

Problems of CLT in Secondary Level: Urban Context



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Thesis submitted in partial fulfillment of the requirement for the Degree of
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Department of English
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To My Parents

ABSTRACT

National Curriculum Text Book (in Hamid and Baldauf, 2008) explains that students learn English following the communicative methodology. It is believed that Communicative Language Teaching (CLT) helps to develop learners' ability to learn English by maintaining standard teaching and learning of English at various levels of formal education. CLT was introduced in Bangladesh to change the scenario of English Language Teaching (ELT). But unfortunately it has not been used appropriately in the classroom.

The study looked at the problems of CLT as well as sought answers to three central questions—what are the teachers' and the students' view about CLT or Grammar Translation Method (GTM), what kind of problems do teachers and students face in teaching and learning English through the communicative approach; and how do they to overcome these problems.

The data was collected from 30 teachers and 150 students from 10 schools. The findings suggest that Grammar Translation Method (GTM) is still dominating in the schools. Teachers are not skilled enough to teach properly in the class. Their income is very low. They are always busy with private tuition. They use Bangla in the English class because students do not understand English lectures. As a result both teachers and students are weak in speaking English. English speaking and listening skills are neglected though they

are in the syllabus. Students have no proper knowledge of grammar. Their vocabulary stock is very limited. They prefer memorizing the answer. It has been noticed from the findings that there exists a gap between the teachers and the students. As a result, the students do not get feedback from the teachers. This kind of environment hampers implementing CLT approach in the classrooms.

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DECLARATION

I, hereby, declare that the thesis is based on my original work except for quotations and citations, which I have duly acknowledged. I also declare that it has not been previously or concurrently submitted to other institutions.

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CHAPTER -I

INTRODUCTION

1.1 Introduction

All languages are communicative (Shahzadi 2006: 1). In fact people used to communicate in spoken language even before the written version was standardized. During the pre-historic times, people used signs, sounds and physical gestures to establish communication (Shahzadi 2006: 1). Through language one can mould, shape and express one's opinions and ideas. The question then arises 'what is communicative English'?

English textbooks in the past consisted of some short stories, articles, poems and so on. The exams required descriptive (short / broad) answers. Furthermore some quoted lines from selected literary texts had to be identified and explained (see Shahzadi 2006: 1). Students relied on rote memorization instead of comprehending the lesson. To change this situation, CLT (communicative Language Teaching) was introduced to the educational system of Bangladesh in 1998 (Nesa 2004: 9). The purpose of CLT is to enable the students to achieve communicative competence so that they can use the language according to their necessity (Siddique 2004: 15).

This study tries to identify the problems of CLT that is the difficulties that teachers and students face in trying to teach and learn through the CLT approach at secondary level in the urban schools.

1.2 The State of Learning English in Educational Institution

Though at present English is taught at all levels, it is done only for the purpose of examinations. The teachers who teach English in educational institutions (i.e. Schools) are not well qualified and trained. In various instances, due to shortage of teachers the headmasters, the assistant headmasters or the senior teachers take English class. As learning is based on formal grammar and literary pieces, phonetical and oral practice are totally neglected even by English teachers at every level (Amin 2006: 2). At present government emphasizes on teaching English. As a result, private English medium schools, private colleges are found in the cities. Banu ad Sussex (in Rahman, 2006: 1) observes that:

Although the characteristics of the private university have reference to the language of institution to be used, what is interesting instruction to be used, what is interesting is that all these are English medium institutions. In fact private universities are a natural extension of the English medium schools.

1.3 Problem Statements

There are several problems of CLT in Secondary level of urban area: In general teachers and students have a little understanding of CLT. Hence, students have little idea that their English text books are based on CLT approach.

Group work activities take a long time and waste a lot of valuable teaching time. A large classes and low proficiency level of students constrain group work activities. Moreover, the instruction of pair or group work creates chance for the students to talk about something irrelevant to the lesson (Nayla 2008: 105).

Shahzadi (2006: 4) points out that though CLT is a learner centre approach, the teachers are following teacher centered approach.

Generally speaking there seems to be inadequate practice of listening and speaking, reading or writing skills. Listening took place when a teacher or a student read aloud from the text book. Writing is done by following the prescribed books. Students do not use their own language in writing. The conversation between the teacher and the students usually takes place in Bengali rather than English. As a result neither the students nor the teacher acquire proficiency in English.

Nesa (2004: 11) says very little clues, hints and examples on grammatical items, phrases, expressions have been added in the selected materials 'English for Today' for class IX –X to improve teaching learning process.

1.4 Purpose Statement

The purpose of this study is to find out the teachers' and learners' opinions regarding the problems of CLT in the secondary level (i.e. classes IX-X) of urban area. This research will be helpful for those who are studying B.A (Hons), M.A, M.Phil or P.H.D in English or ELT (English language teaching) in any public or private universities as well as doing their thesis. They can know the problems of CLT from the teacher's as well as the students' perspectives.

1.5 Central Research Question

The central research questions of this study are:

1. What are teachers' and students' view about CLT?
2. What kind of problems do teachers and students face in teaching and learning through the communicative approach?
3. How do they overcome their problems?

1.6 Delimitations

In this study, the researcher delimited his investigation to only problems of creating a congenial environment for CLT in secondary level of urban area.

1.7 Limitation

The researcher did not find enough materials for the literature review which are directly related to his topic. While collecting data, he surveyed the English classes (IX, X)

CHAPTER -II

LITERATURE REVIEW

2.1 Introduction

This chapter looks at literature review. It reviews the history of CLT, history of ELT and CLT in Bangladesh, methods of teaching English and feature of CLT, characteristics of the text book.

2.2 History of CLT

According to Richards and Rodgers (2001: 153) CLT was introduced in the late 1960s when British language teaching tradition started changing. CLT took place in situational language teaching which prefer to practise basic structure in a meaningful situational activity (Richards and Rodgers, 2001: 153). They further stated that CLT is a kind of criticism of Chomsky's linguistic theory. Chomsky in (Richards and Rodgers, 2001: 153) stated that the structural theory of language failed to judge the basic characteristics of language creativity and incidental skill in making sentences. Richards and Rodgers (2001: 153) also said that in this case British applied linguists proposed for communicative competence rather than only command of structures. Van Ek and Alexander (in Richards and Rodgers, 2001: 154) stated that a group of linguists tried to develop language courses on a unit credit system which broke down the learning tasks into portions or units. According to Savignon (2001: 13) language teaching methodology may not be suitable in another time or place and it is often ridiculed or dismissed for its necessary. She also stated that during 20th century CLT comes as a new or innovative way to teach English as a second or foreign language and its course materials, curriculum aims at communicative competences. Canale (in

Shahidullah, 2007: 17) stated that communicative competence requires both knowledge and skills in actual communication. He further said that knowledge means what one knows about the language and about the other aspects of life and the world, and skills refer to how well one can perform. Canale (in Shahidullah, 2007: 17) describes four components of communicative competence:

1. Grammatical competence
2. Sociolinguistic competence
3. Discourse competence
4. Strategic competence.

Richards (2001: 6) states that language teaching has been changed in designing syllabus and methodology during the last 50 years. These changes can be categorized into three phases:

1. Traditional approaches (up to late 1960s)
2. Classic communicative language teaching (1970s to 1990s)
3. Current communicative language teaching (late 1990s to the present)

He again says that there are several kinds of syllabus such as skills based syllabus which focuses on reading, writing, listening and speaking. He further says a functional syllabus focuses on expressing likes and dislikes, offering and accepting apologies, introducing someone and giving explanation (etc.).

2.3 History of ELT in Bangladesh

Yasmin (2006: 133) says that the introduction of ELT in a newly independent country was not smooth and after independence Bengali was declared as the state language of Bangladesh due to strong political and social issues. She further says this strong emotion created a poor condition in English language teaching and learning and in

reply to this condition, the education ministry formed an English Language Teaching Task Force to analyze the condition of ELT at secondary, higher secondary and teacher training levels. This task force suggested a new syllabus and new text book both for the learner and the teachers (ibid). According to Haque (in Yasmin 2006: 135) English is declared as a compulsory subject from 3rd to 12th grade. The new English text books for primary and secondary level were written to replace the old literature based text book in between 1978 and 1986 (Yasmin 2006: 136). Yasmin (2006: 136) says that in 1986 the government took a decision that English should be taught from grade 1 and English has been taught from the 1st grade since 1991. She again says that the government also took a second decision about the implementation of Bengali language at every sector in national life in 1987. She further says that these two decisions created a poor condition in ELT program. She further says that to overcome this poor situation English Language Teaching Improvement Project (ELTIP) was initiated focusing on three main areas: teaching materials, teachers' training and the reformation of the examination system. According to National Curriculum Textbook (NCTB) of 1997 (in Yasmin 2006: 137) ELTIP established four regional resources centers in teachers training college and ten satellite resource centers in government high school to train the English language teachers. She further says that the most significant changes in Bangladeshi ELT is the positive attitude change towards English learning, modernization of the curriculum, the recheck of text books, the academic shaping of ELT through ELTIP and the adoption of CLT.

2.4 CLT in Bangladesh

According to Hamid and Baldauf (2008: 16), more than 24 million children learn English as a second or foreign language in primary and secondary school in

Bangladesh. They state that students start learning English from class 1 to 12 and if they do not dropout they continue to learn English at the tertiary level. According to NCTB (in Hamid and Baldauf, 2008: 16), students learn English through following the communicative methodology. It is thought that CLT helps to increase learners' ability to learn English by maintaining standard teaching and learning of English at various levels of formal education. According to Nesa (2004: 9), in Bangladesh traditional Grammar Translation Method (GTM) controlled the process of teaching and learning English which gave importance on theoretical knowledge about English rather than its different or communicative aspects. She again says the evaluation system was based on memorization rather than practical use of English.

This evaluation system did not help students to develop their ability in English. Nesa (2004: 9) says that to get rid of this situation, communicative approach was first introduced in the national curriculum focusing on personal, interpersonal, directive, referential and imaginative activities. According to Hamid and Baldauf (2008: 17) the innovation of CLT was jointly funded by both the government of Bangladesh and the UK and the number of local and UK scholars. The name of this innovation project is English Language Teaching Improvement Project i.e. (ELTIP Bangladesh) which had two specific objectives: 1 : to select and write CLT based English Text books for class 9 to 10 at the secondary level and 2 : to train teachers and make them able to teach communicative English. They further says that it has been noticed on a two pages government evaluation report that (DSHE, 2004) 11,737 secondary school teachers had been provided with a 13 days of CLT training under the first two workshop of ELTIP.

2.5 Methods of English Language Teaching

There are various methods of theories of teaching English which the teachers follow in the class-room. A teacher may adopt either a single method or a combination of two or more, depending on the situation or requirement. Dutta (2006: 67) explains that the grammar translation method was adopted in Bangladesh when the element of grammar is given importance over the language and the text book is taught through translation to mother tongue. Richards and Rodgers (2001) state that the direct method is a kind of method, which suggests a contact with the foreign language in meaningful events. They again say that in this case, grammar is taught indirectly or oral teaching comes first. Barman, Sultana and Basu (2006: 305) say that the structural method is based on the structure which is more important than the acquisition of vocabulary and memorization of grammatical rules. Here speaking is emphasized than reading and writing. Barman, Sultana and Basu (2006: 305) say that the Audio lingual method is a kind of structural method where listening and speaking are given importance. The communicative approach emphasizes on situational English which are used in real life communication. Little wood (1981) states that communicative approach pays systematic attention to functional as well as structural aspect of language. Barman, Sultana and Basu (2006: 306) explain that electric approach is an easy method of language teaching selected by a teacher from different sources. While teaching through electric approach, the teacher must keep in mind the quantity of the lesson, quality of the students and size of the class.

2.6 Feature of CLT

According to Barman, Sultana and Basu (2006: 325), CLT is an approach to the teaching of second and foreign language that emphasizes on communication as the

ultimate goal of learning a language. They say that CLT was the product of education and linguists who were dissatisfied with earlier grammar translational and audio lingual method, where students did not learn the real language. As a result, they were interested in developing of communicative style teaching in 1970s where students were busy at using language in real communication with one another (Barman, Sultana and Basu, 2006: 325). Shahidullah (2007: 15) says that in CLT the teacher sets up a situation that students are likely to encounter in real life. He further says that teachers should motivate students so that they have a desire for communicating in meaningful ways about meaningful topics.

2.7 Theoretical Basis

According to Richards and Rodgers (2001: 154) CLT starts from a theory of language communication. The goal of language teaching is to develop what Hymes (1972) referred to as communicative competence. Richards and Rodgers (2001: 169) say that learning a second language according to the notion of CLT is to perform different kinds of functions such as instrumental, regulatory, interactional, personal, heuristic, imaginative and representational.

Richards and Rodgers (2001: 161) explain that there are four characteristics of the communicative view of language:

1. Language is a kind of expression;
2. The primary goal of language is interaction and communication;
3. The structure of language is based on for communicative uses;
4. The basic aspects of language are functional and national categories rather than structural categories.

Phipo (in Richards and Rodgers, 2001: 262) describes the following levels of communicative approach:

1. Language is a kind of expression;
2. Language is an object of learning;
3. Language is a kind of expressing one's values and Judgments both for himself and other.
4. Learning depends mostly on error analysis.

2.8 Teaching Procedure

Barman, Sultana and Basu (2006: 59) explain that the practice of CLT in the classroom is based on various kinds of activities such as role play, interviews, information gap, games, pair work and so on. They further say that the classroom practice may include the following:

1. Presentation of one or various dialogues focused on different functions and situations;
2. Oral practice of every dialogue;
3. Question and answer made from dialogues' situations;
4. Question and answer related to the students personal experiences;
5. Learning discovery of the roles underlying the functional expression or structure;
6. Oral activities proceed to free communication.

2.9 Syllabus

According to Richards (2001: 18) in CLT, usually a notional function syllabus is followed and in this syllabus, instruction is based on not only grammatical structure but also notion and functions. Such a syllabus may be as follow (Richards and Rodgers, 2001: 162)

1. structure plus functions;
2. Structural, functional and instrumental;

3. Interactional;
4. Task based;
5. Learner generated.

2.10 Roles of Teachers and Sstudents

Dutta (2006: 64) says that teacher in communicative classrooms will find themselves talking less and listening and becoming active facilitators of their students' learning. He again says that they will play their role in needs analysis, counselor or group process manager. He further says that students do most of speaking and during a communicative exercise; the scene of a classroom is always active. Dutta (2006: 67) says that when students are asked to complete a task they are more responsible of their own learning. He also adds that a communicative classroom is considered to be the stage of a play where teacher acts as a director and students have to act according to different roles.

2.11 Characteristic of Prescribed Syllabus and Materials: English For Today

According to Hamid and Baldauf (2008: 17), ELTIP (Jointly funded by the government of Bangladesh and the DFID of UK government) produced two new text books for the higher secondary (HSC) and Secondary (SSC) respectively:

1. English For Today For Class 9-10
2. English For Today For Class 11-12

In the preface of English For Today for (Class 9-10) the chairman of NCTB explains that the book follows the communicative approach to teaching and learning English. The chairmen also says that the textbook provides learners with a number of materials that is reading texts, dialogues, pictures, diagrams, tasks ad activities. He again says

that these materials are designed for four basic skills such as listening, speaking, reading and writing, and in order to teach those skills classes should be interactive and students should actively take part in the class room activities through pair work, group work or individual work. Nesa (2004: 10) says the curriculum of teaching English aims to involve the students in creative language tasks to improve both their linguistic and communicative competence. She also says that the curriculum conforms more or less to Communicative Language Teaching (CLT) principles but the text book English For Today, which is designed with several reading topics from both national and global contexts, seems less effective in attaining communicative principles of the curriculum for some reasons. She again says that in the text book English For Today very little clues, hints and examples on grammatical items, phrases, expressions are added in lessons to improve teaching-learning process, and to increase students ability not to depend on teachers. Major draw-backs of English For Today (EFT) is that around 18% of the tasks have been designed to practice and improve listening skill, but no audio cassettes have been prepared for practicing the listening activities (Nesa 2004: 11). Nesa (2004: 12) explains that teachers are not enough qualified to carry out the reading tasks from the NCTB approved teacher's guide. Moreover, most of the teachers hardly have a copy on teacher's guide. Nesa (2004: 12) again says that before designing the book, English For Today, no study was conducted on teachers qualification and their training, library facilities in school compound, learners' living place and the educational qualification of their parents. She further says that success in learning any foreign language lies in socio-cultural, economical and educational environment of the learner. Nesa (2004: 12) again says that to help the teaching learning process at SSC level no supplementary reading materials are mentioned with the text book English For Today. But the researcher found two supplementary

materials written by R. Murphy and S. East wood are mentioned in the text book. Teacher depend on different guide books such as Advanced, Potential, Panjeri, Popy (etc) because there is no sample question in the text book, only the distribution of marks and some guidelines on how to make a question are given in the text book. If the teachers just follow the text book, it is not enough for the students. As a result, for more practice, both the teachers and the students in most of the schools in Bangladesh except for a few renowned schools follow the guide books rather than the text book. Those who are the candidates of S.S.C examination depend on test papers containing questions of different schools. Students think that questions will be common to them if they solve the test papers. Similarly, teachers also follow the test papers for the same reason. The only reason of preferring guide books is to pass the examination and not for the comprehension of the text book.

2.12 Comparison with Other Method

Communicative language teaching (CLT) Vs Grammar Translation Method (GTM)

According to Dutta (2006: 78), the differences between GTM and CLT are as follows:

GTM	CLT
<ul style="list-style-type: none"> - Lecture based - Teacher Centered - Emphasis on reading and writing skills - Accuracy first (errors not Tolerated) - Emphasize on usage of individual responses - Sentence level grammar - Little or no interaction 	<ul style="list-style-type: none"> - Activity based - Student Centered - Equal emphasis on speaking, listening, reading and writing skills - Fluently first (errors not tolerated) - Emphasize on actual use of the language, pair, group or individual - Beyond sentence grammar, cohesion - Highly interactive; teacher student and student-student interaction

Finocchiaro and Brumfit in Richards and Rodgers (2001: 156-157) distinguishes some major differences between ALM and CLT:

ALM	CLT
Structure and form is more important than anything.	Meaning is more than anything else.
Demands memorization.	Less memorization
Dialogue is structure based.	Dialogue is communicative function based.
Language learning is learning structures, sounds and words. Native speaker like pronunciation is sought	Language learning is to communicate. Comprehensive pronunciation is sought.
Grammatical explanation is avoided.	Grammatical explanation is accepted.
Communicative activities come after a long process of exercises.	Communicative activities have been practised from the very beginning.
The use of student's native language is forbidden.	Judicious use of native language is accepted where possible.
Translation is forbidden at early levels.	Translation may be used where students get benefit from it.
Linguistic competence is desired goal.	Communicative competence is the desired goal.
Varieties of language are recognized but not emphasized.	Linguistic variation is central concept in materials and methodology
The teacher controls the learners and prevents them from doing anything that conflict with theory.	Teacher help learners in anyway that motivates them to work with the language.
Language is habit. So, errors must be prevented at all costs.	Language is created by the individual, often through trial and error.
Accuracy is the primary goal.	Fluency and acceptable language is the primary goal.
Students are expected to interact with the language system or controlled materials.	Students are expected to interact with other people through pair and group work or in their writings.
The teacher is expected to specify the language that students are to use.	The teacher can't know exactly what language that students will use.

CHAPTER – III

METHODOLOGY

3.1 Introduction

This chapter shows the nature of research design, theoretical framework, setting, sampling, research instruments, data collection procedure, data analysis procedure and obstacles encountered.

3.2 Research Design

This chapter discusses the approaches and methods that was used to collect information regarding the problems of CLT in secondary level, especially in class IX-X of urban schools. Data was collected from 10 schools by administering open ended questionnaire. Data was collected from 150 students and 30 teachers. The data was analyzed according to Hymes (1972) and Canale's (1983) concepts of 'communicative competence' and 'communicative language teaching' and Shahidullah's (2007) concept of what should be the role of teachers' and students' in a communicative language teaching situation.

3.3 Theoretical Framework

Theoretical framework of this study is based on Hymes (1972) and Canale's (1983) concepts of communicative competence and communicative language teaching and Shahidullah's (2007) concept of what should be the role of teachers' and students' in a CLT context. According to Hymes (1972), communicative language teaching refers to the development of communicative competence. He also states that 'grammaticalness' and 'acceptability' are two essential things for effective

communication. According to Canale in Shahidullah (2007), communicative competence requires both knowledge and skills in actual communication. He further says that knowledge means what one knows about the language and about the other aspects of life and the world, and skills refer to how well one can perform. He describes four components of communicative competence:

1. Grammatical competence
2. Socio-linguistic competence
3. Discourse competence
4. Strategic competence

Canale (in Shahidullah, 2007: 17)

Among these grammatical competence and discourse competence seem suitable to analyze the data of this research:

According to Shahidullah (2007: 19), language learning according to communicative language teaching may be summarized. as follows:

- Being able to use the language;
- Learning how to mean;
- Developing the major skills- reading, writing, speaking and listening.

Shahidullah, (2007: 19-20)

Shahidullah (2007) says that in a CLT situation teacher's role may be summarized as follows:

- Create a real life-like, realistic situation in the classroom to facilitate the use of language in that situation;
- Create a relax environment in the classroom;

- Create opportunities to help learners to practice skills, to use language in the classrooms;
- Make learners read, write, speak and listen in the class;
- Provide feedback on learners' performance.

See as Shahidullah (2007: 19-20)

Shahidullah (2007) explains that learners' role are as follows:

- Find out their own way;
- Organize information;
- Be active
- Create opportunities for their learners;
- Make intelligent guesses;
- Learn different styles of speaking and writing.

See as Shahidullah (2007: 19-20)

Some of Shahidullah's (2007) concepts of teachers' role seem suitable to analyze the data of this research.

3.4 Setting

The data was collected from a formal setting that is from the classrooms of the 10 schools. Though the setting was formal, the researcher tried to make it as informal as possible by requesting the concerned teacher to leave the classroom. As a result the students were not influenced by the teacher's presence and could answer the questionnaire quite confidently. When the researcher faced any problem in collecting data from the schools or authorities, teachers and students, he ensured them that their identities would not be revealed in the research.

3.5 Sampling

Both students and teachers were the subjects of this study. 150 questionnaires were given to the students of class IX and X from 10 schools (i.e. 15 students from each school). The reason for choosing the students of class IX and X was that they are quite mature and have a good idea about their respective institutions. They were able to express their expectations and opinions about their institutions as well as the English subject. The researcher went to each of the 10 schools. Thus data was collected from 150 students from 10 schools. The schools were selected at random. All the schools were private schools. Thus data was collected from 150 students from 10 schools. 15 students of classes IX and X from each school were selected through a lottery system. Data was also collected from 30 teachers from 10 schools that is, 3 teachers from each school by lottery.

3.6 Research Instrument

From this research, data was collected through questionnaires- one for students and the other for teachers (Appendix A, B). The questionnaires were open ended. Students and teachers had to explain their responses. If the students faced any difficulty in answering the questionnaire in English they could use Bengali, because the focus of the researcher was not to evaluate their language but to monitor their opinions. The questions of the questionnaire were directly or indirectly related to the three central research questions. Questions 1,2,3,5,7,8 (from students' questionnaire, Appendix B) and Questions 1,2,3,4,6,7 (from teachers' questionnaire, Appendix A) helped to find out the information to answer the first central research question. Questions 4, 9 (from students' questionnaire, Appendix B) and Question 6 (from teachers' questionnaire, Appendix A) provided the information to answer the second central research question.

Finding from the question 10 (from students' questionnaire, Appendix B) and questions 9, 10 (from teachers' questionnaire, Appendix A) helped to answer the third central research question.

3.7 Data Collection Procedure

For collecting data the researcher took the permission from the school authorities in advance. He convinced them by explaining the objective of the research. He requested the class teachers to leave the class while collecting the data from the students. When the teachers left the class, the researcher provided the questionnaire to the students. First, he explained all the questions and then let the students answer the questionnaire. He discussed and behaved in a friendly manner to make a homely atmosphere in the class. After finishing their writing, he collected the questionnaire. He also collected data from the teachers. He made appointments with the teachers. He explained the objective of the research to the teachers, and after that he gave them the questionnaire. After finishing their writing, he collected the questionnaire. The teachers filled up the questionnaire at school.

3.8 Data Analysis Procedure

The data were collected by means of questionnaire- Data were compiled and tabulated. The responses from the teachers were compared with the students' responses. The findings from the questionnaires helped to answer the three central research questions. Data was analyzed by using Hymes (1972) and Canales' (1983) concepts of 'communicative competence' and 'communicative language teaching' and Shahidulla's (2007) concept of what should be the role of teachers' and students' in a communicative language teaching situation.

3.9 Obstacle Encounter

The study was based on 10 different schools from the urban area. The researcher faced problem in collecting data from the students. When he went to the schools, he was not allowed to choose the students by himself. But he made the schools authority understand that it would not be a fair selection for collecting data. Later they agreed with him and permitted him to choose the students by himself. He also faced problems in collecting data from the teachers. In general, they take 5 or 6 classes every day and became very tired. As a result, they have no tendency to talk with others. The teachers are very ill paid. So, after school they become busy with private teaching and they leave the school premises as soon as the bell rings. As a result due to their hectic schedule, it was very difficult to talk with them and give the questionnaire.

CHAPTER - IV

RESULTS AND DISCUSSION

4.1 Introduction

This chapter discusses the response and findings of the questionnaires, which were given to the teachers and to the students. The researcher visited 10 schools in Dhaka city. The data was collected from 30 teachers and 150 students. At first, responses of the teachers was tabulated (Table 4.1) and then analyzed and explained. Similarly the responses of the students are summarized in a table (Table 4.2) and they are analyzed and explained.

4.2 Description of the Teachers' Responses

In response to the Question 1, 15 teachers (50%), (Appendix- A, Table 4.1) said that they have little idea about CLT or GTM. They got an opportunity for doing a workshop on CLT provided by Bangladesh government. The workshop lasted for 21 days. 12 teachers (43%), (Appendix- A, Table 4.1) said that they have no idea about CLT or GTM. However, they do not have undergraduate certificate. They have done their MA in English literature. They do not have any training about CLT. Three teachers (10%), (Appendix- A, Table 4.1) said that they are fully aware of CLT or GTM. They have done two or three courses in their undergraduate and graduate program.

In answer to the Question 2, majority of the teachers (17 out of 30), (57%), (Appendix- A, Table 4.1) said that they consider grammar to be very important in order to learn English language. As a result, they give importance to teach the grammatical rules and structures so that the students can apply it properly in their

examination. 13 teachers (43%), (Appendix- A, Table 4.1) said that they do not think that grammar is the key to language learning though it is extremely popular to both the teachers and the students. They (teachers) think that they (students) should develop their vocabulary, reading and writing skills and practice more in order to learn the English language.

In reply to the Question 3, 12 teachers (43%), (Appendix- A, Table 4.1) said that group work helps students to find out their faults and they (students) can correct themselves though it takes a long time and waste valuable teaching time. Most of the teachers (18 out of 30), (60%), (Appendix- A, Table 4.1) said that they cannot create a suitable environment for group work because group work provides excuse for the students to chat about irrelevant things. Moreover, large classes, too many students hamper the tasks of group work activities.

In answer to the Question 4, 16 teachers (53%), (Appendix- A, Table 4.1) said that they do not give any chance to their students to express their ideas. Teachers have too many things to complete during the class time. 8 teachers (27%), (Appendix- A, Table 4.1) said that whenever they get time, they interact with the students. Usually the students are curious to know the questions of the examination and request the teachers to give suggestion rather than learning things for themselves. Six teachers (20%), (Appendix- A, Table 4.1) said that they give time to their students. Thus they can realize the understanding power of the students and their lacking. This is how some of the teachers get feedback from the students.

In response to the Question 5, only 9 teachers (30%), (Appendix- A, Table 4.1) said that they just follow the textbook. Majority of the teachers (21), (70%), (Appendix- A, Table 4.1) said that they follow both the textbook as well as other guide books. The textbook contains few exercises. In order to do more practice teachers need to take help from the guide book.

In reply to Question 6, 14 teachers (47%), (Appendix- A, Table 4.1) said that they think students need to work with individual sentence. They further mentioned that it is true that when students do conversation, they use some traditional sentences for greetings, asking names, inquiring and so on. Moreover, instead of memorizing paragraphs or stories from different prescribed books. Students should practice writing by themselves even though they make mistakes. They (students) can correct themselves by making mistakes. 16 teachers (53%), (Appendix- A, Table 4.1) said that they do not allow students to write in their own language. The teachers mentioned that the students make mistakes and therefore do not get good marks in the examination. The school authority wants to know the reason for students' getting less mark in the examination. There are many students (70 or 80 students) in the class and due to time constrain it is not possible for the teachers to check every student's script and correct every sentence.

In response to the question 7, 14 teachers (47%), (Appendix-A, Table: 4.1) said that by making mistakes one can learn the English language well. So they consider students when they make mistakes and correct them in the class. 16 teachers (53%), (Appendix-A, Table: 4.1) said that they never consider students' weakness in English

language because students have no proper knowledge on grammar. Though the teachers correct their mistakes, the students never check the correction.

Regarding question 8 (Appendix-A, Table: 4.1) three teachers (10%) said that they prefer communicative approach as it focuses on reading, writing, listening and speaking. 15 teachers (50%), (Appendix-A, Table: 4.1) said that they prefer both communicative and traditional grammar translation approach. They cannot follow everything of communicative approach for example group/pair work as these activities create a lot of noise in the class and other teachers complain. The 15 teachers further mentioned that the examination system is based on reading and writing. So they give importance to only these two skills. Students pay full attention when teachers teach grammatical items. 12 teachers (40%), (Appendix-A, Table: 4.1) said that they like grammar translation method because by following this method they have full control over the class as well as students.

In reply to question 9 (Appendix-A, Table: 4.1) majority of the teachers (21 out of 30), (70%) said that the most common problem they face in teaching English is that they have to speak in Bengali instead of English because students do not understand English. Sometimes, they speak in English and translated in Bengali. 9 teachers (30%), (Appendix-A, Table: 4.1) said that their students do not pay full attention in the class. Such students think that their house tutors are better than their class teachers. The 9 teachers further mentioned that they discuss with their students and try to find out why they are less attentive in the class. They also said that if they are unable to teach properly, they change their methodology, but if the students are very weak, the teachers inform the school authority as well as the guardians. They also said

among the teaching techniques they sometimes change the sitting arrangement where good students are made to sit with the weak students.

In response to question 10, 15 teachers (50%), (Appendix-A, Table: 4.1) said that they take 6 or 7 classes each day. As there are 1st, 2nd and 3rd terminal examinations, they have to check the examination script. Beside this, they also have to check the scripts of class test. Furthermore they said that they take 1 or 2 extra classes if any teacher is absent. This kind of situation creates a lot of pressure for them. That is why they have no scope for preparing for their classes at home or school; as a result it becomes difficult for teachers to give proper feedback to students in the class. 10 teachers (33%), (Appendix-A, Table: 4.1) said that as they are class teachers, they work under more pressure than other teachers. They further said that they check who is absent? Why is he absent? They have to collect students' name and address, prepare the data for board examination. They also prepare result card and tabulation sheet of the students according to their need. The extra works of the class teacher hamper their class time. Five teacher (17%), (Appendix-A, Table: 4.1) said that they suffer due to political pressure. But they did not mention the nature of the political pressure.

Table: 4.1: Teachers Response to the Questionnaire

Questions	Response 1	Response 2	Response 3
Q-1 What do you understand by CLT or GTM?	15 teachers said that we have little idea about CLT or GTM .We got an opportunity for doing a workshop on CLT provided by Bangladesh lasted for 14 or 21 days.	12 teachers said that we do not have any idea about CLT or GTM. We do not have undergraduate certificate. We have done our MA in English literature. We do not get any training about CLT or GTM.	3 teachers said that we are fully aware of CLT or GTM. We have two or three courses in our undergraduate and graduate program.
Q-2 Do you think that the only key to language learning is to know the grammatical rules?	17 teachers said that we consider grammar is must to learn a language. That's why we give importance to our pupils on learning grammatical rules.	13 teachers said that we do not think that grammar is they key to language learning though it is extremely popular to both the teachers and the students. We should develop our vocabulary, study and practice more to learn a language	
Q-3 Do you think that group work allows students to explore problems for themselves?	12 teachers said that group work helps students to find out their faults and they can correct themselves though it takes a long time and waste a lot of valuable teaching time.	18 teachers said that we cannot create a suitable environment for group work, and if we do, it creates chance for the students to talk about something irrelevant to the lesson. Besides large classes, too many students and low proficiency level of students hamper group activities.	
Q-4 Do you think that students should be given chance to express their ideas and opinion?	16 teachers said that we do not give any chance to our students to express their ideas, we remain busy in various task and activities in the class. We have to act as an authority figure as well as information provider. If we do not meet their expectations, it will be shame for us.	8 Teachers said that whenever we get time, we interact with them. Students are curious to know the questions of the examination, suggestion rather than knowing anything more. So, we do not give chance to our students all the time.	6 teachers said that we give time to our students. We can realize the understanding power of the students, their lacking. We can get feed back from the students.
Q-5 Do you think that it is impossible to teach language by restricting yourself to	9 teachers said that we just follow the text book.	21 teachers said that we follow both the text book and other guide books. The text book contains a	

what is in the text book?		little clues or exercises and it does not meet the demand. For more practice, we take help from the guide book.	
Q-6 Do you think that students need to work with individual sentence before practicing conversation, writing paragraphs or story?	14 teachers said that we think students need to work with individual sentences. It is true that when students do conversation, they use some traditional sentences about greetings, asking,		
	Name, purpose or kind of problem. Moreover when they learn any paragraph or story they memorize from different prescribed books. They should write paragraph or a story by themselves though it may be wrong. By making mistakes they can correct themselves.	16 teachers said that we don't allow students write their own language. They make mistakes and therefore, they don't get good marks in the examination. When they get less mark, we are asked by our superiors why they fail or get less marks in the examination. Moreover, it is not possible to check every student's script and correct every sentence.	
Q-7 Do you think that errors should be tolerated and seen as the natural out come of language learning?	14 teachers said that by making mistakes one can learn language well. So, we consider students when they make mistakes and we correct them.	16 teachers said that students have no proper knowledge on grammar. We mark their mistakes but they never correct themselves, if we consider them, they fail in the examination and they have no tendency to write correctly to pass in the exam.	
Q-8 Do you prefer a combination of the communicative approach and traditional grammar translation method where the rules of grammar are to be taught along with effective	3 teachers said that we prefer communicative approach as it focuses on reading, writing, listening and speaking. We can give feed back to the students.	15 teachers said that we prefer both communicative and traditional grammar translation approach. We cannot follow every thing of communicative approach. Group work as it creates a lot of noise in the class, and other	12 teachers said that we prefer Grammar translation approach.

communication?		teachers do not like it and they feel bored. Our examination is based on reading and writing. We give importance on these two items. Students pay their full attention when we teach grammatical rules.	
Q-9 What do you do when you face problems in teaching English?	21 teachers said that the most problem that we face in teaching English is that we have to speak in Bengali instead of English in the class. Our students' proficiency of English is very low. Then sometimes, we use English for simple instruction. (i.e.) go, sit down, stand up. Some times, we speak in English and translated it in to Bengali.	9 teachers said that our students do not pay full attention in the class. They think that their house tutor is better than us or we do not teach them well in the class at all. In this case, we discuss with them and try to find out why they are less attentive in the class. If it is our fault we correct ourselves and if it is their faults, we inform our superior as well as their guardians. Sometimes we change the sitting arrangement. So that good and less understanding students sit together and get help.	
Q-10 What kind of pressure do you face in teaching profession?	15 teachers said that we take 6 or 7 classes each day, we have to check so many scripts. Some times, we make hurry to check the script due to time constrain, some times we take 1 or 2 extra classes if any teacher is absent for a day. This kind of situation creates a lot pressure on us and we neither read at home or school or think properly how we can give them feed back and teach them well.	10 teachers said that as we are class teacher, we feel pressure more than others. We check who is absent? why he is absent? We have to collect students' name and address, prepare the data for board examination in class five, eight and ten. This also hampers our class time. We also prepare result card and tabulation sheet of the examination. For doing this we do not look after our pupils according to their needs.	5 teachers said that we have some political pressure and we suffer a lot for this.

4.3 Description of the Students' Responses

In response to the question 1, 120 student (80%), (Appendix-B, Table: 4.2) said that they have no idea about CLT or GTM. They even do not know that their English textbook is based on CLT approach. 30 students (20%), (Appendix-A, Table: 4.1) said that they have very little idea about CLT.

In answer to the question 2, 95 students (63%), (Appendix-B, Table: 4.2) said that knowing the grammatical rules is the only key to language learning. That is only they pay full attention to their teachers when they explain grammatical rules in the class. 55 students (37%), (Appendix-B, Table: 4.2) think that besides grammatical rules, knowing the word meaning is also important. They can not learn or understand English if most of the words are unknown to them.

In reply to the question 3, 82 students (53%), (Appendix-B, Table: 4.2) said that they can easily find out their faults. Thus they can make up their demands with the help of others or by themselves. 42 students (28%), (Appendix-B, Table: 4.2) said that they do not benefit from group work, and it creates a lot of noise/chaos. Many students become busy in discussing unnecessary talk during group work. 26 students (17%), (Appendix-B, Table: 4.2) said that though group work creates a lot of chaos, they can pickup each others mistakes.

In answer to the question 4, 87 students (58%), (Appendix-B, Table: 4.2) said that they can learn English if they read their text book well. So, they do not need to acquire knowledge from another source without their text books. 63 students (42%), (Appendix-B, Table: 4.2) said that their text book does not provide enough motivation

to learn English. So, they have to depend on other sources like test paper, guide book (etc.)

While answering the question 5 (Appendix-B, Table: 4.2), 105 (70%) students said that they never try to think and use their own language before practicing conversation or writing paragraphs or stories because writing on their own is difficult and memorizing the words of other is much more easier. So, they always depend on memorization and they just follow the text book without using their own language. 45 students (30%), (Appendix-B, Table: 4.2) said that they try to write in their own language. They do not like memorization and they can remember a paragraph or a story if they write it in their own language.

In response to the question 6, 97 students (65%), (Appendix-B, Table: 4.2) said that it is important for them to pass in the examination because their parents, guardians or teachers judge them by their results. It does not matter whether they understand the lessons or not. 53 students (35%), (Appendix-B, Table: 4.2) said that they give more importance on comprehending the lessons. It helps them not only to get a good result but also to be confident when giving higher education admission tests.

In reply to the question 7, 32 students (21%), (Appendix-B, Table: 4.2) said that they have a chance to exchange their ideas with their teachers. Thus they can pick-up their mistakes and learn English better than before. 50 students (33%), (Appendix-B, Table: 4.2) said that they can not exchange their ideas properly with their teachers as they (the teachers) have to look after other students too. 68 students (45%), (Appendix-B, Table: 4.2) said that they do not discuss anything with their teachers

because if they say that they do not understand the teachers' speech, the teachers sometimes scold, misbehave with the students.

While replying to the question 8, 112 students (75%), (Appendix-B, Table: 4.2) said that teacher should correct the grammatical mistakes because the students can not detect their own mistakes. They do not write anything by themselves. They mostly depend on memorization to get a good result in exams. 38 students (25%), (Appendix-B, Table: 4.2) think that they should be conscious of their mistakes. The more mistakes they make, the more they can correct themselves.

In response to the question 9, 128 students (85%), (Appendix-B, Table: 4.2) said that they try to emphasize those subjects which are more important like English, Math, Science subjects etc. They pay full attention to their teachers when they talk about the importance of these subjects in both practical and exam life. 22 students (15%), (Appendix-B, Table: 4.2) said that they are weak learners. As a result, when they fail to understand anything, they loose their interest in learning.

In reply to the question 10, 70 students (47%), (Appendix-B, Table: 4.2) said that they are completely dependent on their teachers when they face problems in learning English. They try to over come their problems according to their teachers' direction. 50 students (33%), (Appendix-B, Table: 4.2) said that when they face any problem, at first, they try to solve it by themselves. If they can not solve their own problems, they discuss those problems with their teachers or senior students who have good understanding of English. 30 students (20%), (Appendix-B, Table: 4.2) said that they

try to take help by consulting guide books, because they do not have enough money to pay private tuition fees.

Table: 4.2: Student’s Response to the Questionnaire

Questions	Response 1	Response 2	Response 3
Q.1- What do you understand by CLT or GTM?	120 students said that, we have no idea about CLT or GTM. We even don’t know that our English text book is based on CLT method.	30 students said that we have a little idea about CLT or GTM.	30 students said that we have a little idea about CLT.
Q.2- Do you think that the only key to language learning is to know the grammatical rules?	95 students think that knowing the grammatical rules is the only key to language learning. That’s why they pay full attention to their instructor when teachers explain grammatical rules in the class.	55 students think that besides grammatical rules knowing the word meaning is also important. Because we cannot learn or understand English as most of the words are unknown to us.	
Q.3 Do you think that group work allows students to explore problems?	82 students said that, we can easily find out our faults. Thus we can make up our demands with the help of others or by ourselves.	42students said that we do not get any result as group work creates a lot of chaos. Many students remain busy in discussing unnecessary talk during group works.	26 students said that though group work creates a lot of chaos, we can pick up each others mistakes.
Q.4 Do you think that it is impossible to learn English by restricting yourself to only what is in the text?	87 students said that we can learn English well if we read our text book well. So, we do not need to acquire knowledge from another source with out our text books.	63 students said that, our text book is not enough to learn English. So, we have to depend on other sources.	
Q.5 do you think that students need to work with individual sentence before practicing conversation or writing paragraphs or stories?	105 students said that we never practice individual sentence in writing paragraph or a story as writing is difficult. So, we always depend on memorization, and we just follow the text book with out using our own language	54 students said that we try to write our own language. We don’t like memorization and we can remember a paragraph or a story if we write it with our own language.	

Q.6 Do you think that it is essential to pass the examination rather than comprehending the lesson?	97 students said that it is important for us to pass in the examination because our parents, guardians or teachers justify us by our results. It doesn't matter whether we understand the lesson or not.	53 students said that we give more importance on comprehending the lesson. It helps us not only to do a good result but also to be competitive in any competition such as higher education admission test.	
Q.7 Do you think that students should be given an opportunity to express their ideas and opinions?	32 students said that we have a chance to exchange our ideas with our teachers. Thus we can pick up our mistakes and learn English better than before.	50 students said that we can not exchange our ideas properly with our teachers as they have to look after other students too.	68 students said that we do not ask any thing to our teachers because if we say that we do not understand his/her speech, they do not take it easily and sometimes they scold us for this.
Q-8 Do you think that teacher should correct all the grammatical errors that students make?	112 students said that teachers should correct the grammatical mistake. We cannot find out our faults in writing as we know very little about grammar. We don't write something by our selves and mostly we depend on memorization to cut a good figure in the examination.	38 students think that we should be conscious of our mistake, the more we mistake, the more we can correct ourselves.	
Q.9 Do you think that students learn best when they can see the special usefulness and relevance of what they are learning?	128 students said that we try to learn those subject which are mostly important for our learning. We pay full attention to our teachers when they prove that it is important both for our practical life and exam.	22 students said that we cannot learn best because of our less understanding power. When we fail to understand anything, we loose our interest in learning.	
Q.10 What do you do when you face problems in learning English?	70 students said that we are totally dependent on our teacher when we face problems in learning English. We try to over come our problems according to their directions.	50 students said that when we find out any problem, at first, we try to solve it by our self. If we cannot, we discuss the matter with our teachers or senior students who have good understanding of English.	30 students said that we do not go to our teacher but we try to solve the problem by ourselves. We have no enough money to pay our private tuition fees. We do not get proper

			support from our school teacher because of their tight schedule. In this case we take help from various books and make the habit of reading so that we can solve the problems by our selves .
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4.4 Finding in terms of Central Research Question

This research investigated problem of CLT in secondary level-urban context. The findings of this study in terms of the central research questions are discussed below.

This first central research question looked to the teachers' and students' view about CLT. Nesa (2004: 9) says in Bangladesh, traditional Grammar Translation Method (GTM) controlled the process of teaching and learning English rather than its communicative aspects. She again says that evaluation system of learning was based on memorization rather than the practical usage of the English language which did not help students to develop their ability in English. To get rid of this situation, communicative approach was first introduced in the national curriculum focusing on personal, interpersonal, directive, referential and imaginative activities (Nesa, 2004: 9) But based on the findings it is seen that GTM is still dominating. Based on the findings of this research it is seen that majority of the teacher have very little idea about CLT as they got an opportunity for doing a workshop on CLT provided by Bangladesh government. It has been also noticed that some of the teachers have no idea about CLT. They do not have undergraduate certificate. They have done their M.A. in English literature. Very few teachers have an idea about CLT as they have done two or more than two courses in their undergraduate and graduate programs. It

has been noticed from the findings that most of the students also do not have any idea about CLT. Further more they even do not know that their English text book is based on CLT method. Based on the findings of this research it is found that many teachers consider grammar to be very important in order to learn the English language. They give importance to teach the grammatical rules and structures so that the students can apply it properly in their exam. Similarly, based on the findings it is noticed that majority of the students think knowing the grammatical rules is the only key to English language learning. Students pay full attention to their teachers when their teachers explain grammatical rules. Based on the findings it is also seen that grammar based question is considered the appropriate question for a class test, selection test for special class or admission tests. There are two reasons for doing this: firstly it is easier to check exam scripts within a short time. Secondly, if a student gets good marks in the exam, she is considered a good student. Based on the findings of this research it has been seen that despite CLT helps students, the teachers are not in favor of using this approach for the following reasons:

- a. Group work creates a lot of noise and chaos;
- b. It takes a long time and wastes valuable teaching time;
- c. Group work provides excuse for the students to chat about irrelevant things;
- d. Large classes and too many students create problem for arranging a suitable environment for group work;
- e. Students expect their teacher to speak in Bangla in the class because they do not understand English lectures. This situation minimizes the English proficiency of teachers and students.

- f. Group work creates a lot of noise which generates complaints from other teachers through the school authority;

The students' views regarding CLT are given below:

- a. Group work creates a lot of noise and it is difficult for them to be benefited from group work.
- b. Though group-work creates a lot of noise, the students can find out their faults and they can correct themselves.

The second research question looked at the problems that teachers and students face in teaching and learning through the communicative approach. From the findings of this research it is found that both teachers and students face some problems regarding the text books. Majority of the teachers and the students do not know how to use the text book. There is a book map at the beginning of the text book English For Today. The map has been categorized into six parts: unit / lesson, topic, skills, function, grammar/structure and vocabulary. Based on the findings it is found that unit, topic are more familiar to both the teachers and the students. The CLT syllabus deals with four skills that is reading, writing, listening and speaking. However, only two skills (reading and writing) are taught because it is only these two skills that are evaluated in the exams. So English listening and speaking are usually not taught even they though are in the syllabus. English subject is divided into two papers 1st and 2nd paper. In 1st paper there is hardly any scope for grammar practice, and teachers usually talk about grammar only a few minutes in the class. Teachers also do not explain any grammatical rules or structure elaborately. An example is explained below.

Table: 4.3 Book map: English For Today For Classes 9-10

Unit/Lesson No	Topic	Skills	Function	Grammar/structure	Vocabulary
Unit 1: Hello and welcome!					
Lesson 1	I am Becky	Reading, speaking, writing	greeting, introducing, exchanging personal information	present simple, wh question.	Jamboree, News letter, interview .
Lesson 2	Meeting others	Listening, speaking, reading, writing.	Greeting, introducing, describing.	present simple, wh-question.	Freshen up, looking forward, a little bit, take around, all the way.
Lesson 3	Flashback	reading, speaking, writing.	talking about the past	used to, past form, wish—past form	Indoor, commotion, embarrassing.
Lesson 4	Pahela Baishakh	Reading, speaking, writing	Expressing requests and offers	Simple present, would like to.	Celebrate, festivities, festoons, banners, placards.

In the topic named “I am Becky” from English For Today the book map shows two grammar/structure: present simple and forming question. The teacher does not describe what are the characteristics (such as universal truth, habitual fact and scientific truth related to sentence or statements which deal with present tense). Further more the teacher does not explain where we can use present tense, how we can easily find out the present tense. Due to time constrain they (the teacher) only give one example of present tense. Similarly teachers may only explain when wh questions are used. They generally do not explain the functions of wh questions. Based on the findings it is also noticed that English text books do not provide enough motivation to learn English. As a result both teachers and students are to depend on other sources like test paper, guide book (etc.) due to the format of the question. There is no sample question in the text book .Only the distribution of marks and some guide

lines on how to make a question are given in the text book. In order to do more practice both the teachers and the student in most of the schools in Bangladesh except for a few renowned schools follow the guide book rather than the text book.

The problems that teachers face are given below:

- Teachers are very ill paid except for a few renowned schools; with this poor income, they can not maintain their family.
- Usually teachers take 6 or 7 classes each day. Sometimes, they have to take 1 or 2 extra classes if any teacher is absent;
- Teachers have to check many exam scripts; some times they make hurry to check the script due to time constrain;
- The class teachers feel more pressure than others. Besides teaching, they do many works in the class such as they have to check who is absent? Prepare data of the students for board examinations; make result cards of the exams.
- Some teachers face political pressure;

Because of these problems, it has become difficult to implement CLT in Bangladesh.

The problems that students face are given below:

- Students do not know the meaning; As a result, they lose their interest in learning and try to memorize the answer without understanding the lesson.
- Students are not fluent speakers in English;

- Students think writing by own language is difficult; As writing test is based on formal / informal letter, paragraph, composition, completing story, students can not but depend on guide book to get the answers;
- Students do not get proper feed back from their teachers;
- The teachers are not friendly with the students; As a result, they (the students) do not ask any thing to their teachers.
- The (students) have very little idea about grammar;

The third research question looked at how do teachers and students try to solve their problems. Based on the findings of this research, it is noticed that the commonest problems teachers face in teaching English is that they are compelled to speak in Bangla instead of English for the sake of the students. When teacher speak in English, they do not seem to understand. It is seen that in general, students are weak in English and some students think that their house tutors are better than the school teachers while others think that school teachers do not teach properly in the class at all. Students further mentioned that the same class teachers teach very well when they provide private tuition.

To overcome the students' weakness in English, the teachers try to give simple instruction in English like stand up, sit down, give me the book, answer the question, come to the black board, write down etc. Sometimes they (teachers) speak in English and translate in to Bangla.

Sometimes students also do not pay attention in the class. When they do not pay attention in the class, teachers try to change their teaching techniques or they

complain to the school authority regarding the students and their guardians are called. Among the teaching techniques, teachers, sometimes change the sitting arrangement where good students are made to sit with weak students. This is done so that weak students can receive help from the good students. Some teachers do not practice this technique. Some teachers try to help students without rearranging the sitting arrangement.

Since most of the students completely depend on their teachers, they try to overcome their problems by following the suggestions of the teachers. Some students try to take help by consulting guide books or by going to senior students or by hiring private tutor or going to their class teacher (English) for private tuition.

4.5 Discussion

Based on all the above findings some important points should be discussed, such as political, low salary, work overload, misbehave of the teacher, teacher training.

Based on the findings it is seen that some of the teachers said that they sometimes face political problem. Since it is a sensitive issue, teachers did not discuss this matter in details.

It is essential for every teacher to get training on their related subjects, but the training is usually very short (14 or 21 days), which does not help them very much. Sometimes, teachers are unwilling to go to training because they will not be able to continue their private tuition. Most of the guardians especially those whose children are weak can not accept teachers' absence for a single day. Else where, school

authority has to face a lot of problems to manage the classes if one or two teachers are absent for training. So, sometimes schools do not let the teachers go for training even though the teachers want to go.

Based on the findings it is seen that teacher do not get enough salary to maintain themselves. To lead a standard life they give private tuition. Some teachers give private tuition to so many students that they become very tired and do not take the English classes in their schools properly. Moreover, due to their business, they cannot study at home or make preparation for the class. As a result, when students ask teachers to repeat something, the teachers misbehave or rebuke the students. Such a situation creates a gap between the students and the teachers, and this hampers the teaching and learning environment.

Sometimes teachers face problem in students' attitude. Students think that they should get marks based on whatever they write, even if they write incorrect English. When a teacher cuts the sentence or a paragraph and gives poor marks, students loose their interest in writing in their own language. They (students) just try to get good marks in the examination because their parents, guardians or teachers judge them based on their results.

It does not matter whether they learn English or not. The teachers also do not encourage students to write in their own language as they (students) make many mistakes and get poor marks. But nobody thinks that by making mistakes students can learn. If teachers give proper feed back to students regarding their mistakes, students

can also learn. But it is a matter of great sorrow that students do not get proper feedback from their teachers.

CHAPTER – V

CONCLUSION

5.1 Introduction

This chapter discusses the summary of the study, contribution to research, practical implication, recommendations and further study in the subject area.

5.2 Summary of the Findings

This study was based on urban context. Data was collected from the students of class IX and X and the teachers from 10 schools. This study tries to show the problems of CLT in the secondary level especially in the urban context.

Yasmin (2006: 133) explains that the strong emotion for Bangla establishes a poor condition in teaching and learning English language. She further says that English Language Teaching Improvement Project (ELTIP) was introduced in Bangladesh which dealt with three areas: teaching materials, teachers' training and the reformation of examination system, to change the poor condition of teaching and learning English language.

The central questions of this study are:

- (I) what are the teachers' and the students' view about the CLT?
- (II) what kind of problems do teachers and students face in teaching and learning English through communicative approach? and,
- (III) How do they overcome these problems?

The central research questions try to reveal the problems of CLT in secondary level.

From the findings of this study it is seen that most of the teachers have very little idea about CLT. Some of the teachers have no idea about CLT. Only a few teachers have an idea about CLT. Most of the students have no idea about CLT. Both the teachers and students said that grammar is important to teach and learn English language. Teachers do not want to use CLT method in the class because group work creates a lot of noise. Besides this, large classes and too many students oppose to organize a congenial environment for group work. Similarly students do not get more benefit from group work due to chaos and noise. The teachers and the students face problem in using the textbook. Both of them do not know how to use the textbook. Since our examination is based on reading and writing, listening and speaking are neglected. Teachers are very ill paid. They become busy with their private tuition due to their poor income. Since they are busy, they do not get time to take preparation for the class. As a result, they do not take the class properly. Students are very weak in grammar and word meaning. So, they are unable to write their own language. As a result, they depend on memorization to pass in the examination. From the findings it is seen that the teachers do not give feedback to the students.

Students are very weak in English. They do not understand English lectures. So teachers have to speak in Bangla. This situation minimizes the proficiency of English in both the teachers and the students. To overcome the problems of teaching English, teachers use simple sentences in the class. Some teachers rearrange the sitting arrangement, consult with the school authority or the students' guardians. Students consult with their teachers or senior students or

private tutors or go through the guide book to solve their problem in learning English.

5.3 Contribution to Research

Despite numerous studies have been done abroad on CLT, only a few studies have been conducted in the context of Bangladesh. But these studies do not focus especially on problems of CLT. The researcher focused on the problems of CLT in secondary level especially in urban area. The findings of this study will help to increase the literature of CLT in terms of problem faced at secondary level in Bangladesh.

5.4 Practical Implication

Siddique (2004: 16) explains that till 1990s CLT did not enter the area of English language teaching in Bangladesh; according to Nesa (2004) CLT was first introduced in Bangladesh in 1998. The research community and the teachers will be benefitted from this research. This research shows the real scenario of CLT at secondary level in Bangladesh.

5.5 Recommendations

Based on the findings some recommendations may be discussed regarding how to overcome the problem of teaching and learning English according to CLT approach. The findings suggest that most of the teachers are not well trained. So, the teachers should be trained well so that they can use the CLT approach in the class. They should be friendlier with students, encourage them to be creative. Furthermore, teachers should encourage the students to do group or

pair work in the class. They should speak in English in the class and give students the opportunity to ask questions in the class. Sometimes teachers are responsible for their hard work (busy with private tuition). They should be careful of it. Teachers should try to give more time to the students in the class. Similarly, students should pay attention in the class. They should ask teachers. They should be less dependent on guide book. Students should develop their vocabulary, try to write their own language. They should speak in English.

5.6 Further Study

This study is limited to secondary level. The researcher collected data from 10 schools of urban area. Further research could be done on the same topic but more data could be collected. As the study is based on urban area, other researchers can collect data from rural school. Furthermore, the other researchers can collect data from not only teachers and students but also from school administrators as well as guardians.

5.7 Conclusion

CLT was introduced with a view to changing the scenario in Bangladesh. But it has not been implemented properly in the classroom. The findings suggest that traditional Grammar Translation Method (GTM) is still dominating in the schools. Teachers are not well trained to teach appropriately in the class. They are unable to hold students' attention in the class. Their little income makes them interested to give private tuition. Sometimes they give tuition privately to so many students that they become too tired to take preparation for the class. Teachers use Bangla in the English class since students are unable to

understand English lectures. As a result, both the teachers and the students cannot develop their speaking skill in English. There is no scope for speaking and listening. Students are not good in grammar. They know very little vocabulary. They depend on memorization. Students do not try to use their own potential. It is also seen from the findings that there is always a gap between the teachers and the students. As a result, the students do not get feedback from the teachers. So, this kind of situation is a great obstacle to create a suitable environment for CLT approach.

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APPENDIX

Appendix A

Name:

Class:

Sex: Male / Female

School:

Questionnaire for teachers

1. Do you have a good understanding of CLT or GTM?
Please explain:
2. Do you think that the key to language learning is only knowing the grammatical rules?
Please explain:
3. Do you think that group work allows students to explore problems for themselves?
Please explain:
4. Do you think that students should be given an opportunity to express their ideas and opinions?
Please explain:
5. Do you think it is impossible to teach language by restricting yourself to what is in the textbook?
Please explain:
6. Do you think that students need to work with individual sentences before practicing conversation or writing paragraphs or stories?
Please explain:
7. Do you think that errors should be tolerated and seen as the natural outcome of language learning?
Please explain:
8. Do you prefer a combination of the communicative approach and traditional grammar translation method where the rules of grammar are to be taught along with effective communication?
Please explain:
9. What do you do when you face problems in teaching English?
Please explain:
10. What kind of pressure do you face in teaching profession?
Please explain:

Appendix B

Name:

Class:

Sex: Male / Female

School:

Questionnaire for students

1. Do you have a good understanding of CLT?

Please explain:

2. Do you think that the key to language learning is the grammatical rules?

Please explain:

3. Do you think that group work allows students to explore problems for themselves?

Please explain:

4. Do you think that It is important to learn English by restricting yourself to only what is in the textbook?

Please explain:

5. Do you think that students should be given an opportunity to express their ideas and opinions?

Please explain:

6. Do you think that Students need to work with individual sentences before practicing conversation or writing paragraphs or stories?

Please explain:

7. Do you think that the teachers should correct all the grammatical errors the student make?

Please explain:

8. Do you think that It is essential to pass the examination rather than comprehending the lesson?

Please explain:.....

9. Do you think that memorization of the question helps you acquire good command in English?

Please explain:

10. Do you think that students learn best when they can see the special usefulness and relevance of what they are learning?

Please explain:

Appendix – C Individual comments of teachers

	R	Q ₁	Q ₂	Q ₃	Q ₄	Q ₅	Q ₆	Q ₇	Q ₈	Q ₉	Q ₁₀
S ₁	R ₁	Yes, I have little idea. I got training on CLT for 14 days.	I do not consider grammar is the Key to Language learning.	I Cannot create a suitable environment for group work.	Sometimes I give time to the Students to express their ideas.	I just follow the text book.	I think Students need to work with individual sentence. By doing mistakes they can correct themselves.	I consider students when they make mistakes as it is a natural outcome of language learning.	I prefer both communicative and grammar translation approach.	I have to speak Bengali instead of English as students' proficiency is very low.	I take 6 or 7 classes every day, check exam scripts and sometimes I've to take 1 or 2 classes more if any teacher is absent.
	R ₂	I know little about CLT or GTM. I've got training for 21 days.	I Never think that grammatical rules are the key to language learning.	Group work helps students to find out their faults and they can correct themselves.	I give time to the students to express their ideas. I can get feedback.	I follow both the text book and other guide books. Because text book contains a little exercise.	I think students need to work with individual sentence.	I consider the students when they make mistakes and I correct themselves.	I prefer both communicative and grammar translation approach.	I have to speak Bengali instead of English.	As I am a class teacher I remain busy with collecting data of the students and preparing result cards sometime I collect students' payment.
	R ₃	I've little idea about CLT or GTM. I got an opportunity of 14 days training.	To me, knowing the grammatical rules is must to learn language.	Group work helps students to find out their faults and they can correct themselves.	Sometimes, I give time to the students to express their ideas.	I just follow the text book.	I think students need to work with individual sentence.	I consider the students when they make mistakes. thus they can learn the language well.	I prefer both communicative and grammar translation approach.	I speak Bengali instead of English because students do not understand English much.	I take 6 or 7 classes everyday, check exam scripts and sometimes, I've to take 1 or 2 classes more if any teacher is absent.
S ₂	R ₄	I have no any idea about CLT or GTM. I have done my graduation English literature.	Yes, I think that grammar is must to know a language.	I cannot create a suitable environment for group work.	I do not give any chance to the students because I remain busy with different activities in the class.	I use both the text book and other guide book for more practice.	I do not allow students to write with their own sentences because they do a lot of mistakes.	If I consider students, they may be fail in the examination and generally they have no proper knowledge on grammar.	I prefer grammar translation approach.	I speak Bengali instead of English. As they do not understand English.	I take 6 or 7 classes, and sometimes I take 1 or 2 classes more if any teacher is absent.
	R ₅	I'm fully aware of CLT or GTM. I do two courses of English language teaching.	No, grammatical rules is not essential to learn a language. It is also important to study and practice more.	Group work helps students to find out their faults and they can correct themselves.	I give time to the students to express their thoughts.	I just follow the text book.	I think students need to work with individual sentence by doing this, they can correct themselves.	I consider the students when they make mistakes.	I like communicative approach.	I have to speak Bengali. sometimes I speak English and translate it into Bengali.	Sometimes, I become a victim of political press and I suffer a lot for this.
	R ₆	I do not know about CLT or GTM. I do not get any training.	Yes, I consider that a grammatical rule is must to know a language.	I cannot do the group work activities.	I do not give any time to the students.	I use both the text book and other guide book.	I do not prefer that students write their own sentences.	I do not consider students because they may be fail in the exam.	I prefer grammar translation approach.	I have to speak Bengali instead of English.	I am a class teacher. I collect data, prepare results cards and receive students' payment.
S ₃	R ₇	Yes, I have little idea. I have an opportunity to get training on CLT.	No, I do not think that grammar is the key to language learning.	Group work helps students to find out their faults and correct themselves.	No, I do not give any chance to the students to express their thoughts.	I use text book and other guide books.	I do not prefer that students write with their own sentence.	I do not consider students because they may be fail in the exam.	I prefer both communicative approach and grammar translation approach.	I have to speak Bengali though I speak English. I have to translate it into Bengali.	I am a class teacher I collect data, prepare result and collect students payment.
	R ₈	No, I do not have any idea. I have no course of English language teaching in my Graduation.	I think that grammar is must to know a language.	I do not do any group work activities.	I do not give any time to express their ideas.	I use text book and other guide book.	I do not allow students to write with their individual.	I do not consider students if they make any mistakes.	I prefer grammar translation approach.	Students do not pay full attention in the class. they think their house tutor is better than us.	I take 6 or 7 classes everyday. Sometimes, I take 1 or 2 classes more if any teacher is absent.
	R ₉	I know some thing about CLT as I've done a training course on 14 days.	To me, knowing the Grammatical rules is essential to learn a language.	I cannot create an environment for group work.	No, I do not give any chance to the students to express their ideas.	I use both text book and other guide book.	I allow that students should write with their own sentence.	I consider students if they make any mistakes.	I prefer both communicative and grammar translation approach.	I have to speak Bengali instead of English.	As I am a class teacher I do a lot of things (i.e.) collecting data, preparing result cards and receive payments of the students.
S ₄	R ₁₀	No, I do not get any training on CLT. That's why, I've no any idea.	I consider a grammatical rule is must to know a language.	I cannot create an environment for group work activities.	some time, I give chance to the students to express their ideas.	I use both text book and other guide books.	I do not allow students to write their own sentence because they do a lot of mistakes.	I do not consider students if they make any mistakes.	I prefer grammar translation approach.	Students do not pay full attention in the class.	I take 6 or 7 classes everyday. Sometimes, I take 1 or 2 classes more if any teacher is absent.
	R ₁₁	I do not know about CLT or GTM. I do not get any training.	Yes, I think that grammar is must to know a language.	I do not do any group work activities.	No, I do not give any chance to my students.	I use both text book and other guide books.	I do not allow students to write their own sentence.	I do not consider students if they make any mistakes.	I prefer grammar translation approach.	Students are less attentive in the class.	As I am a class teacher, I remain busy with various tasks such as data collection preparing result card and so on.

	R ₁₂	I know about CLT or GTM. I have two courses of English language teaching .	No, I do not think that grammatical rules 15 essential to learn a language.	Group work helps students to find out their faults and they can correct themselves.	I give time to my students to express their ideas. Thus, I or realize what they actually realize.	I just follow the text book	I want that students write with their own sentence.	I consider students if they make any mistakes.	I prefer communicative approach.	I speak Bengali in the class, students and English much.	Sometimes, I face political pressure and I suffer a lot for this.
S ₅	R ₁₃	I have little idea as I got training on CLT for 14 days	Yes, I consider that grammar is the key to language learning.	I cannot create a suitable environment for group work activities.	Sometimes, I give chance to my students to express their ideas.	I just follow the text book	I want that students write with their own sentence.	I consider students if they make any mistakes .	I prefer both communicative and grammar translation approach.	I have to speak Bengali because students proficiency is very low.	Sometimes, I face political pressure and I suffer a lot for this.
	R ₁₄	I know little about CLT or GTM because I got training for 21 days.	No, I do not consider that grammar is the key to language learning.	Group work helps students to find out their faults and they can correct themselves.	I give chance to my students to express their ideas.	I just follow the text book.	I want that students write with their individual sentence.	I consider students if they make any mistakes	I prefer both communicative and grammar translation approach.	I have to speak Bengali instead of English.	As I am a Class teacher, I remain busy with collecting data, preparing result card (etc).
	R ₁₅	I do not know about CLT or GTM since I do not get any training.	If it is essential to know the grammatical rules for learning a language.	I do not do any group work activities.	No, I do not give time to my students as I remain busy with various tasks in the class.	I use both the text book and grammar book .	I do not allow that students write with their own sentence.	If I consider students may be fail in the exam and they have no proper knowledge on grammar.	I prefer grammar translation approach.	Students do not pay full attention in the class.	I take 6 or 7 classes everyday, sometimes I take 1 or 2 classes more if any teacher is absent.
S ₆	R ₁₆	I do not know about CLT or GTM. I do not get any training .	I think that grammatical rules is the key to language learning.	I do not do any group work activities.	I do not give any chance to my students.	Generally, I depend on mostly text book and other guide books.	I do not allow students to write with their own sentence.	I do not consider students when they make any mistakes because if I do that they may be fail in the exam.	I prefer grammar translation approach.	Students do not pay full attention in the class.	As, I am a class teacher, I have to busy with various tasks such as receive payments data collection (etc)
	R ₁₇	Yes I have little idea. I have an opportunity to get training on CLT.	No, I do not think that grammar is the key to language learning.	Group work helps students to find out their faults and they can correct themselves.	Sometimes, I give chance to my students because they become curious about suggestion rather than knowing anything more.	usually, I use text book as well as other guide books.	I want that students write with their individual sentence.	I consider students when they make any mistakes.	I prefer both communicative and grammar translation approach.	I speak Bengali in the class. If I speak English, Students understand nothing .	I take 6 or 7 classes everyday sometimes; I take 1 or 2 classes more if any teacher is absent.
	R ₁₈	I know Something about CLT or GTM. as I've done a training course on 14 days	I do not consider grammar is the key to language learning.	I cannot create an environment for group work activities.	I do not give chance to my students.	I use both the guide book and the text book .	I do not allow students to write their own sentence.	I do not consider students when they make any mistakes .	I prefer both communicative and grammar translation approach.	I have to speak Bengali instead of English.	I take 6 or 7 classes everyday, sometimes I take 1 or 2 classes more if any teacher is absent.
S ₇	R ₁₉	No, I do not get any training on CLT. so, I've no idea. s	I think that grammar is the key to language learning.	I do not do any group work activities.	I do not give chance to my students to express their opinions.	I use text book and other guide books.	I do not allow students to write their own sentence .	I do not consider students when they make any mistakes.	I like grammar translation approach .	Students do not pay full attention in the class's	I take 6 or 7 classes everyday. Sometimes, I take 1 or 2 classes more if absent
	R ₂₀	No, I do not have any idea. I have no course of English language teaching in my graduation	I think that grammar is the key to language learning.	I cannot create a suitable environment for group work activities.	I do not give any chance to my students due to time constrain.	I use both text book and guide book because it is impossible to teach language by restricting what is in the text book.	I do not allow students to write their own sentence because they do a lot of mistakes.	I do not consider students when they make any mistakes.	I prefer grammar translation approach.	Students do not pay full attention in the class. they think their house feitor is better than us.	As I am a class teacher, I have to busy with collecting data, Preparing result cards and so on .
	R ₂₁	I know some think about CLT because I've done a training course on 14 days.	No, I do not think that grammatical rules is the key to language learning .	Group work helps students to find out problems and they can correct themselves.	Whenever, get time, I give time to my students.	I use text book and guide book because text book is not enough for practice.	I allow students that they should write with their own individual sentence.	I consider students when they make any mistakes.	I prefer both communicative and grammar translation approach.	I have to speak Bengali instead of English. If I speak English, I have to translate it.	I take 6 or 7 classes everyday-Sometimes, I have to take 1 or 2 extra class in any teacher is absent.
S ₈	R ₂₂	No, I don't get any training on CLT. That's why I've no any idea.	I consider that grammar is must to know a language When I get time. I give time to my students to know their demands.	I do not do any group work activities.	I do not give any chance to my students due to time constrain	I use text book and guide book.	I do not allow students to write with their own language .	I do not consider students when they make mistakes.	I prefer grammar translation approach.	I have to speak Bengali instead of English.	I take 6 or 7 classes everyday, sometime I have to take 1 or 2 extra instead of the absent of the teacher.
	R ₂₃	I know about CLT because I have 3 course of English	No, to me it is not essential to know grammatical Rules.	I cannot create any environment for group	When I get time, I give time to my students to	I just follow the text book.	I want that students should write with their own language.	I consider when students make mistakes. Thus they	I would like teach through communicative approach.	I have to speak Bengali instead of English	I for some political pressure and I face a lot of

	R ₂₄	language Teaching I so not know about CLT or GTM. I do not get any scope for training.	I think that grammar is needed to learn a language.	work activities. I do not do any group work activities.	know their demands. I do not give any chance to my students to express their demands.	Usually, I use text book and other guide book for more practice.	I do not allow students to write their own language.	I do not consider students when they make mistakes.	I prefer grammar translation approach.	Students do not pay full attention in the class.	problems for this. I take 6 or 7 classes everyday , sometimes ,I have to take 1 or 2 classes extra instead of the absence of the teacher .
S ₉	R ₂₅	I have little idea as I got training on CLT for 14 days.	I Never think that it is essential to know grammatical rules for learning a language.	Group work allows students to find out problems and they can correct themselves.	I give time to my students to know their understanding capability.	I use both the text book and other guide book .	I want that students should write their own language.	I consider students when they make mistakes.	I prefer both communicative and grammar translation approach.	I have to speak Bengali instead of English as students understand English very low.	I take 6 or 7 classes everyday. Sometimes, I have to take 1 or 2 classes extra instead of the absence of the teacher.
	R ₂₆	I know little about CLT or GTM. I've got training for 21 days.	I do not consider grammar is the key to language learning.	I cannot create an environment for group work	I do not give chance to my students to express their demands because if I do not must their demands, it will be shame for me.	Generally, I use the text book and other guide books for more practice.	I do not want that students should write their own language. they do a lot of mistakes and I have no enough time to check the students	I do not consider students when they make mistakes It I do not they may be fail in the exam.	I prefer both communicative and grammar translation approach .	I have to speak Bengali instead of English.	As I am a class teacher, I busy with various actives such as data collection, preparing exam card and receive payments
	R ₂₇	I've little idea about CLT or GTM because I got an opportunity of 14 days training.	I think grammar is must to know a language.	Group work helps students to find out their problems.	Sometimes I give time to my students to express their demands.	I just follow the text book .	I allow students to write their own language.	I consider students when they make mistakes and it is a natural out come of learning a language.	I prefer both communicative and grammar translation approach.	I have to speak Bengali instead of English. If I speak English, they do not understand everything	I take 6 or 7 classes everyday. Sometimes take 1 or 2 classes everyday if any teacher is absent.
S ₁₀	R ₂₈	I know something about CLT as I've done a training course on 14 days.	I think it is essential to know grammatical rules for learning a language.	Group work helps students to find out their problems.	No, I do not give any chance to my students as I am al ways busy with different activities in the class.	I follow both the text book and other guide book .	I do not allow students to write their own language.	I do not consider students when they make any mistakes.	I prefer both communicative and grammar translation approach.	I have to speak Bengali because students' English proficiency is very low.	I taka 6 or 7 classes everyday sometimes I take 1 or 2 classes everyday if any teacher is absent.
	R ₂₉	I do not know about CLT or GTM since I do not get any training.	Tome, knowing the grammatical rules is must to know a language.	I do not do any group work activities.	I never give chance to my students to express their opinions.	I use text book and guide book because it is impossible to teach language by restricting what is in the text book .	I do not allow students to write their own language.	I do not consider students when they make any mistakes.	I prefer grammar translation approach.	Students do not pay full attention in the class.	Some time, I face political pressure and I suffer a lot for this.
	R ₃₀	Yes, I have little idea. I got training on CLT for 14 days.	I Never consider grammar is must to know a language.	Group work helps students to find out their problems and they can correct themselves.	Yes, I give time to the students to express their demands.	I just follow the text book .	I want that students should write with their own individual language .By writing their own language they can correct themselves.	I consider the students when they make mistake thus they can earn any language well.	I prefer both communicative and grammar translation approach.	I have to speak Bengali instead of English. Sometimes I speak English and translate it into Bengali.	As I am a class teacher, I remain busy with various I tasks such as collecting data, preparing exam cards and receive payments of the students.

Appendix D
Individual Comment of students

	R	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
S1	R1	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	To pass in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R2	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R3	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R4	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R5	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R6	We have no idea about CLT	Word-meaning is also important	We cannot find out our problems	Textbook is enough to learn English	We depend on memorization	Understanding the lesson is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R7	We have no idea about CLT	Word-meaning is also important	We cannot find out our problems	Textbook is enough to learn English	We depend on memorization	Understanding the lesson is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R8	We have no idea about CLT	Word-meaning is also important	We cannot find out our problems	Textbook is enough to learn English	We depend on memorization	Understanding the lesson is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R9	We have no idea about CLT	Word-meaning is also important	We cannot find out our problems	Textbook is enough to learn English	We depend on memorization	Understanding the lesson is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R10	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R11	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R12	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R13	We have a little idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is not enough source to learn English	We try to write our own language	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R14	We have a little idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is not enough source to learn English	We write our own language	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R15	We have no idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is not enough source to learn English	We depend on memorization	Understanding the lesson is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students

	R	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
S2	R16	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R17	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R18	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R19	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We do not learn best	We solve by ourselves or private tutor or senior students
	R20	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We do not learn best	We solve by ourselves or private tutor or senior students
	R21	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We do not learn best	We take help from guide book
	R22	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We take help from guide book
	R23	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We take help from guide book
	R24	We have no idea about CLT	Word-meaning is also important	We cannot find out our problems	Textbook is enough to learn English	We depend on memorization	Understanding the lesson is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We take help from guide book
	R25	We have no idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Understanding the lesson is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We take help from guide book
	R26	We have no idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Understanding the lesson is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We take help from guide book
	R27	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We take help from guide book
	R28	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on guide book
R29	We have a little idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We try to write our own language	Passing in the examination is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We depend on guide book	

R30	We have a little idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is enough to learn English	We try to write our own language	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We take help from guide book
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		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
S3	R31	We have a little idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is enough to learn English	We try to write our own language	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We depend on teacher
	R32	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R33	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R34	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We do not learn best	We depend on teacher
	R35	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We do not learn best	We depend on teacher
	R36	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We do not learn best	We depend on teacher
	R37	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R38	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R39	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R40	We have no idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R41	We have no idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is not enough source to learn English	We depend on memorization	Understanding the lesson is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R42	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is not enough source to learn English	We depend on memorization	Understanding the lesson is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R43	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R44	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students

	R45	We have a little idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is not enough source to learn English	We try to write our own language	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
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		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
S4	R46	We have a little idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is enough to learn English	We try to write our own language	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We do not learn best	We solve by ourselves or private tutor or senior students
	R47	We have a little idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is enough to learn English	We try to write our own language	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We do not learn best	We solve by ourselves or private tutor or senior students
	R48	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We do not learn best	We solve by ourselves or private tutor or senior students
	R49	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R50	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R51	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We take help from guide book
	R52	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We take help from guide book
	R53	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We take help from guide book
	R54	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We take help from guide book
	R55	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We take help from guide book
	R56	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We take help from guide book
	R57	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We take help from guide book
R58	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We take help from guide book	
R59	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We take help from guide book	

R60	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We take help from guide book
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		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
S5	R61	We have a little idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We depend on teacher
	R62	We have a little idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We depend on teacher
	R63	We have a little idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We depend on teacher
	R64	We have no idea about CLT	Word-meaning is also important	Despite chaos we can pick up mistakes	Textbook is not enough source to learn English	We depend on memorization	Understanding the lesson is important	We do not ask our teacher properly	Teacher should correct the mistakes	We do not learn best	We depend on teacher
	R65	We have no idea about CLT	Word-meaning is also important	Despite chaos we can pick up mistakes	Textbook is not enough source to learn English	We depend on memorization	Understanding the lesson is important	We do not ask our teacher properly	Teacher should correct the mistakes	We do not learn best	We depend on teacher
	R66	We have no idea about CLT	Word-meaning is also important	Despite chaos we can pick up mistakes	Textbook is not enough source to learn English	We depend on memorization	Understanding the lesson is important	We do not ask our teacher properly	Teacher should correct the mistakes	We do not learn best	We depend on teacher
	R67	We have no idea about CLT	Grammar is the key to language learning	Despite chaos we can pick up mistakes	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R68	We have no idea about CLT	Grammar is the key to language learning	Despite chaos we can pick up mistakes	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R69	We have no idea about CLT	Grammar is the key to language learning	Despite chaos we can pick up mistakes	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R70	We have no idea about CLT	Grammar is the key to language learning	Despite chaos we can pick up mistakes	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R71	We have no idea about CLT	Grammar is the key to language learning	Despite chaos we can pick up mistakes	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R72	We have no idea about CLT	Grammar is the key to language learning	Despite chaos we can pick up mistakes	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R73	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R74	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students

	R75	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
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		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
S6	R76	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R77	We have a little idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is enough to learn English	We try to write our own language	Passing in the examination is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R78	We have a little idea about CLT	Word-meaning is also important	We cannot find out our problems	Textbook is enough to learn English	We try to write our own language	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R79	We have a little idea about CLT	Word-meaning is also important	We cannot find out our problems	Textbook is enough to learn English	We try to write our own language	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R80	We have no idea about CLT	Word-meaning is also important	We cannot find out our problems	Textbook is enough to learn English	We try to write our own language	Understanding the lesson is important	We do not ask anything	We should be conscious of our mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R81	We have no idea about CLT	Word-meaning is also important	We cannot find out our problems	Textbook is enough to learn English	We try to write our own language	Understanding the lesson is important	We do not ask anything	We should be conscious of our mistakes	We try to learn important subject	We take help from guide book
	R82	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We do not learn best	We take help from guide book
	R83	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We do not learn best	We take help from guide book
	R84	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We do not learn best	We take help from guide book
	R85	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We take help from guide book
	R86	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R87	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
R88	We have no idea about CLT	Word-meaning is also important	We cannot find out our problems	Textbook is not enough source to learn English	We depend on memorization	Understanding the lesson is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher	
R89	We have no idea about CLT	Word-meaning is also important	We cannot find out our problems	Textbook is not enough source to learn English	We depend on memorization	Understanding the lesson is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher	

R90	We have no idea about CLT	Word-meaning is also important	We cannot find out our problems	Textbook is not enough source to learn English	We depend on memorization	Understanding the lesson is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
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	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
S7	R91	We have no idea about CLT	Grammar is the key to language learning	Despite chaos we can pick up mistakes	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R92	We have no idea about CLT	Grammar is the key to language learning	Despite chaos we can pick up mistakes	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R93	We have a little idea about CLT	Word-meaning is also important	Despite chaos we can pick up mistakes	Textbook is enough to learn English	We try to write our own language	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We depend on teacher
	R94	We have a little idea about CLT	Word-meaning is also important	Despite chaos we can pick up mistakes	Textbook is enough to learn English	We try to write our own language	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We depend on teacher
	R95	We have a little idea about CLT	Word-meaning is also important	Despite chaos we can pick up mistakes	Textbook is enough to learn English	We try to write our own language	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We depend on teacher
	R96	We have no idea about CLT	Grammar is the key to language learning	Despite chaos we can pick up mistakes	Textbook is enough to learn English	We try to write our own language	Passing in the examination is important	We do not ask our teacher properly	We should be conscious of our mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R97	We have no idea about CLT	Grammar is the key to language learning	Despite chaos we can pick up mistakes	Textbook is enough to learn English	We try to write our own language	Passing in the examination is important	We do not ask our teacher properly	We should be conscious of our mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R98	We have no idea about CLT	Grammar is the key to language learning	Despite chaos we can pick up mistakes	Textbook is enough to learn English	We try to write our own language	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R99	We have no idea about CLT	Grammar is the key to language learning	Despite chaos we can pick up mistakes	Textbook is enough to learn English	We try to write our own language	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R100	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is not enough source to learn English	We try to write our own language	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We do not learn best	We solve by ourselves or private tutor or senior students
	R101	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is not enough source to learn English	We try to write our own language	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We do not learn best	We solve by ourselves or private tutor or senior students
	R102	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is not enough source to learn English	We try to write our own language	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We do not learn best	We solve by ourselves or private tutor or senior students
	R103	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is not enough source to learn English	We try to write our own language	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R104	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is not enough source to learn English	We try to write our own language	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students

R105	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
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		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
S8	R106	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We take help from guide book
	R107	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We take help from guide book
	R108	We have no idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We take help from guide book
	R109	We have a little idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is enough to learn English	We try to write our own language	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We take help from guide book
	R110	We have a little idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is enough to learn English	We try to write our own language	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We take help from guide book
	R111	We have a little idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is enough to learn English	We try to write our own language	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We depend on teacher
	R112	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	We should be conscious of our mistakes	We try to learn important subject	We depend on teacher
	R113	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	We should be conscious of our mistakes	We try to learn important subject	We depend on teacher
	R114	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R115	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R116	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R117	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
R118	We have no idea about CLT	Grammar is the key to language learning	Despite chaos we can pick up mistakes	Textbook is not enough source to learn English	We try to write our own language	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We do not learn best	We depend on teacher	
R119	We have no idea about CLT	Grammar is the key to language learning	Despite chaos we can pick up mistakes	Textbook is not enough source to learn English	We try to write our own language	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We do not learn best	We depend on teacher	
R120	We have no idea about CLT	Grammar is the key to language learning	Despite chaos we can pick up mistakes	Textbook is not enough source to learn English	We try to write our own language	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher	

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
S9	R121	We have no idea about CLT	Word-meaning is also important	Despite chaos we can pick up mistakes	Textbook is not enough source to learn English	We try to write our own language	Understanding the lesson is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R122	We have no idea about CLT	Word-meaning is also important	Despite chaos we can pick up mistakes	Textbook is not enough source to learn English	We try to write our own language	Understanding the lesson is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R123	We have no idea about CLT	Word-meaning is also important	Despite chaos we can pick up mistakes	Textbook is not enough source to learn English	We try to write our own language	Understanding the lesson is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R124	We have a little idea about CLT	Word-meaning is also important	Despite chaos we can pick up mistakes	Textbook is not enough source to learn English	We try to write our own language	Understanding the lesson is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R125	We have a little idea about CLT	Word-meaning is also important	Despite chaos we can pick up mistakes	Textbook is not enough source to learn English	We try to write our own language	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R126	We have a little idea about CLT	Word-meaning is also important	We cannot find out our problems	Textbook is not enough source to learn English	We try to write our own language	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We depend on teacher
	R127	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	We should be conscious of our mistakes	We try to learn important subject	We depend on teacher
	R128	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	We should be conscious of our mistakes	We try to learn important subject	We depend on teacher
	R129	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R130	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R131	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R132	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R133	We have no idea about CLT	Grammar is the key to language learning	We cannot find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask our teacher properly	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R134	We have no idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Understanding the lesson is important	We can ask our teacher	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher

R135	We have no idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Understanding the lesson is important	We can ask our teacher	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
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		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
S10	R136	We have no idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is not enough source to learn English	We depend on memorization	Understanding the lesson is important	We do not ask anything	Teacher should correct the mistakes	We do not learn best	We solve by ourselves or private tutor or senior students
	R137	We have no idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is not enough source to learn English	We depend on memorization	Understanding the lesson is important	We do not ask anything	Teacher should correct the mistakes	We do not learn best	We solve by ourselves or private tutor or senior students
	R138	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R139	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R140	We have a little idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is not enough source to learn English	We try to write our own language	Understanding the lesson is important	We can ask anything	We should be conscious of our mistakes	We try to learn important subject	We solve by ourselves or private tutor or senior students
	R141	We have a little idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is not enough source to learn English	We try to write our own language	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We depend on teacher
	R142	We have a little idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is not enough source to learn English	We try to write our own language	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We depend on teacher
	R143	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is not enough source to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	We should be conscious of our mistakes	We try to learn important subject	We depend on teacher
	R144	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is not enough source to learn English	We depend on memorization	Understanding the lesson is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R145	We have no idea about CLT	Grammar is the key to language learning	We can find out our problems	Textbook is enough to learn English	We depend on memorization	Passing in the examination is important	We do not ask anything	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
	R146	We have a little idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is enough to learn English	We try to write our own language	Passing in the examination is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We depend on teacher
	R147	We have a little idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is enough to learn English	We try to write our own language	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We depend on teacher
R148	We have a little idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is enough to learn English	We try to write our own language	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We depend on teacher	
R149	We have a little idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is enough to learn English	We try to write our own language	Understanding the lesson is important	We can ask our teacher	We should be conscious of our mistakes	We try to learn important subject	We depend on teacher	

R150	We have no idea about CLT	Word-meaning is also important	We can find out our problems	Textbook is enough to learn English	We try to write our own language	Passing in the examination is important	We can ask our teacher	Teacher should correct the mistakes	We try to learn important subject	We depend on teacher
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