two types of items in the tools, viz, closed-ended type and open-ended type. The responses to each item of closed-ended type were analyzed in terms of frequency of responses. The frequencies

were further converted into percentage to describe the results of the item to arrive at the findings. The data supplied by the respondents to each of the open-ended items were categorized on the basis of their contents, into different clusters along with their frequencies and percentage

6.7 Major findings

6.7.1. Major findings based on questionnaires given to English teachers

1. It was found that 43.33% of the teachers teaching English at the primary level had only HSC degree. On the other hand 20% of the teachers had SSC degree and more than 35% of the teachers had Bachelor degree.
2. It was found that 50% of the teachers had general training on teaching. Further it was also found that 75% of the teachers teaching English at the primary level did not have any training exclusively on English language teaching.
3. Most of the English teachers at primary level had considerable time of experience in teaching. It was found that 41.67% of the teachers had six years of experience and 41.67% of the teachers had more than 10 years of experience in teaching English at primary level.
4. It was found that a English teacher of primary level takes 7 classes (Per day) on an average and they taught different subjects along with English. It was found that the teachers are greatly loaded with classes due to shortage of teachers.
5. It was found from the teachers' opinion that while teaching in the class 66.67% of the teachers use both Bangla and English language as a medium of instruction. Further it was also found from the teacher's opinion that they encourage their students to speak in English.
6. According to the teachers opinion it was found that in terms of teaching methods, 41.67% of the teachers depends on question answer

method. 21.67% of the teachers depend on group work. Further it was also found that only 8.33% of the teachers opined that they depend on lecture method. On the other hand in response to the question of appropriate teaching methods 50% of the teachers mention that question answer method is effective for the students.

7. 60% of the teachers opined that as teaching aids they depend on textbook and chalk board.

8. In terms of attractive teaching method 70% of the teachers mentioned that they use different types of games, role play, song, body language etc to make the lesson interesting and attractive for the students.

9. It was found that in terms of teaching new vocabulary, more than 60% of the teachers emphasize on word meaning and as teaching aids they only use board and text book. On the other hand it was found that in terms of teaching new story and poem, the teachers (40%) mentioned that they use different types of pictures, chart and model to make the lesson effective for the students. While more than 40% of the teachers mentioned that while of teaching new story and poem they give stress on reading the story /poem and its explanation.

10. It was found that to develop the students reading skill 45% of the teachers emphasize on different types of techniques such as, group work, silent reading, question answer drill, etc. In this regard 55% of the teachers opined that they mainly emphasize on question answer drill to develop the students reading skill. Further it was found that in terms of teachers' awareness about the students writing skill, 66.67% of the teachers felt that word meaning and answer writing are necessary for the students to develop their writing skill.

11. It was found from the teachers' opinion that the Teacher's Guide is not available in their school and they have no clear idea in this regard.

66.67% of the teachers mentioned that their school authority did not provide them any instructional materials for improving English teaching.

12. It was found from the teachers opinion that all teachers evaluate their students while teaching in the classroom. In this regard 41.67% of the teachers mentioned that they depend on asking question, while 33.33% of the teachers give emphasize on answer writing. The rest 25% opined that they take a test after completing each lesson. Thus it was found that on an average 58% of the teachers emphasized on answer writing in terms of techniques evaluation.

13. Majority of the teachers (91.67%) mentioned that their school authority do not arrange any activities to enhance the skills of English teachers.

14. It was found from the teachers opinion that, majority of the teachers felt, large class size is one of the main barrier while teaching in the classroom. Hence the teachers also indicates some problems of English language teaching. Here are some important points derived from their opinions. 75% of the teachers opined that shortage of teachers is one of the main barrier in English language teaching while more than 65% of the teachers mentioned that inadequate physical facilities and insufficient teaching aids are also main problem in ELT. On the other hand 66.67% of the teachers opined that parents are not properly concern about their child.

15. It was found from the teachers opinion that in terms of ensuring the quality of English teaching a large part of the teachers (91.67%) indicates that proper training and adequate physical facilities should be ensured. In this regard the teachers (80%) also mentioned that subject wise adequate teacher should be ensured for quality teaching.

6.7.2 Major finding based on questionnaire given to the students of primary level

1. It was found from the students survey that 62.78% of the students felt that English is harder than any other subject.
2. 73.33% of the students reported that their English teachers explain the lesson by using Bangla language and as a medium of instructing most of the time teachers depend on Bangla language.
3. 55% of the students proclaimed that their teacher did not encourage them to speak in English during English teaching in the classroom .
4. 56.11% of the students opined that in terms of teaching techniques their teachers mainly depends on lecture method. Only 8.89% of he students mentioned that by using different types of pictures chart and telling new story , their teacher try to create joyful learning environment.
5. 69.44% of the students opined that their teacher do not use content related picture, model and chart during teaching period.
6. In answering to the question about group work method, 56.11% of the students mentioned that their teachers do not apply group work method during classroom teaching.
7. In answering to the question about teaching new vocabulary, on an average 67% of the students opined that their teachers mainly emphasized on word meaning. Only 19.44% of the students mentioned that their teachers give stress on make sentence with the new vocabulary.
8. 65% of the students opined that in terms of teaching new story and poem, teachers mainly stress on reading and word meaning. Only 22.22% of the students mentioned that their teachers teach them new story and poem by using picture, gesture and role play.
9. 50% of the students mentioned that their teachers emphasize on memorizing the lesson.

10. 60% of the students mentioned that they do not prepare their lesson regularly because they do not prepare their lesson alone and in this regard they do not get proper help from their parents.

11. 76.11% of the students opined that they seek help from their teachers because teachers again explain the lesson with an easy way.

12. 38.89% of the students mentioned that their English teacher would be like their friends and 29.44% students mentioned that English teacher would be wiser than other teachers.

6.7.3 Major findings based on classroom observations.

1. It was observed that on an average the duration of English period was 35 minutes.

2. It was found that majority of the teachers 80% were careful about their dress-up and among them 30% were ranked excellent. While teaching in the classroom more than 60% teachers were friendly with their students and most of the teachers were ranked good. In terms of style of lesson presentation it was found that 60% of the teachers were not efficient in this regard. In terms of using voice in the classroom most of the teachers (60%) were ranked good.

3. It was found from the observation that classroom environment is not supportive for the students. In terms of electricity facilities 60% of the school measured below average. So during summer its really difficult for the teachers and students to pay attention in teaching learning process. It was also observed that 90% of the classroom are not well decorated with related wall chart and pictures which are important both for teaching and learning. Further it was also found that large class size is one of the major problem at the primary level. It was found that on an average the teacher students' ratio was 1:55.

4. In terms of teaching method it was found that 65% of the teachers emphasized on grammar translation method which mainly focused on lecture method. 10% and 15% of the teachers emphasized on participatory method and physical response method respectively. In terms of physical response method the teachers were ranked good. On the other hand it was also found from the observation that the teachers were not fully skilled about how to use participatory method during teaching learning. Though there is a communicative competency based curriculum for the primary grades in Bangladesh, but it was found from the observation that only 10% teacher try to apply this methods while teaching in the classroom. Thus the major findings is that, in terms of teaching methods majority of the teachers depends on traditional lecture method.

5. It was found that majority of English teachers (80%) do not use the lesson plan /out line in the classroom instruction.

6. In terms of teaching techniques it was found that 50% of the teachers use body language to make the lesson meaningful. On the other hand it was found that 70% of the teachers were not concern about how to create creative activities by using different types games, role play, singing, group work , pair work etc.

7. In terms of classroom monitoring it was found that 60% teachers were not fully concern in this regard. It was found that teachers favor good students, on the other hand weak students fail to draw teachers attention.

8. 60% of the teachers were not skilled about how to motivate their students while teaching in the classroom. It was also found that a large number of the teachers (70%) do not use any authentic teaching aids and as teaching aids they only depend on text book and chalk-board.

9. It was also found from the observation that 80% of the teachers were not concern about how to create students to student's interaction for

effective teaching. Thus it was found that teaching method is teacher centered. Teacher did not encourage their students to talk and share ideas with their friends.

10. It was found that 70% of the teachers were ranked below average in terms of subject knowledge. Majority (70%) of the teachers were not knowledgeable about English subject, its objectives, lesson presentation and how to teach the lesson through different example and knowledge.

11. It was also found that while teaching in the classroom majority of the teachers (70%) were not concern about their student's error and they did not focus the students with learning difficulties and backward children.

12. It was found that in terms of listening and speaking skill 80% of the pupils were below average. It was also found that hardly teachers pay their attention in this regard. On the other hand though the teachers pay more attention both in reading and writing skill but it was observed that 60% of the students were leveled as below average in this regard. Thus the major findings is that after completing the primary level 60% of the students are failed to achieve the four skills which mainly prescribed by NCTB.

13. It was found from the observation that 70% of the teachers delivered their lecture in Bangla . Most of the English teachers cannot speak well and they are not concern about their pronunciation, fluency and accuracy.

14. It was found from the classroom observation that 70% of the teachers were not efficient in terms of evaluation technique. They were not concern about weak students and during evaluation they mainly asking questions to the good students.

6.7.4 Major finding based on focus group discussion

A. Finding based on FGD with the Teacher

1. 80% of the teachers opined that physical facilities of their schools are not so strong

2. 70% of the teachers opined that they are loaded with classes due to shortage of teachers and they also mentioned that subject wise teacher should be ensured for quality teaching .
3. 60% of the teachers mentioned that most of the students had a tendency to memorize the lesson rather than understanding it.
4. 80% of the teachers opined that they apply different types of teaching methods. In this regard the teachers mentioned that they apply question answer method, pair work, group work, lecture method etc.
5. 60% of the teacher opined that they pay more attention to develop the students reading and writing skills because these skills are exam related. Majority 70% of the teachers mentioned that they delivered their lecture by using both Bangla and English language to explain the lesson with an easy way.
6. Most of the teachers (75%) mentioned that teaching aids is not sufficient in their school and they cannot get enough time to prepare it. Here the teachers also opined that they try to use different types of pictures, model and charts as much as possible .
7. 60% of the teachers mentioned that they prepare their lesson plan regularly and try to follow it.
8. 70% of the teachers mentioned that they are not knowledgeable about competency based curriculum and they also mentioned that their school authority do not provide any instruction about how to use Teachers Guide.
9. 70% of the teacher mentioned that they have no especial training on Communicative Language Teaching so that are not fully aware about how to apply it.
10. Majority of the teachers (70%) proclaimed that most of the students do not prepare their lesson regularly and parents are not concern in this regard

11. All the teachers mentioned that quality training is essential for the English teachers so that the teachers can apply modern methods and techniques. They also mentioned that large class size, shortage of teachers and insufficient teaching aids are also main problem to ensure quality teaching.

12. 75% of the teachers mentioned that they are not satisfied about their salary structure and they also proclaimed that young teachers always try for better job, so many of them can not pay more concentration to language teaching.

B. Findings based on FGDs with the students

1. 70% of the students opined that their teachers are always friendly with them and they can freely ask any question to their English teachers.

2. 80% of the students opined that in their English class, they do not get proper opportunity to develop their speaking skill. On the other hand 70% of the students mentioned that during English class their teacher delivered their lecture by using Bangla language.

3. 65% of the students opined that they had to memorize the question answers in order to get good marks in the examination. 60% of the students mentioned that they get poor marks in English among the all subjects.

4. 70% of the students opined that they can not prepare their home work regularly, because they do not get sufficient help from their parents.

5. 80% of the students opined that their teachers do not show different types of picture in the classroom. They also mentioned that as a teaching aids their teachers mainly depends on text books and chalk board.

6. 65% of the students mentioned that rarely their teachers follow the group work method during English teaching and they also opined that they do not get any opportunity to play different types of games to develop their vocabulary skill.

Major findings given in this section are mainly subdivided in four subsections namely.

6.8: Conclusion

Quality of English language teaching is comparatively a young field. But many researchers are continuously trying to enrich the field with their findings. The fundamental thesis of teaching quality which is still a live and thriving in many parts of the world is that, it is sufficient for teachers to have a thorough knowledge of subject matter and practical classroom experience, the former to ensure that they are up-to-date on the product they are to deliver and the latter to ensure they know how to deliver it (Stones. E- 1992) . It is universalized that teachers role is vital in student learning. As the teachers and students become more constructive in the class the learning will be more effective and pro-generative in terms of further achievement (Habib -2008).

The present study has conducted to examine the role of English teacher. The study also tried to measure the quality of English teaching (at the primary level), on the context of English teaching objectives introduced by NCTB. According to the analysis of the results if we look at the key findings of the study, it is clear that the teaching objectives those the English teachers kept in their mind, while teaching English and the teaching objectives prescribed by NCTB has a great divergence. National curriculum and book board emphasizes the four skills of language i.e. listening speaking, reading writing, where as teachers only emphasize on reading and writing skills of the students. It is also clear that the students at the primary level do not achieve that expected language competencies mentioned in the curriculum, in the current reality of English teaching situation. The discussion has indicated that there are many obstacles in English language teaching at the primary level such as the lack of students participation, large class size,

inadequate trained language teachers, limited resource, work pressure due to shortage of teachers and the absence of integration between CLT and current practices.

The classroom language teaching learning practices at primary level, as found in this study appeared borrows largely from lecture method. It is relevant to mention here that result of this study place to students and their teachers at a contradictory position with respect to certain classroom language teaching learning practices. The large portion of the teachers said that they speak both in Bangla and English, in their English classes, where as most of the students said that their teacher always spoke in Bangla. Majority of the teachers mentioned that they apply question answer method, group work pair work, different types of games, role play etc to make the teaching more interesting for the students, where as most of he students reported that they do not get such opportunities in their English classes. This study also highlights that there is also dissimilarity between teachers' opinion about English teaching and classroom observation result. It is very important to note again that competency based curriculum was introduced at primary level in Bangladesh in 1992 for improving the quality of primary education; where as majority of the teachers have no sound knowledge in this regard. Communicative approach is adapted by NCTB where as large portion of the teachers emphasized on traditional approach. Sadly in our country English is taught like a context based subject not as a skilled based subject. It is needless to say that we have many problems and limitation to ensure quality of English teaching. Among the all problems the major issue is teachers who mainly handle the teaching learning process but not familiar with the current trends of ELT.

Bangladesh posses various limitations in teaching. In Bangladesh perspective the many factors that impinge on the quality of

education are now better understood.. The main problem behind the fall of the quality is the standard of the teachers. Teacher pedagogical context knowledge has the vital role to promote quality in teaching (Zinnah and Osman -2007).So for quality teaching, quality training has to be ensured through proper monitoring and coordination. As Bangladesh is struggling for achieving the quality education so she needs quality primary education to build strong foundation of education. However for taking initiatives to improve the quality of teaching, it is one of the pre-requisites to know the teaching objectives, mentioned by NCTB. It conceived from the discussion that there is a great divergence between real English teaching situation and English teaching objectives mentioned by the NCTB. Therefore it seems urgent to revisit this area of ELT. In this regard adequate research and active steps are needed to be undertaken to improve the quality of English teaching at the primary level. This is only possible through a joint collaboration involving government policy markers, NGOs, ELT experts, teachers, students, school authority and other important state holders.

Talking all these feature of present English language teaching at the primary level we can reasonably claims that English teaching quality is not good enough. However to recover this situation of English language teaching its essential to take effective step as early as possible.

6.9: Recommendation:

In order to remedy the existing situation of teaching English at primary level, the following are the recommendation based on the major findings of the study.

1. The teachers teaching English at the primary level should have trained exclusively on English language teaching. In this regard the country should go for the establishment of institutions and training colleges,

which will offer training only on English language teaching. All types of training facilities should be ensured for the English teachers.

2. At the primary level at least two English teachers should be appointed on the basis of their having English language back ground, who are capable to teach English in all the primary classes.
3. The objectives of teaching English at the primary level should be correspond to the English teaching objectives mentioned by NCTB. So the teachers should constantly keep in mind the aim of teaching English and four skills of language learning which mainly prescribed by the NCTB. The teachers should develop the four language skills (listening, speaking, reading and writing) among the pupils.
4. The teachers should be aware about the communicative English teaching methods and competency based curriculums which introduced by NCTB.
5. Teachers should be given reasonable time gap between classes conduction to relieve them from monotony. It will help them to give more concentration in teaching.
6. English teaching should be improved through the application of modern methods and techniques of instructions.
7. Reasonable teacher-students ratio should be maintained in English classroom and it could be 1:30.
8. Education environment in the schools should be improved and adequate physical facilities should be ensured.
9. Number of teachers should be required as per needs.
10. Large class size and working load of the teachers should be reduced to reasonable manners so that the teachers can give more attention to their learners.
11. Teaching aids bring a foreign language to life because they appeal to the sense organs of the learners. So the teachers should use available

teaching aids and the availability of teaching aids should be ensured by concerned authorities.

12. Necessary teaching aids such as audio should be supplied to the schools as the teachers can use these as per requirement of the lesson.

13. The teachers may arrange certain games, group work, pair work etc 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 activities.

14. Evaluation system should be completed with all the four language skills and these must be related with the learners level of learning and their content of syllabus.

15. The present examination system must be reformed so that it can measure the students' real achievement in the language skills.

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

17. Teachers should help praise and encourage their students to practice the language skills themselves.

18. Teachers should have motivated properly for English language teaching by arranging seminar, symposium and workshop.

19. Text book must be prepared in an interesting manner with familiar contexts, colorful pictures, including new vocabulary.

20. A language teaching policy should be formed at national level for ELT.

21. Government should provide sufficient fund to ensure adequate facility and resource for ELT.

22. Government should consider the financial condition of the primary teachers of all category schools.

23. It is essential to arranging regular meeting to develop the communication among the teachers, students and parents.

24. It is needed to evaluate primary school teachers and their teaching strategy by the concern authority. Thana Education officer and school authority should visit the schools at regular interval to monitor the classroom English language teaching and to take proper steps to maintain it.

6.10: Implication of the study

This study attempted to clarify the quality of English teaching at primary level, in the context of objectives of English language teaching, mentioned by NCTB. It would be helpful to understand the weakness of English teaching at primary level. The study also focused on the dissimilarity between English teaching objectives and methods mentioned by the NCTB and on going teaching procedure, which in turn would be helpful to curriculum experts, ELT experts and teachers to understand the teaching quality. Based on the key findings of the study the curriculum experts would be enabled to incorporate teaching objectives, teaching methods, exam system and other activities related with English teaching which would help them to further modify the area of English teaching.

Also the study is very helpful to the English teachers for better understanding about the divergence between their own teaching procedure and the teaching procedure mentioned by the NCTB. Also the teacher would be helpful to know the various suggestions in this regard.

The study is also very helpful to the policymakers for revisit the area and modification of existing situation. Also they will be more concern about recruitment of teachers, teacher's training and teachers qualification for better quality of English teaching at primary level.

The study is also helpful to all those teaching community and having research aptitude for their further research and implication of the results of this study.

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APPENDIX-I

শিক্ষা ও গবেষণা ইনস্টিটিউট, ঢাকা বিশ্ববিদ্যালয়, ঢাকা

শিক্ষকদের জন্য প্রণীত প্রশ্নমালা

Research title : A Study of the Quality English Teaching at Primary Level.

(শিক্ষা ও গবেষণা ইনস্টিটিউট, ঢাকা বিশ্ববিদ্যালয়, ঢাকা)

প্রাথমিক স্তরে ইংরেজী বিষয়টি পাঠদানের সম্পর্কে আপনার সূচিন্তিত ও সুস্পষ্ট মতামত প্রয়োজনীয় ঘরে টিক (✓) চিহ্ন দিয়ে এবং খালি জায়গায় লিখে প্রদান করুন। আপনার সূচিন্তিত মতামত সম্পূর্ণ গোপন রেখে শুধুমাত্র গবেষণার কাজে ব্যবহার করা হবে। গবেষণার কার্য সুষ্ঠুভাবে পরিচালনার জন্য আপনার সহযোগিতা একান্তভাবে কাম্য।

১। সাধারণ তথ্য

বিদ্যালয়ের নাম :

সরকারী : বেসরকারী :

শিক্ষকের নাম :

সর্বোচ্চ ডিগ্রী : পেশাগত ডিগ্রী :

শিক্ষকতায় অভিজ্ঞতা :

মূল তথ্য

২। বিদ্যালয়ের প্রতিদিন কমপক্ষে কয়টি ক্লাস নিতে হয়?

টি।

৩। ইংরেজী বিষয় ছাড়া আপনি আর কি কি বিষয়ের ক্লাস নেন?

(ক) (খ) (গ)

৪। শ্রেণী কক্ষে ইংরেজী পাঠদানের সময় আপনি কোন ভাষা ব্যবহার করেন?

বাংলা ইংরেজী বাংলা, ইংরেজী, মিশ্র

৫। ইংরেজী বিষয় পাঠদানের সময় আপনি শিক্ষার্থীদের ইংরেজী ভাষায় কথা বলতে উৎসাহিত

করেন কি?

হ্যাঁ না

৬। আপনি শ্রেণীতে কোন পদ্ধতিতে ইংরেজী পড়ান?

(ক) বক্তৃতা পদ্ধতি

(খ) ড্রিল ওয়ার্ক করা

(গ) প্রশ্নোত্তোর পদ্ধতি

(ঘ) শিক্ষার্থীদের দলগত কাজ করা

(ঙ) বিষয় বস্তুর উপর ভিত্তি করে পদ্ধতি নির্বাচন করেন

৭। ফলপ্রসূ শিক্ষাদানের লক্ষ্যে কোন পদ্ধতিটি উপযুক্ত বলে মনে করেন?

.....

৮। ইংরেজী বিষয় পড়ানোর সময় আপনি বিষয়বস্তু ভিত্তিক শিক্ষা উপকরণ ব্যবহার করেন কি?

হ্যাঁ না

উত্তর হ্যাঁ হলে উপকরণ সমূহের নাম উল্লেখ করুন।

.....

না হলে তার কারণ উল্লেখ করুন।

.....

৯। শিখন, শিক্ষণ, কার্যক্রম আকর্ষণীয় করার লক্ষ্যে আপনি কি নিজস্ব কোন পদ্ধতি ব্যবহার করেন?

হ্যাঁ না

উত্তর হ্যাঁ হলে পদ্ধতিসমূহ সংক্ষেপে উল্লেখ করুন।

.....

১০। শ্রেণীতে পাঠদানের সময় নতুন শব্দগুলো কিভাবে

শেখান?.....

পাঠদানের সময় নতুন গল্প এবং কবিতাগুলো আপনি কিভাবে পড়ান?

বই দেখে পড়ে বুঝিয়ে দেন

শিক্ষার্থীদের পড়তে দিয়ে বুঝিয়ে দেন

সম্পর্কিত ছবি, মডেল দেখিয়ে বুঝিয়ে দেন,

অভিনয়ের মাধ্যমে বুঝিয়ে দেন।

এছাড়া অন্য কোন নিজস্ব পদ্ধতি ব্যবহার করে থাকলে উল্লেখ করুন।

১২। প্রাথমিক স্তরের শিক্ষার্থীদের ইংরেজী ভাষা পঠন ও লিখন দক্ষতা বৃদ্ধিতে আপনি কিভাবে সাহায্য করেন? পদ্ধতিগুলো লিখুন।

(ক) পঠন দক্ষতা :

(খ) লিখন দক্ষতা :

১৩। প্রাথমিক স্তরের ইংরেজী বিষয়ের শিক্ষক নির্দেশিকা সম্পর্কে আপনি অবগত আছেন কি?

হ্যাঁ না

হ্যাঁ হলে উক্ত নির্দেশিকা হতে আপনি কিভাবে সাহায্য নেন?

.....

যদি না হয় তাহলে কারণ উল্লেখ করুন।

নির্দেশিকাটি বিদ্যালয়ে সরবরাহ করা হয় না।

বিদ্যালয়ের প্রধান শিক্ষক এ বিষয়ে আপনাকে অবগত করে নাই।

অন্য কোন কারণ থাকলে উল্লেখ করুন।

১৪। ইংরেজী বিষয় পড়ানোর জন্য আপনার কোন প্রশিক্ষণ আছে কি?

প্রশিক্ষণ গ্রহণ করে থাকলে প্রশিক্ষণের নাম ও সময়কাল উল্লেখ করুন

.....

১৫। পাঠদান শেষে আপনি কিভাবে মূল্যায়ন করেন?

নির্ধারিত বিষয়ের উপর প্রশ্ন জিজ্ঞাসা করেন।

প্রশ্নোত্তর লিখতে দেন।

পাঠদান সম্পূর্ণ করে পরীক্ষা নেন।

শ্রেণীতে মূল্যায়নের যথেষ্ট সময় পান না।

১৬। ইংরেজী শিক্ষকদের দক্ষতা বৃদ্ধির জন্য আপনার বিদ্যালয়ের কোন কার্যক্রম পরিচালনা করা হলে, অনুগ্রহ পূর্বক উল্লেখ করুন।

.....

১৭। বিদ্যালয়ে শ্রেণী কক্ষে ইংরেজী শিক্ষাদানে যদি কোন প্রতিবন্ধকতার সম্মুখীন হয়ে থাকেন তাহলে অনুগ্রহ পূর্বক উল্লেখ করেন।

(ক)

(খ)

(গ)

১৮। ইংরেজী ভাষা শিক্ষাদানের গুণগত মান বৃদ্ধির লক্ষ্যে কী ধরনের পদক্ষেপ গ্রহণ করা উচিত বলে আপনি মনে করেন। (অনুগ্রহ পূর্বক উল্লেখ করুন)

(ক)

(খ)

APPENDIX-II

শিক্ষা ও গবেষণা ইনস্টিটিউট, ঢাকা বিশ্ববিদ্যালয়, ঢাকা

শিক্ষার্থীদের জন্য প্রণীত প্রশ্নমালা

Research title : A Study of the Quality English Teaching at Primary Level.

বিদ্যালয়ের নাম :.....

উত্তরদাতার নাম :

শ্রেণী :..... রোল :..... শাখা :.....

ইংরেজী বিষয় পাঠদান সম্পর্কে তোমার সূচিন্তিত মতামত প্রয়োজনীয় ঘরে টিক (✓) চিহ্ন দিয়ে প্রদান করো। তোমার মতামত সম্পূর্ণ গোপন রেখে শুধুমাত্র গবেষণার কাজে ব্যবহার করা হবে।

১। তুমি কি নিয়মিত বিদ্যালয়ে আসো ?

হ্যাঁ না

২। তোমার কাছে ইংরেজী বিষয় কি কঠিন মনে হয়?

হ্যাঁ না

যদি হ্যাঁ হয় তাহলে কেন?

শিক্ষকের কথা বুঝতে সমস্যা হয়

শিক্ষক দ্রুত পড়া শেষ করেন

শিক্ষক বন্ধুত্বপূর্ণ মনোভাব প্রকাশ করেন না

যদি না হয় তাহলে এর কারণ কি ?

ইংরেজী বিষয়টি তোমার জন্য আনন্দদায়ক

শিক্ষক ইংরেজী বুঝতে সাহায্য করেন

শিক্ষক সহজ ভাবে শিক্ষাদান করেন।

৩। ইংরেজী ক্লাসে শিক্ষক কোন ভাষায় কথা বলেন?

বাংলা ইংরেজী বাংলা, ইংরেজী, মিশ্র

৪। শ্রেণী কক্ষে শিক্ষক কি ইংরেজী ভাষায় কথা বলার জন্য উৎসাহ দেন?

হ্যাঁ না

- ৫। ইংরেজী ক্লাসে শিক্ষক কিভাবে ইংরেজী পড়ান?
(ক) বই দেখে দেখে পড়ান
(খ) শুধুমাত্র মুখে মুখে পড়িয়ে বুঝিয়ে দেন
(গ) বিভিন্ন ধরনের ছবি দেখিয়ে গল্প বলে আনন্দের মাধ্যমে পড়ান
- ৬। শিক্ষক শ্রেণীকক্ষে পাঠদানের সময় বিষয় ভিত্তিক ছবি, মডেল, চার্ট দেখান কি?
হ্যাঁ না
- ৭। শ্রেণী কক্ষে দলগত পদ্ধতিতে পড়ানো হয় কি?
হ্যাঁ না মাঝে মাঝে হয়
- ৮। শিক্ষক ক্লাসে নতুন শব্দ কিভাবে পড়ান-
 বোর্ডে লিখে দেন
 বইয়ে দাগিয়ে অর্থ বুঝিয়ে দেন
 শব্দ দিয়ে বাক্য তৈরি করতে বলেন
 বিভিন্ন ধরনের ছবি মডেল চার্ট দিয়ে বুঝিয়ে দেন এবং উচ্চারণের উপর গুরুত্ব দেন।
- ৯। শিক্ষক ক্লাসে নতুন গল্প এবং কবিতা কিভাবে পড়ান?
 বই দেখে পড়ে অর্থ বুঝিয়ে দেন
 গল্প এবং ছড়ার সাথে মিল রেখে ছবি আঁকে, বিভিন্ন চার্ট দেখিয়ে পড়ান
 অভিনয় করে বুঝিয়ে দেন।
- ১০। তোমার ইংরেজী শিক্ষক তোমাকে কি, ভাবে বিষয়বস্তু শিখতে বলেন?
 অর্থ সহ বুঝে শিখতে বলেন
 মুখস্ত করতে বলেন
 নিজের মত করে শিখতে বলেন।
- ১১। তুমি কি প্রতিদিন ইংরেজী পাঠ তৈরি কর?
হ্যাঁ না
যদি হ্যাঁ হয় তাহলে এর কারণ উল্লেখ করো।
 শিক্ষক ক্লাসে পড়া ধরেন
 ক্লাসের বন্ধুরা সমালোচনা করবে এই ভয়ে
 পরীক্ষার ভাল নাম্বার পাওয়ার জন্য

পড়া না হলে শিক্ষক শাস্তি দেন

যদি না হয় তাহলে এর কারণ উল্লেখ করো ।

নিজে নিজে পড়তে সমস্যা হয়

শিক্ষক শ্রেণীকক্ষে পাঠ/বাড়ির কাজ সম্পর্কে জানতে চান না ।

বাবা/মা/বড় ভাই, বোনের সাহায্য পাই না

ইংরেজী বিষয়টি আনন্দদায়ক মনে হয় না

১২। কোন কারণে পড়া বুঝতে না পারলে শিক্ষকের কাছে সাহায্য চাও কি?

হ্যাঁ না

হ্যাঁ হলে কি কারণে সাহায্য চাও

শিক্ষক পাঠ্য বইয়ে পড়া দাগিয়ে দেন

শিক্ষক বোর্ডে লিখে বুঝিয়ে দেন

যদি না হয়, তাহলে কেন সাহায্য চাও না

শিক্ষককে ভয় পাও

শিক্ষক ক্লাসে তার সাথে কথা বলা পছন্দ করেন না

শিক্ষককে বার বার প্রশ্ন করলে রাগ করেন

১৩। তোমার মতে ইংরেজী শিক্ষক কেমন হবেন?

অন্যান্য শিক্ষকের মত

অন্যান্য শিক্ষকদের থেকে জ্ঞানী

মা-বাবা এর মত

বন্ধুর মত

উত্তর প্রদানের জন্য ধন্যবাদ ।

উত্তরদাতার স্বাক্ষর

ও

তারিখঃ-

APPENDIX-III

**Institute of Education & Research
University of Dhaka
Dhaka-1000**

Classroom observation check-list.

Title: A Study of the Quality of English teaching at primary level.

Name of the School:-----

Government

Non Government

Non-govt Reg:

Class -----, Lesson -----, Duration -----

Date -----.

CHECKLIST

SL	Criteria	Excellent	Good	Average	Bellow Average	Totally lacking
1.	Personal Appearance					
	i. Teachers awareness about his/her dress up					
	ii. Teachers attitude towards learners					
	iii. Style of Presentation					
2.	iv. Using Voice in the classroom					
	Class room Environment					
	i. Electric Facilities					
	ii. Content related wall chart, Model, picture					
3.	iii. Teachers and student Ratio					
	Teaching Method					
	i. Grammar translation method/ lecture method					
	ii. Communicative approach					
4.	iii. Participatory approach					
	iv. Total physical response					
	Teaching Techniques					
	i. Lesson Plan					
	ii. Body language /gesture / mime					
	iii. Creative adaptation					
	iv. Classroom monitoring					
	v. Student motivation towards learning					
	vi. Using of teaching aids					
vii. Student to student interaction						
5.	viii. Teachers knowledge about the subject					
	ix. Teacher respond to student errors					
	Language skill (Pupils)					
	i. Listening					
	ii. Speaking					
6.	iii. Reading					
	iv. Writing					
	v. Speaking style of Teachers					
6.	Techniques of Evaluation					
	Teacher respond to students					

APPENDEX-IV

Permission Letter

Dear Sir/ Madam,

Mst. Jakaria Sultana a student of M. Phil, Institute of Education and Research, University of Dhaka has taken a research work entitled “**A Study of the Quality of English Teaching at Primary level.**”

For this research she needs to observe primary English class rooms of your school. It will be lightly appreciable if you could provide your Co-operation in this affair.

Dr. Md Abdul Halim
Professor.
Institute of Education and Research.
University of Dhaka.