An Empirical Study of Communicative Language Teaching (CLT) Classroom Interaction in Bangla Medium Secondary School English Language Education in Bangladesh

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AN EMPIRICAL STUDY OF COMMUNICATIVE LANGUAGE TEACHING (CLT) CLASSROOM INTERACTION IN BANGLA MEDIUM SECONDARY SCHOOL ENGLISH LANGUAGE EDUCATION IN BANGLADESH.

by

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Abstract

Drawing upon observation and interview data, this study aims to investigate classroom interaction in order to critically evaluate the current status of Communicative Language Teaching (CLT) principles and practice, and to explore the factors which may affect teachers' ability to apply CLT in Bangla Medium Secondary School English language education in Bangladesh. This thesis discusses the education structure, the potential of English language learning, and the problems with CLT in the Bangladesh context. Through a critical review of the literature some of the major features of CLT are explored. The government of Bangladesh has been trying to make practising teachers adopt such an approach to classroom interaction for over a decade. The extent of the adoption of the practice of these CLT principles is considered by analysing and interpreting the data collected from classroom observations and interviews with teachers and students. These findings enable an initial report into the teachers' attitudes and beliefs about classroom principles and practice in CLT, how materials and activities are deployed in current teaching strategies, and the students' perceptions of their roles in classes.

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1.1   Introduction

Bangladesh is a developing country experiencing huge changes with an intention to catch up with the West in the fields of science, technology, and education. A good knowledge of English is seen as a means to communicate with the outside world, to learn from various sources and to compete at the same educational level as other countries. However, when we consider the Bangladeshi education system, we may see a clash between theory and practice. In theory, the new national English Language curriculum focuses on the students' ability to communicate for real-life purposes. In practice, however, if one has the chance to observe the English classes, one will find that English is still mostly imparted in an old fashioned manner as though knowledge were being transmitted from teachers to students. As a result, students' learning in the classroom is still limited to formal grammar rules and language points instead of learning the communication skills. These communication skills, which are urgently needed for Bangladeshi involvement in world affairs, can be improved by a more active classroom interaction between teachers and students.

In Bangladesh, English language study is very important for various reasons, such as for higher education, foreign trade and business, global communication, foreign employment, and for utilisation of modern technology in sectors such as education, agriculture, administration and business. Moreover, English is a window to the world. Bangladeshi children need to learn English, not merely to get an examination pass in it but also to reach a wider world of knowledge. If learners want to see the world, they need English. Problems with English language education kept the Bangladeshi window shut over the years. So, a new approach is needed.

1.2   Aims of the study

Taking into account this background, this dissertation reports a pilot study which investigates Communicative Language Teaching (CLT) classroom interaction in Bangla medium secondary school English language education in Bangladesh. This study has the following three aims:

- To look at classroom practice to assess critically how far English language teaching is in line with principles and practice of communicative language teaching in Bangla medium secondary school education in Bangladesh.

- To explore the factors which may affect teachers' ability to apply CLT in Bangla medium secondary schools in Bangladesh.

- To examine the feasibility of extending this pilot project for further PhD study.

1.3   Research Questions

For developing these three purposes further, the present research will emphasise primarily on English classes designed for students who belong to class six to ten in Bangla medium secondary schools. English language education is compulsory for this category of learners.

Considering the present ELT situation in Bangladesh, the following research questions will be explored:

- What are teachers' attitudes and beliefs about classroom principles and practice in ELT?

- What sort of materials and activities are deployed in current teaching strategies?

- What are the students' perceptions of their roles in classes?

1.4 Rationale for choosing the research questions

Bangladesh achieved its independence in 1971. It is a densely populated country and the government wants to develop this huge human resource by improving their skills through education and technology. The government has therefore drawn up policies to transform this huge population into what they hope will become a dynamic labour force. As part of this policy, it is allocating large sums of money in the national budget every year for education. The government of Bangladesh is particularly concerned about secondary education and has been trying to improve the situation since independence. Many private organizations such as BRAC, PROSHIKA etc. have also been working for many years to develop this sector of education. The name BRAC stands for Bangladesh Rural Advancement Committee and PROSHIKA is an acronym of three Bangla words, which stand for training, education, and action. The number of schools is growing every year because of the rapidly growing population, even though these schools cannot accommodate the students as per standard requirements.

Bangladesh is considered to be a monolingual country in which more than 98% of the population speak Bangla. However, there are more than ten minority languages in Bangladesh such as Urdu, Monipuri, Chakma, Santali, Garo, Rakhain, Tipra. To communicate with the speakers of other languages we either need to know their language or communicate in a Lingua Franca that is comprehensible to both of us. Inside Bangladesh the Lingua Franca is Bangla, and English is mostly used as a Lingua Franca when communicating with people from other countries. In Bangladesh, English is taught as a foreign language and students are offered various English Language courses at different educational levels. According to government policy, Bangladeshi students start learning

English Language from class one in Primary Education level and continue up to tertiary level. English is compulsory at primary, secondary, higher secondary and tertiary level.

In Bangladesh, secondary level is very important for higher education and career building. At this stage, the students get considerable time for learning English language. The English curriculum is strongly exam-driven and it is divided into two parts: 1st part and 2nd part that deals with communicating and grammar lessons respectively and both papers are exam preparation (BANBEIS 2006). But in the exams, usually students' writing and reading skills are tested and this makes the learners interested to learn English just for passing the exams. As a result, they fail to learn communication skills. "Our students are very weak in English and as a result they can't apply English in their practical life successfully" (NCTB, 2003: 3).

Education in Bangladesh has three major stages-primary, secondary and higher education. Primary education is a 5-year cycle while secondary education is a 7-year, one with three sub-stages: 3 years of junior secondary, 2 years of secondary and 2 years of higher secondary. The entry age for primary is 6 years. The junior, secondary, and higher stages are designed for age groups of 11-13, 14-15 and 16-17 years. The secondary education is designed to prepare the students to enter into the higher secondary stage. In the higher secondary stage, the course is of two-year duration 11-12, and is offered by intermediate colleges and by intermediate section of degree or master colleges. Higher secondary is followed by graduate level education in general, technical, engineering, agriculture, business studies, and medical streams requiring 5-6 years to obtain a Masters degree. In addition, secondary education has three major streams: general, technical-vocational and religious study, madrasha (BANBEIS 2006).

In Bangladesh, 85% people live in the rural area and they have been suffering severely from inadequate teaching of English. It is pertinent to mention that in comparison to rural students, urban students are in a better situation in this respect. Hamid and Baldauf claim that "Thus although the introduction of CLT marked a significant shift in Bangladeshi ELT in theory, there is little evidence to suggest that the policy brought about any significant changes in teaching practice at the school level, particularly in rural areas" (2008:17). Moreover, students' proficiency is declining unexpectedly. Khan claims that, "The report showed that the English proficiency of students at the secondary school level was lower than that which was assumed by their textbooks. Students of class IX were two years behind, and students of class XII four years behind" (2004: 114). Students are also failing to achieve expected results in English in Secondary School Certificate (SSC) examination. In the SSC examination in June 2007, it was found that 30% students failed in English. (*Prothom Alo, 2007*). In May 2009, it was found that 15% students failed in English in the Dhaka board and the chairman of Dhaka board claims that, "The percentage of pass is decreased due to bad performance in English" (*Prothom Alo, 2009*). The same opinion was found from the chairman of Comilla board when he claims that, "From this instance it is clear that English is the determining factor of pass and fail in the examination and the failure rate in English is high in all boards" (*Prothom Alo, 2009*).

Secondary schools in Bangladesh are not well equipped with modern facilities and technology for teaching and learning. Many schools do not have adequate teachers, furniture, classrooms, suitable learning and teaching environment. Most of the schools do not have teaching aids and teachers are overloaded with many classes, often taking three or four consecutive classes without any interval (TQI-SEP 2007).

There are many other problems in these schools, such as lack of qualified teachers, insufficient teacher training, frequent changes of syllabus, materials, texts and the pedagogic strategies that are rearranged every year. This seems to be a problem for the education system in general, although rural schools are particularly affected. Hamid and Baldauf claim that "The alarming rate of failure of rural students in English is customarily attributed to English schools teachers and other school factors" (2008: 21).

However, since independence, Bangladesh has been experiencing problems with policy implementation in the field of English Language Education. Recognising these problems, in 1997, the Bangladesh government introduced the Communicative Approach to teaching and learning English to enhance English Language Education with ELTIP. Although, nearly a decade has passed since CLT was introduced in the national curriculum, but yet learners are failing to gain communicative competence in English. (Hymes 1972, and Canale and Swain 1980). Yet there have been a lot of problems with its policy and implementation, and the government is considering a new policy to improve English Language education.

The aims and questions of this research study have been formulated against the above back ground. This pilot project will investigate the problems involved in implementing CLT in the classroom, with the aim of contributing to improvements in English language education in Bangladesh context, and eventually to nation building.

Chapter 2   Literature Review

2.1 Introduction

In this chapter, first I discuss about implementation of CLT in Bangladesh and then I define CLT, and its features to give a clear review of relevant material appropriate to the context of the study.

2.2 CLT in Bangladesh

After the independence of Bangladesh, new textbooks were developed on the recommendations of the National Curriculum and Syllabus Committee. Grammar-translation method (GTM) was introduced for teaching and learning English language. It was teacher-centred, grammar was taught deductively, the primary emphasis being on writing and reading skills, and students were asked to solve grammatical problems. The students' role was very passive in this method. As Sarwar (2008) suggests:

> The deductive approach of grammar of the previously existent GTM method had been thorough and detailed only to be produced in the examination where the students were used to be instructed to solve the grammatical problems and to translate from L1 to L2 and the vise versa of the isolated sentences or of selected composition. Again, such problem-solving tasks were all centred to the written performance, not to the speaking, listening, and reading competence (2008: 2).

After almost two decades, policy makers felt that this method failed to achieve communicative purposes and they thought an alternative approach, Communicative Language Teaching (CLT) would be more suitable for the Bangladesh context (NCTB: 2003).

The Bangladesh government implemented the Communicative Approach to enhance English Language Education in 1997 (Hamid 2005). The implementation of the communicative approach was jointly funded by the British Department for International development (DfID) and the Government of Bangladesh. As a result, the English Language Teaching Improvement Project (ELTIP) came into action with two particular purposes: 1) to produce CLT-based English textbooks for class 9-10 at secondary level, and for class 11-12 at higher secondary level, and 2) to train up the teachers for empowering them to teach communicative English (Paul 2004; Hamid 2005; NCTB 2001, 2003; Rahman 2007). According to a government evaluation report (DSHE 2004), in the two phases of the ELTIP training programme, 11,737 secondary school teachers received a 13-day CLT training.

The new English textbook, 'English for Today' has been designed for class 6-12, keeping in view the principles of CLT in Bangladesh context. It includes various types of materials and activities for learners to learn four basic language skills: listening, speaking, reading and writing. A curricular message is conveyed to schools mainly through the textbooks. Regarding this new approach the Preface of the English textbook for class 9-10 (English for Today) explains:

> The book follows the communicative approach to teaching and learning English
>
> in Bangladesh situations. It provides learners with a variety of materials such as

reading texts, dialogues, pictures, diagrams, tasks and activities. These materials
have been designed and developed for practice in four basic skills: listening,
speaking, reading and writing. As a result, classes are expected to be interactive
with students actively participating in the classroom activities through pair work,
group work as well as individual work (NCTB, 2001).

In this book, topics are also included from both national and global contexts which
are thematically, culturally and linguistically interesting and appropriate to learners.
And it is expected that the classes will be enjoying, sharing, and learning (NCTB
2009).

Contextual grammar teaching is one of the important features of CLT classroom practice.
This kind of practice primarily focuses on teaching grammar items within the lessons not
in isolation. In other words, teaching grammar by communicating in the classroom.
However, after a decade, there were growing concerns that Bangladeshi English teachers
did not understand contextual grammar teaching for communication in the CLT classroom.
In theory there was a shift from grammar-translation method to communicative approach,
but in reality teachers' orientation and teaching styles had not changed. They were familiar
with teaching grammar in isolation. Finally, the Ministry of Education introduced English
Grammar Books for classes 6-12, in three phases: Book One for class 6-8, Book Two for
class 9-10 and Book Three for class 11-12.

As the Preface of the English textbook for Grades 9-10 (English Grammar and
Composition) explains, "English Grammar and Composition Book Two published by
NCTB, has been designed for the students of classes 9-10 from the academic session 2005.

The book is designed to present the fundamental grammatical rules in a new and interesting way" NCTB, 2007).

The Ministry of Education also brought a change in the curriculum considering the learners' problems of learning English for communication before introducing these Grammar books for classes 6-12. As the Preface of the English textbook for Grades 9-10 (English Grammar and composition) explains:

> The aim of this new curriculum is to bring about a change in the mode of teaching and learning English grammar and composition – a change that will enable the learners to use grammar in context and also to learn necessary grammar rules. The learners will be able to use English grammar appropriately with considerable fluency in their oral and written communication. Practice in composition tasks will help develop the learner's writing skills (NCTB, 2005).

I think, this new curriculum structure is a possible solution for improving Communicative Language Teaching at Secondary School Education in Bangladesh, but there are many other problems that need further investigation. There is a huge scope to do research work in this area in order to find out the problems of CLT implementation and affecting factors.

2.3   *What is CLT?*

Foreign language teaching in Europe had involved the implementation of different approaches, including grammar-translation and the audiolingual approach (which was based on a structuralist approach to language).

There were various reasons for this, including changing educational realities. It was important for European adults to learn major languages in order to communicate in the European Common Market and the Council of Europe, a regional organization for cultural and educational cooperation. In such a situation, a British linguist, David Wilkins, proposed a basis for developing communicative syllabuses for language teaching in 1972 (Richards and Rodgers 1986). He is often credited as the pioneer of this approach.

Communicative language teaching began in Britain in the 1970s as a replacement of the earlier structural method, called Situational Language Teaching. This was partly in response to Chomsky's criticisms of structural theories of language and partly based on the theories of British functional linguists such as Firth and Halliday, as well as American sociolinguists, such as Hymes, Gumperz, and Labov and the writings of Austin and Searle on speech acts (see Richards and Rodgers 1986).

Educators were not satisfied with audio-lingual and grammar-translation methods for teaching foreign languages. They saw that students were not learning authentic communication. They were failing to achieve 'communicative competence', that is, using language appropriately in context. As a result, British applied linguists developed the communicative approach, which emphasizes using communicative activities within real-life situations in the classroom. Communicative Language Teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. According to Canale and Swain, CLT is "organized on the basis of communicative functions (e.g. apologizing, describing, inviting, promising), that a given learner or group of learners needs to know and emphasizes the ways in which particular grammatical forms may be used to express these functions appropriately" (1980:2).

The term communicative competence is associated with a range of different meanings. According to Chomsky, competence means abstract grammatical knowledge that enables speakers to produce grammatically correct sentences. He suggested that:

> Linguistic theory is concerned primarily with an ideal speaker-listener in a
> completely homogeneous speech community, who knows its language
> perfectly and is unaffected by such grammatically irrelevant conditions as
> memory limitations, distractions, shifts of attention and interest, and errors
> (random or characteristic) in applying his knowledge
> of the language in actual performance (Chomsky 1965: 3).

For Munby, competence is "the mastery of the abstract system of rules by which a person is able to understand and produce any and all of the well-formed sentences of his language, i.e. his linguistic competence" (1978:7). However, Hymes held that the linguistic system alone is not enough for effective communication. For him, meaningful communication takes place when linguistic aspects are combined together with socio-linguistic aspects. He put forward the term communicative competence to cover both knowledge and ability for language use with respect to four factors: possibility, feasibility, appropriateness and accepted usage (Hymes 1972).

Thus Hymes's concept of communicative competence has the sociological component which is not found in Chomsky's theory. Halliday's linguistic theory of communication is also strongly associated with CLT. He holds that "Linguistics….is concerned….with the description of speech acts or texts, since only through the study of language in use are all the functions of language, and therefore all components of meanings, brought into focus" (Halliday 1970:145).

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Canale and Swain (1980) further developed the idea of communicative competence by identifying four dimensions: grammatical competence, sociological competence, discourse competence and strategic competence. So, in CLT communicative competence means to know how to produce grammatically correct sentences and to know how to use these sentences appropriately. In this light, language study has to look at the function of language in context, both its linguistic context and its social or situational context.

CLT is a generic approach, and "there is no single text or authority on it, nor any single model that is universally accepted as authoritative" (Richards and Rodgers, 1986: p 66). So it can seem non-specific at times in terms of how to actually go about using practices in the classroom in any sort of systematic way. CLT welcomes any activity which is feasible and promotes effective communication learning. Finocchiaro and Brumfit suggest that "Any device which helps the learners is accepted – varying according to their age, interests, etc." (1983: 91-3). The activities include pair work, group work, individual work, dialogues, role play etc.

The purpose of CLT is to teach how to communicate effectively in context, but there are different views on how to achieve this. Littlewood (1981) has distinguished two types of major activities: functional communication activities aim at developing certain language skills and functions, but also involve communication, while social interaction activities focus primarily on communication itself, and involve conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisation, debates etc. As Littlewood suggests, the emphasis may be placed on authentic communication as either the goal or the means of language teaching. Howatt claims these situations as the "weak" version and "strong" version of CLT: "learning to use English" and "using English to learn it" respectively (1984: 279).

2.4 Features of CLT

From the above literature review, I will draw upon some of the CLT major characteristics which will be relevant in my present pilot study. They are very different from those of the grammar-translation method. CLT came into being as a reaction to other traditional approaches which were seen as having failed to achieve the target goal of language learning and teaching. Many people believe that CLT is the most successful approach, though people have some misconceptions regarding it around the world (Thompson 1996). CLT is not defined by a context or situation; but it is always flexible in principles and practices in accordance with situation and context. Some of the main features are given below:

- According to CLT principles language learning means communication learning, in other words, interaction is a major feature in the CLT classroom. Finocchiaro and Brumfit suggested that "Language learning is learning to communicate" (1981: 91-3). In order to achieve this goal, CLT teachers engage the learners with a number of communicative tasks, such as pair work, group work, individual work, debating, role play, dialogues etc. in the classroom. Learners are encouraged to participate actively in the communication process in order to develop their communicative competence.

- CLT focuses on learning language for real-life purposes. In this global era, language learning is necessary for higher study, trade and business, diplomatic purposes, overseas jobs, good governance and administrative services.

As a result, this permits many kinds of activity and a variety of material that promote competent communication learning for various communicative purposes in a real-life context. And CLT also emphasizes taking materials from both local and global context to involve learners with different situation of real-life.

- CLT focuses on contextual uses of language for an effective communication. It means that one must know how to make correct sentences, and at the same time, to know where and when to use these sentences appropriately for a meaningful communication. In order to achieve this goal, in the textbooks materials are designed so that the learners practise language items in context. Finocchiaro and Brumfit claimed that "Contextualization is a basic premise" in CLT (1983: 91-3).

- Authentic text is another pre-requisite of CLT classroom practice. The text which is written following the CLT principles and its various measures of classroom practices. It provides learners a variety of activities to practise and a range of materials to deal with in the classroom for learning language skills.

- CLT primarily focuses using target language in the classroom practice, but it also permits a limited use of L1 in need of situation and context. In some context, the use of native language along with target language may serve better for teaching and learning meaningful communication. Finocchiaro and Brumfit held that "Judicious use of native language is accepted where feasible" (1983: 91-3).

- Separate teaching of grammar is usually not advocated in CLT as grammar is considered as secondary to meaning. However, practising pre-communicative activities with a view to communicate further is also feasible and accepted in some TEFL contexts. Littlewood (1981), for example, divides CLT activities into pre-communicative activities and communicative activities.

- CLT focuses on learning four basic skills of language: listening, speaking, reading and writing in an integrated way. It means that opportunities must be created to teach and test these skills into the pedagogy. Learners are encouraged to learn these four skills in order to communicate effectively. And, because of these, CLT classes must be interactive. Learners are encouraged to deal with a variety of activity to achieve these goals.

- In CLT learners are appreciated to gain intelligibility in communication. It focuses mainly on fluency and contextually accurate language use. Finocchiaro and Brumfit claimed that "Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context" (1983:91-3).

- CLT is a learner-centred approach; it allows students more time, and more freedom in the classroom. In the CLT classroom, students do most of the speaking; they talk each other in par work, group work and they leave their seats to complete a given task. And the classroom becomes responsive and participating. Generally, students are encouraged to do this kind of activity in the classroom in order to grow confidence, so that they can use the target language for further communication.

As a result, students become more responsible for their learning. (Larsen-Freeman,
1986). In the CLT classroom students are also asked to identify the functions and
meaning of language in a given context by themselves and to talk about it. They are
also asked to check and comment on other students' finished activity. Breen and
Candlin claim that,

> The role of the learner as negotiator - between the self, the learning
>
> process and the object of learning —emerges from and interacts with
>
> the role of joint negotiation within the group and within the
>
> classroom procedures and activities which the group undertakes. The
>
> implication for the learner is that he should contribute as much as he
>
> gains, and thereby learn in an interdependent way. (1980: 110)

- Teachers in communicative classrooms will find themselves talking less and
  listening more becoming active facilitators of their students' learning (Larsen-
  Freeman, 1986). The teacher sets up the exercise, but because the students'
  performance is the goal, the teacher must step back and observe, sometimes acting
  as referee or monitor. Breen and Candlin claim that CLT teacher has three roles to
  perform, firstly, as a facilitator of communication among participants, various
  activities and texts, secondly, with the teaching and learning group, he acts an
  independent participant, and thirdly he plays the role of a researcher and learner to
  contribute in policy making (Breen and Candlin 1980: 110).

2.5 Conclusion

In this chapter, I discussed the background to this study in order to sum up the following main features of Communicative language teaching. The Bangladesh government tried to implement these principles of CLT in the classroom interaction, and I will investigate these principles in the present context. The features are:

- Students learn to communicate by communicating

- Language learning should reflect real-life purposes

- They need to practise the way language is used in context

- They need to be prepared to deal with authentic language use

- The L1 may be used to support learning

- Grammar (focus on form) is seen as secondary to meaning

- Skills are practised in an integrated way

- Fluency is encouraged as well as accuracy

- The approach is learner-centred

- The teacher's role becomes that of facilitator.

Chapter 3   Methods of data collection

3.1 Introduction

Methods of data collection play a vital role in research. It is argued that data collection method is more important than the methods of data analysis used in order to achieve the reliability of any empirical research (Lin 2005, p.75). In this section, I will explain relevant theoretical and methodological issues. First, I briefly discuss the qualitative-quantitative paradigm and then outline some pertinent data collection methods. Then, I explore the role of the researcher and issues of objectivity and validity. Finally, since the research involves human participants, I address ethical concerns.

3.2   The Qualitative and Quantitative Paradigm

Qualitative research is often associated with understanding of the internal characteristics of social phenomena, people's actions and accounts, and their beliefs and perceptions; the quantitative method, with statistics, number and measurement (Golafshani 2003). We rely on qualitative research in order to understand the in-depth nature of phenomena, to convey feelings and experiences; on the other hand, we rely on quantitative research for quantification, summarization and statistical description of social phenomena. Although the two approaches have conventionally been seen as dichotomous, researchers can and have used them in combination. Hammersley (1992:172) suggests it is possible to adopt a particular position on one issue and take up another on others depending on the goals and circumstances of the study, and this is important in order to maintain greater validity in research. Given the nature of my data and the motivation of this study which is an in depth account of Bangladeshi classroom interaction,

I elected to use the qualitative paradigm. However, I also used some quantification of activities of teachers and learners in the classroom interaction in order to supplement the qualitative description.

Qualitative research encompasses a variety of approaches in the field of social science and education. Ethnographic study is one of the most important approaches which is flexible in nature and allows using various methods to finding out the reality in the social context. Taylor maintains that

> Ethnography is a flexible form of research which emphasises the empirical and the use of multiple methods, especially observation. It is concerned with people and their experience and acknowledges the two-sided nature of the research encounter and the different points of view of those involved (2001: 11)

According to Silverman (1997) culture is embodied in people, and ethnographers focus on exploring culture as experienced by those people. Ethnographic approaches, therefore mainly focus on interpretation and explanation of the behaviour of people as a way of getting meanings from the context. In my project, teachers and students embody the culture I aim to investigate, and qualitative ethnographic study is the best way to find out their beliefs, views, opinions, and perceptions about CLT classroom interaction.

3.3   *Data Collection Methods*

As part of this ethnographic approach, I followed multiple procedures, such as observation, interview, focus group interview, field notes and recoding in order to collect various valid and acceptable data. I believe that to increase the chances of accuracy of the findings on an issue, the use of various methods plays a vital role. In addition, Golafshani (2003: p604) asserts that 'engaging multiple methods, such as observation, interviews, and recordings will lead to more valid, reliable and diverse construction of realities.'

3.3.1 Observation

Observation is an appropriate method to understand the situation and the participants of the study as comprehensively as possible. Lightbown and Spada (1999) claim that classroom observation can focus a better understanding of the problems of teaching procedures as well as more critical reflection on our pedagogical practices. In my pilot project, I followed an observation schedule to observe the classroom interactions, teacher's behaviour, learner's behaviour and overall classroom situation. I also maintained a researcher diary for my four week's stay in the schools and a semi-open instrument for classroom observation that then informed the interviews with teachers and students as well. Hammersley and Atkinson argue that 'the initial task in analyzing qualitative data is to find some concepts that help us to make sense of what is going on in the scenes documented by the data' (1995: 209). They maintain that 'concepts can be generated by borrowing or adapting existing concepts from the literature' (1995: 211). Already, I mentioned in chapter one the need to look at CLT classroom interaction to find out what is going on in the classroom, in particular, teachers' and learners, activities and their use of language to perform the activities.

To investigate classroom interaction, I made use of different ideas of Bowers' Categories of Verbal Behaviour in the Language Classroom (1980), Brown's Interaction Analysis System (1975) and Willis' *Teaching English Through English* (1981) from Malamah-Thomas book, 'Classroom Interaction'. The coded categories are: responding, socializing, directing, organizing, presenting, feedback, eliciting, and monitoring. Practice of these coded categories is strongly associated with CLT principles and practices (Appendix 1). Malamah-Thomas claims, "These observers concentrate on analyzing how interaction is realized as a particular classroom methodology, or set of language teaching strategies. They therefore include *topic or content* as a major category of description in their observation instruments". (1987: 26)

3.3.2   Individual interview and audio-recording

Face to face interview is an important method to investigate people's beliefs, opinions and perceptions, which allow the interviewer to explore people's experiences and views of personal as well as professional life. Fontana and Frey argue that

> Both qualitative and quantitative researchers tend to rely on the interview
>
> as the basic method of data gathering whether the purpose is to obtain a
>
> rich, in-depth experimental account of an event or episode in the life of the
>
> respondent (2005:698).

Following up the classroom observation, individual face to face to interviews were conducted with teachers and a sample of students to gather their opinions on classroom activities. I followed semi-structured questions for these interviews, and interviews were audio-recorded for further data processing.

Rubin and Rubin suggest that "in the responsive interviewing model, you are looking for depth and details, vivid and nuanced answers, rich with thematic material" (2005:129).Themes can be abstracted from the informants' responses. Silverman believes that in one sense,

> The actual interview interactions are a space in which I seek to test 'my' analysis of these specific themes by asking interviewees to talk about them ......interview interactions are inherently spaces in which both speakers are constantly 'doing analysis' both speakers are engaged (and collaborating) in 'making meaning' and 'producing knowledge' (2006:147).

3.3.3 Focus group and audio-recording

A focus group discussion was deployed in this work inviting a group of participants to share their opinions, ideas, experiences, thoughts, and feelings on certain aspects. This is an appropriate method in order to share individual's views and experiences in a group such as a class of students. Krueger and Casey (2000) assert that informants who are familiar with each other and share the same experience are more likely to express their opinions openly if the researcher can create a permissive environment.

3.3.4 Documentary evidence

Syllabi and other documents related to curricula have also been collected. These provide information about the background of the research study.

3.4   The Role of Researcher in Observation

To collect my data, I used the non-participant observation method. I took field notes, and talked informally with teachers and some students. I also interviewed teachers and students. As I was the 'instrument' of data collection and analysis, two legitimate considerations need to be addressed here.

Prior to data collection in Bangladesh, I was confident that having grown up, and having experience of teaching in tertiary level there, it should be relatively easy to collect and examine my data. Moreover, as a tertiary level teacher who completed secondary school 19 years ago, I thought it would be easy for me to maintain analytic distance. However, it took much conscious effort to separate my pre-conceived ideas from what I was observing. On the other hand, I do believe that my insider status and my cultural membership allowed me to see things that might otherwise go unnoticed. Indeed, Emerson (1983, p.184) states, field work is a "deeply personal as well as a scientific project", where the subjectivity and emotional experiences are bound up with interpretative process.

It has been argued that reflexivity is an important feature of ethnographic research, which allows the researcher's active involvement in research work. Hammersley and Atkinson (2007), suggests that researcher cannot help but bring their own biographies and subjectivities to their field of enquiry. According to Eisner (1993) in social science research a value-free interpretation is impossible. So, instead of denying that my subjectivity can contaminate the data, my approach is to lay it out in the open and make it part of the analytic process. Being reflective, allows researchers to reflect on their own interactions, feelings, and make this clear in their reports.

Moreover, in view of the general criticisms of ethnographic work, Hammersley and Atkinson (2007) argued that reflexivity allows the researcher to connect the process of data collection and data analysis to help ensure rigour in the research. Hence, I will make sense of the research process by recounting the processes, problems, choices, and errors that emerged during the field work.

3.5   Ethics

Approval was gained from the 'Human Participants and Materials Ethics Committee' (HPMEC) before data collection. I was required to submit three documents: a detailed application form, a copy of the Head Teacher consent form (Appendix 2), and a general teacher or participant's consent form (Appendix 3). Participants were assured of anonymity and confidentiality. As a gesture of gratitude for taking part in the study, participants will be given a copy of the dissertation at a later date.

3.6   Conclusion

This chapter has justified the methods used in this study; and discussed the ethics and the instruments of data collections. The subsequent analysis of data will lead in to a discussion of problems implementing CLT in Bangladesh and perceptions of teachers and students regarding classroom practice.

CHAPTER 4   DATA COLLECTION AND ANALYSIS

4.1 Introduction

In this chapter, I describe approach and procedures of my data collection and analysis. I also highlight issues related to gaining access and provide information about the three schools investigated.

4.2 Data Collection

4.2.1 Gaining access

Educational and linguistic research is relatively common in the West but conducting education research, generally, in Bangladesh is still in its infancy. Initially, I was worried that the schools might refuse or perhaps limit my access, especially as I wanted to observe classes and interview students and teachers. Usually, schools do not face this type of situation in Bangladesh. In our culture, people tend to be afraid of talking with newcomers and also of signing documents; nevertheless they may be willing to give information orally. While collecting data, I talked to many teachers on various issues related to CLT classroom practices, but when I requested to record their voice they did not allow it. An accounting teacher who had ELTIP training but now is not teaching English, told me "I will help you giving information but do not record my voice" 'আমি তোমাকে তথ্য দিয়ে সহযোগীতা করব কিন্তু আমার কথা রেকর্ড করতে পারবা না'. Traditionally, our culture values 'silence'. We have an idiom 'কথা কম ভুল কম' which literally means, 'less talk, less mistake'. The underlying belief is that the more you say the more mistakes you will make. Another proverb, 'ঘরের কথা পরকে বলতে নেই' literally means you should not disclose bad things about your family in public. This type of beliefs and values also reveals Bangladeshi cultural sensitivities.

Considering the school contexts, these notions can explain why people, when they have problems, tend to hide them away or tackle them on their own regardless of external conditions. Observing classes can always be a sensitive topic since teachers in Bangladesh are viewed as the embodiment of knowledge and with a mode of conduct that allows no mistakes when "delivering lectures". So, to be observed is obviously intimidating and nobody would willingly have their class scrutinized so openly. Fortunately, some of my friends and colleagues helped me to get access in the schools and I had the opportunity to talk to the head teachers. I was concerned about gaining access in the schools because my visit coincided with the summer vacation and mid-term examination in the schools. My time schedule therefore meant that I could only visit three schools, instead of four as planned. It was really a very tough job to manage access in these three schools. I had to use my personal and professional contacts for this purpose. After gaining access, the head teachers and assistant teachers of the concerned schools arranged schedules for classroom observations, and rooms for interviews for my data collection. I also personally talked to teachers and students for their permission to collect observational and interview data.

4.2.2 Setting

I observed twenty two classes by seven teachers in three schools, one school in Dhaka and another two in Comilla. I investigated in these two areas in order to get the picture of urban and rural contexts. These three schools are non-government Bangla medium secondary schools. For ethical reasons I anonymise these schools as X, Y and Z., and name the teachers as A, B, C, D, E, F, and G. Male and female teachers are teaching in these mixed sex schools. In the secondary schools most of the teachers are not English graduates but many of them have received training for teaching English.

Many new teachers have been recruited every year due to rapid expansion of schools. Observed teachers' profile of the visited schools is given below:

Teacher's name & sex	School's name & location	Qualification	Training	Exp.
A, Male.	X, Comilla, Rural.	B.A. (Pass).	B.Ed., M.Ed., & ELTIP.	13 years
B, Male.	Y, Comilla, Rural.	B.A. (Pass).	B.Ed.	25 years
C, Female.	Z, Dhaka, Urban.	B.A. (Hon's) & M.A English	B.Ed. & ELTIP.	17 years
D, Male.	X, Comilla, Rural.	B.A. (Pass).	B.Ed. & ELTIP.	22 years
E, Male.	Z, Dhaka, Urban	B.A.(Pass), M.A.	B.Ed., & ELTIP	12 years
F, Male.	X, Comilla, Rural.	B.A. (Pass).	B.Ed. & ELTIP.	19 years
G, Male.	Y, Comilla, Rural.	B.A.(Pass), M.A.	B.Ed.	12 years.

4.2.3 Classroom data

I observed twenty two English language classes. Each class lasted 45 minutes, which is the regular practice in the secondary schools in Bangladesh.Ten of these were taught by three teachers at School X; another six were taught by two teachers at school Y, and a further six were taught by two teachers at school Z. The students of these classes were from class six to ten. I observed teachers' and learners' activities in the classroom using the observation schedule. Malamah-Thomas suggests that "Language, after all, is highly observable and open to examination and description".

This was designed to record the classroom activities every five minutes. I observed what activities the teachers and students did during these five minutes (Appendix 4).

4.2.4   Interview data

In classroom practice, whatever methods a teacher adopts, there must be an underlying philosophy or theory that informs their practice. I interviewed seven teachers whose classes were observed from these three schools during their gap periods. Each interview session was carried out in a vacant classroom and lasted for thirty to thirty five minutes. Interviews were designed to explore their views, ideas, opinions, and beliefs about their practices in a 'CLT classroom'.

I also interviewed fifteen students, five from each school and each session lasted for fifteen to twenty minutes. The assistant head teacher explained the purpose of my study, the ethical issues and the consent forms and students gave their consent, voluntarily, to join me. The request was made orally in the classroom in the presence of the assistant head teacher and from the students who responded, I took five randomly. The students belonged to class eight, nine and ten. I interviewed students after finishing their classes in a classroom in the school premises in the presence of the assistant head teacher and school staff. All interview sessions were recorded using a digital voice recorder. Students were interviewed to elicit their ideas about different roles they played in the classes and their opinions, and beliefs about their English classroom interaction.

4.2.5   Focus group data

I collected focus group data from three schools I observed, one from each school. After the assistant head teacher explained the purpose of my study, the ethical issues and the consent forms, the students gave me consent by raising their hands to join me voluntarily in the focus group sessions.   Then, a sample of students was selected randomly from these students for the focus group from those whom I also had interviewed individually.   The focus groups consisted of five students comprising male and female students and these lasted for fifty to sixty minutes each.

4.3   Tables of coded categories

In a classroom interaction, there are activities undertaken both by teachers and learners, and these activities define the teaching practice and principles. Malamah-Thomas claims, "The interaction analysis tradition looks at verbal interaction in the classroom to understand the teaching and learning behaviour going on there." (1987:25-26). To facilitate discussion of classroom data, I made use of different ideas from Malamah-Thomas's book, 'Classroom Interaction' and drawing ideas of Bowers (1980), Brown (1975) and Willis (1981), (Malamah-Thomas, 1987). Based on these ideas, I designed a table to quantify the total occurrences of coded concepts in all observed classroom interaction (Appendix 5). Then I made three figures to show the frequency of the occurrence of these categories.

Teachers' Activities
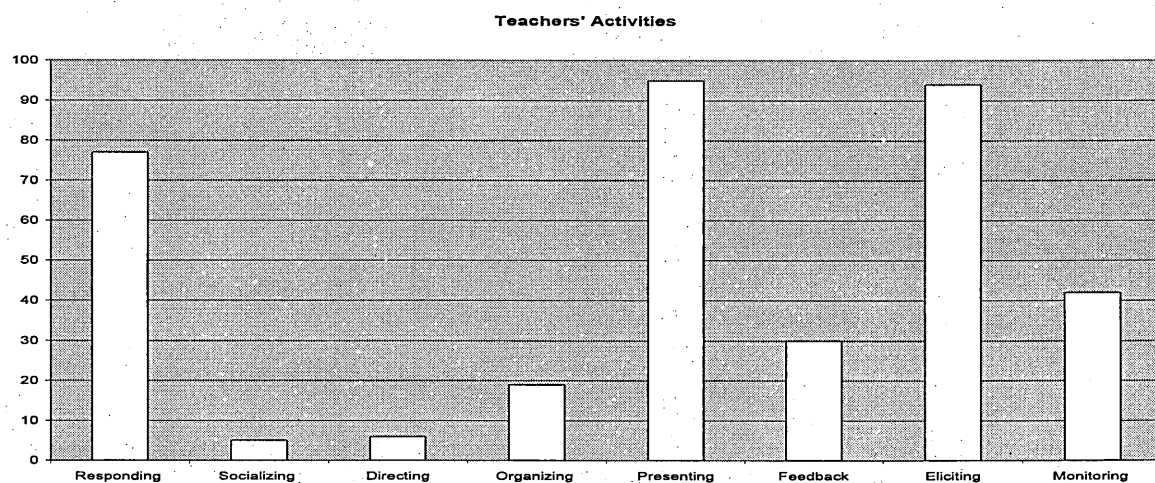
Figure1

Figure 1 presents the frequency of coded categories of teachers' activities of total classes observed.

Figure 1 shows that practising of socializing, and directing activities are very rare in the classes. These activities are important for classroom interaction and they are associated with communication learning, use of language for real life purposes, and other language skills development that reflects the CLT principles. It is also seen that teachers are responding, presenting and eliciting frequently in the classroom interaction.

The figure shows that presenting and eliciting responses occur very frequently; this means the teachers talk much in class, which shows a lack of learner-orientation in their class. The figure also shows that teachers do practise monitoring and feedback activities, however, which are an integral part of CLT practices, but these are not frequent.

Students' activities
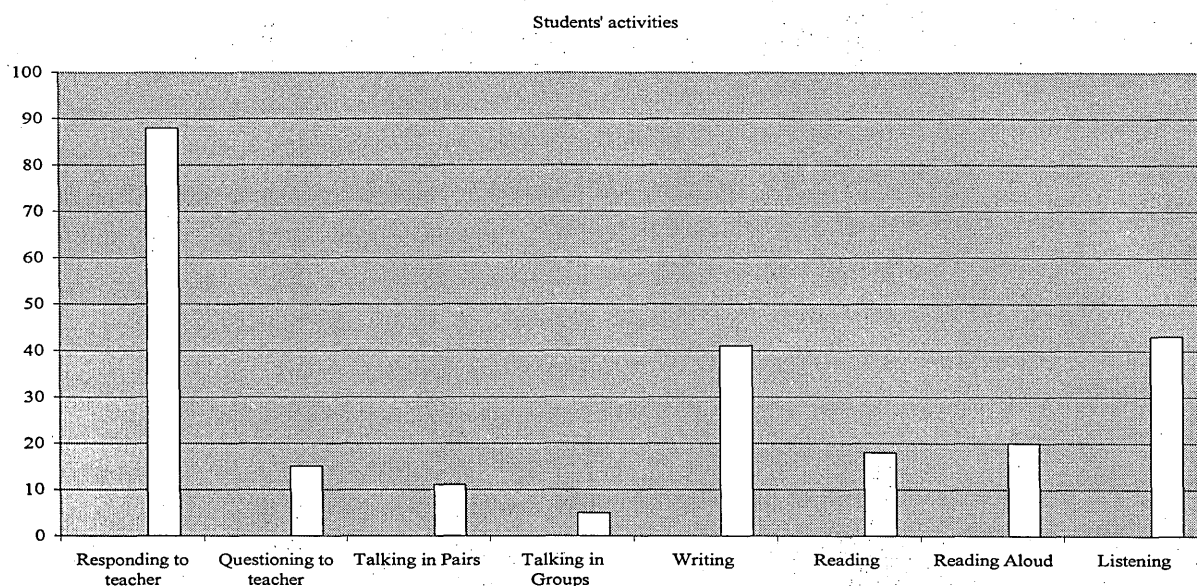
Figure 2

Figure 2 shows the frequency of coded categories of students' activities of total classes observed.

Figure 2 shows that students respond very frequently in the classes. It is also seen that practising of pair work, questions to teacher, reading and reading aloud activities are not common and that pair work activity is very rare in the classroom interactions which are vitally important in CLT classroom practice. It is also seen that practising of writing and listening activities are very frequent which reflects teacher's predominance of talking and presenting activities in the class.

Teacher-student talking time
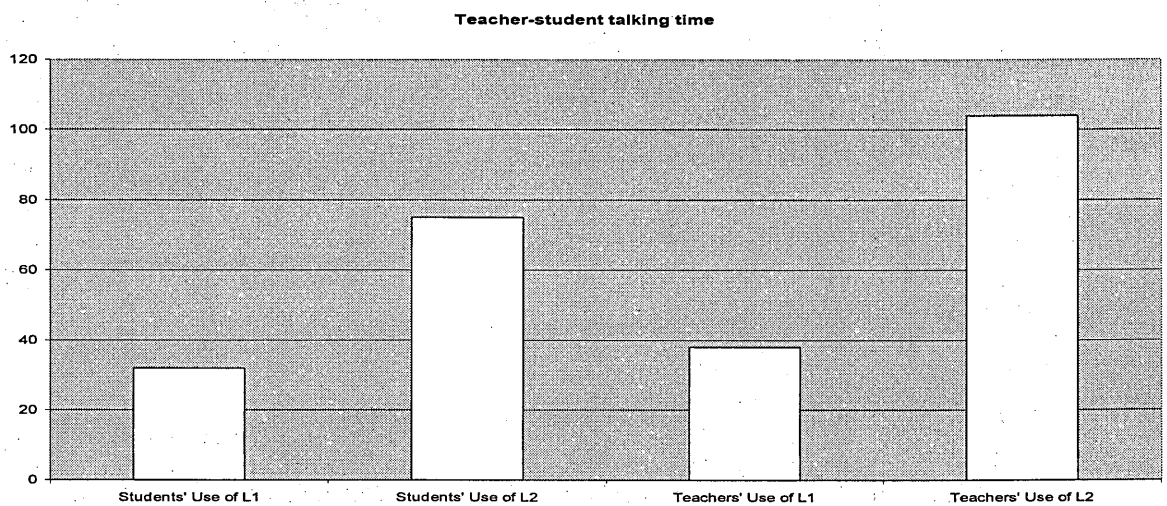
Figure 3

Figure 3 presents the teacher-student talking time.

Talking time in the class is an important marker of communicative teaching practice. This was measured by keeping record of both teachers' and students' uses of L1 (Bangla) and L2 (English) in the classroom interaction. Figure 3 also shows that teachers talk more in the class than students.

4.4   Conclusion

In this chapter I illustrated the whole process of data collection and analysis: accessing the field, observing classroom practice, conducting and recording face to face interviews, holding focus groups and making tables for analysis of coded categories occurred in the classroom practices.

Chapter 5 Interpreting the data

5.1 Introduction

Having presented my basic findings from classroom observation, in this chapter I now identify themes emerging from the interviews and focus groups which helped to inform my understanding of CLT classroom practices. I also categorise the themes using the coded scheme that I used to investigate the classroom interaction. In chapter 2, I defined some major features of CLT. Now I will examine the defined CLT principles from a broader cultural context keeping in view the interview themes.

5.2 The Bangladeshi teachers' ideas on classroom practice

I asked the teachers questions keeping in view the CLT principles and practices which were implemented instead of the Grammar-Translation method. I asked questions mainly keeping a focus on the classroom observation and its findings. Bangladeshi teachers expressed different views, ideas and perceptions because of their own position, teaching experience and the location of the schools. However, they share many views in common. All teachers favored the practice of CLT principles in the classroom, but they described some problems. I asked the teachers for their beliefs and opinions about the practices in the classes. As discussed in chapter 3, some categories of classroom interaction are strongly associated with CLT practices. These categories are: responding, socializing, directing, organizing, presenting, feedback, eliciting, use of L1, and use of L2.

Now I will use these categories to illustrate and discuss the themes that emerged during the interviews. Some themes also emerged from the interview materials, such as teachers' experience and understanding if CLT. I have thematically translated the responses from Bangla.

Responding

Generally the teachers responded positively most of time when students finished their activities such as, writing and reading aloud. They also used some words, such as 'nice', 'very good,' and 'brilliant' after receiving an answer from students in the class. Most of the teachers were found to be helpful and friendly in the classroom interaction. Some teachers went to an individual student to provide a supportive answer. Some teachers clapped appreciating in the classroom after receiving responses.

The teachers said that in order to motivate, and encourage their students they always take care of them, and answer their questions. The teachers were asked about their way of response, and its various techniques. The teachers expressed their views:

We are always helpful to our students but they cannot catch the lesson easily, I even go to an individual student to answer. I use also encouraging words, such as 'good', 'very good', 'nice' etc. (Teacher F).

"We must respond to our learners' questions to make our class participating. Our learners want to learn (Teacher C).

The students generally did not ask questions in the class. However, the teachers responded when the students asked questions. The teachers said that the students feel shy. The teachers were asked about students' questioning in the class.

They said:

> Well. Our school is a rural school. They are poor in speaking and listening. They even don't know how and what to ask in the class. Some students ask questions, but most of the students feel shy. They come in the class without any preparation. (Teacher B).

> Yes. If they don't understand, they ask. But if they understand, they don't ask. Normally our students do not ask questions. Some students also feel shy in the class (Teacher E).

Socializing

The teachers usually did not engage in socializing activities which are not related to the lesson topic. They always discussed lessons from the text. The teachers said that they have to complete their syllabus within the time constraint and they did not want to waste their time. However, some other teachers said that they practiced socializing activities for teaching communication skills. The teachers were asked about their practice of socializing activities in the classroom interaction.

They expressed their ideas:

> We are not supposed to discuss out of lesson topics in the class. We have a syllabus
>
> to   complete and we have fixed time for completing our syllabus (Teacher B).

> I don't want to waste my time discussing unrelated topic in the classroom, but very
>
> rarely I do it (Teacher D).

> I really want to integrate classroom activities with the outside world. And I believe
>
> this will enhance students' learning and communication skills (Teacher C).

Directing

The teachers practiced this kind of activity very rarely in the classroom. They paid little attention to warm up activities, for example. They said that their students are weak in English, and they do not have enough time also. They did not practice role play, debating and dialogue activities in classroom interaction. The teachers used teaching aids very rarely. Some teacher called students to write in the blackboard.

They said they are facing many problems for extensive classroom interaction, such as, financial, lack of supporting materials, being overloaded with consecutive classes, and the large class size. The teachers were asked about some tasks encouraging non-verbal activities.

They explained:

> We don't practice warm up activities in the lesson, because it takes time, our
> class is very large class, and I cannot finish all sections of the lesson within the
> time frame. I cannot generally use pictures, posters and maps due to money
> problem.

> Due to problems we also cannot do role play, debating and dialogue in our classes
> (Teacher E).

> We do not usually practice dialogues and role play. I use warm up activities a
> little. Our students are very weak in English. Unfortunately we don't have
> opportunities to use supporting materials in our classes (Teacher G).

Organizing

To facilitate the students in doing pair work and group work, the teachers helped to
organize the whole class. However, they practiced these activities very rarely. They paid
little attention to the initial and final activities of any classroom interaction. They were also
talking to the class after the class time was over. They were asked about their techniques of
lesson planning and preparation. They described their opinions:

> Actually, you know, sometimes we do organize the students in pair work and
> group work. I organize my classroom as a CLT like classroom. But you know,
> our time is short, so sometimes I just tell my students about the lesson (Teacher
> A).

I tell them about the lesson; I also discuss the aim of the lesson. I do this for their increased attention in the classes. I always carry the text; otherwise I may not keep up to speed with my lessons (Teacher B).

Usually, they did not come with textbooks; they borrowed a book from students. The teachers sent students to the teachers' room to bring chalk and duster.

In fact, teachers were generally not well organized. When I asked them about these activities, they expressed their views:

Well. Sometimes I forget to bring a book so I borrow it from my students. I try to be organized, but I cannot because of problems (Teacher D).

Usually I carry chalk and duster but I have to take consecutive classes, when these are finished, I send my students to bring them for me. But this is not good practice. Yes, I have to organize my class better (Teacher C).

The teachers did not follow the curricula map given in the text for class nine and ten. They practiced their own teaching strategy. They were asked about this kind of practice. They said:

Actually, I don't use it. I make a plan what to do and teach in the classroom. I make notes and I follow my own way to teach my students (Teacher D).

Yes, there is a curricula map for teaching practice. We have a guide book also. Generally I don't follow the book map, but personally I maintain a diary (Teacher G).

Presenting

The teachers gave instruction for silent reading, and then they presented vocabulary and questions on the blackboard, and at the same time they asked questions to gather responses from the learners. They started discussing before the time given for silent reading was over. I asked them about this practice. They expressed those views:

First I discuss the aims of the lesson and I ask them for silent reading. Then I write difficult words and questions on the black board and ask them questions to know their ideas (Teacher A).

I usually tell my students about the lesson. I also discuss difficult vocabulary with them. I write questions and ask them. Yes, I should wait until their time is finished for silent reading (Teacher E).

The teachers mainly practiced reading and writing activities in the classroom. The students listened when the teachers discussed and read aloud the lesson. The teachers also translated a whole lesson in Bangla. However, the teachers did not present any particular task for listening and speaking activities. They did not use supporting materials such as, tape recorder, video, poster, map and pictures.

They did not practise dialogue, and role play in the classroom. They were asked about their teaching styles, topic selection and presentation techniques. The teachers explained:

> We cannot teach our students listening and speaking, we teach only reading and writing. Usually we read aloud for listening purposes. Sometime we practice debating, but that is in Bangla (Teacher D).

> Personally, I believe, to do something or to understand something first of all we need to do or understand in Bangla, then in English. So, I tell them in English first, then I translate into Bangla Unfortunately, we cannot practise speaking and listening, as we have a lot of problems and same for supporting materials also (Teacher G).

The teachers did not follow the order of lesson to present and discuss, they changed the topic when the researcher entered to observe the class. They usually talked about the topic and aims of the lesson, however they usually did not write the topic, lesson number and unit on the back board. They were asked about lesson presentation.

They said:

> We usually write the topic, unit and lesson number. Some time we forget. Yes. I can discuss, but I thought it is better to discuss a nice topic in your presence. (Teacher B)

> We should write topic, unit and lesson number, it is good but time is short. Well. I thought you can see our students' performance better. (Teacher F).

The teachers taught grammar in isolation. They taught transformation, narration and sentence structures. Some teachers practiced grammar in context. They were asked about their grammar teaching strategy. They expressed their views:

> We usually teach grammar separately dividing the working days in a week, if we teach grammar contextually, other activities will be dropped such as, essay, paragraph, and letters etc. And in this way, we can touch all these subjects (Teacher B).

> Now a days, grammar is taught separately according our new syllabus, I don't like it, I like contextual grammar teaching (Teacher C).

Feedback

The teachers generally did not give feedback on the students' answer scripts. When the students finished the given tasks, usually the teachers asked a student to read out the answers and the others to listen. And then they asked the students to make comments individually as well as chorally in the class.

After then the teachers made oral comments and asked to students to make the correction. Even they did not give feedback on students' home assignments, rather they checked only 3 or 4 assignments and discussed before the whole class. In fact, the teachers asked the students to cross-check their answer scripts. The teachers were asked about their helping strategies. They described:

You know, it is impossible to give feedback individually; I have 100 or more than 100 students in a class. I cannot even give feedback on their home assignments, I just discuss 3 or 4 in the class, and students think I have checked all (Teacher B).

Feedback is good for students, and I try to do it. But, in my situation, I cannot do it usually, because of the number of students. I give them oral feedback sometimes.

In our rural school we have to do it more for our students, unfortunately we cannot do it; we have lot of problems (Teacher D).

Eliciting

Teachers were eliciting responses frequently in the classes. They discussed and asked questions at the same time. Most of the teachers asked students calling by name and some asked calling by roll number. They asked both individual students and the whole class for collecting answers. However, most of the time, they asked the whole class for a choral response. The teachers said that this kind of practice helps to encourage the students, and to test their understanding. The teachers were asked about the techniques of collecting answers in the classroom interaction.

They explained:

I try to ask my students by name and collect answers in this way, so that they understand, I know them and they are encouraged (Teacher E).

I collect responses individually and chorally in the classes. I think, this makes students conscious and attentive in the classes. I think it is good for me when I know my students' responses whether they are correct or incorrect (Teacher C).

Monitoring

The teachers moved around the students while doing a writing activity, pair work, and group work. The teachers practiced writing activity most of the time. The teachers talked with students while they were doing the activities. They responded when the students asked questions. The teachers also corrected the students' mistakes. However, some teachers also moved around the students without talking to them.

The teachers said that they practiced these activities to help their students in doing their given activities and to make them attentive in the class. I asked why they moved around the students in the class. They explained:

Once I give them a task, I move around the whole class so, they think, I am watching them all. If they ask any questions I answer. I never mark them (Teacher B).

Well, I move always, because I can help my students in this way. I do it at an individual level to mark them as correct, to make them attentive in the class but I know it's not disturbing for other in the class (Teacher D).

Use of L1 (Bangla) and L2 (English)

The teachers frequently used L2; however, they also used both L1 as well as L2 in their classroom interaction (see figure 3 in chapter 4).The teachers said that an English class should be in English, as the classroom is the only place for the learners to practice English. However, they also said that in order to enhance the classroom interaction they should use Mother tongue as well as English in the class. The teachers said that they need to use L1 as their students' background English is poor. The teachers were asked about their use of L1 and L2 in their classroom interaction.

They expressed their views:

If I use L2 the whole time in the class, only one-third will be able to realize what's going on in the class. We are in a rural area; actually, they are very weak in speaking and listening I use Bangla and English side by side to make it their habit to use in real life.

They feel very shy in the classroom. They don't express themselves if they don't understand (Teacher G).

Skills development is the main objective of language learning. Students do not get opportunities to use or practise English nowhere other than the classes; ...So, I encourage students to use English and I also use it. (Teacher C).

Teachers' experience

The teachers described their dissatisfaction as an English teacher in the present situation. They explained many problems such as, big class size, insufficient training, not enough teaching aids, poor salary, frequent change of syllabus, the assessment system, inability for sharing ideas with policy makers, teachers' weakness in methodology, and learners' poor back ground knowledge and socio-economic condition.

They said that they are trying to teach English surrounded with these problems. The teachers were asked about their feelings and experience as an English teacher.

They explained:

> Well. We have a large class. We don't have opportunities to use teaching aids also. Our salary is not good. Yes, you can see, we are happy but a lot of problems. As a rural school, our students' socio-economic condition is not good (Teacher F).

> We cannot share our problems with high authority. Of course I will not say that I am a good teacher. Our syllabus gets change very often.

> Training is also not enough; I think our current exam system is not suitable for teaching all language skills (Teacher A).

> Yes. I am teaching English for many years. In our time it was grammar-translation method.

This syllabus is good but our condition is not good, classroom, students, and salary etc. We cannot guide our students. You see more than 100 students in a class. Our teaching is exam oriented. I think the exam system is not suitable for this syllabus. We need enormous training for a new syllabus (Teacher B).

Understanding of CLT

The teachers made the classroom U shape for practicing interaction activities in the class. The students were also very enthusiastic in this system. The teachers said that communicative language teaching is good for learners as they can practice a range of different activities, however, our students want to pass the exam, so we have to complete the syllabus any way.

The teachers meant CLT as activity based English, teacher-student communication, and communicating through word meaning. The teachers were asked about their understanding of CLT in particular. Their responses were:

By CLT, I mean teacher-students communication /dialogue through which learning will be enhanced. Only teachers will talk, and students will listen or they will take notes for memorising at home, it is not like this but here they both participate (Teacher C).

I think Communicative English is good for learners. Already students become familiar with this, initially they were not. If I follow my method, and my syllabus then we can develop communication. But, students want to pass only, so, we have to complete the syllabus in any way (Teacher B).

> Yes, CLT is good. CLT means activity based English, students get variety in doing tasks. The traditional way is monotonous and grammar teaching is traditional teaching. Communicative system aims of contextual grammar teaching (Teacher A).

5.3   Students' ideas on classroom practice

When I asked about different activities they did in the classroom, students from both interview and focus groups answered unanimously that they were facing many problems to learn communicative English in the classroom. They liked their English class but they were not happy with their teachers' activities and attitudes. Many students responded to the teachers in the classes. Some students said that they feel shy and afraid in their English class.

The students were asked about their perceptions about their classroom activities, such as responding to teachers, questioning of teachers, and use of pair work, group work and their feeling in the English classroom. They expressed their views:

> I am attentive in my English classes and I like to answer. Sometimes I get afraid, if I am not right in answering. Many students in the class remain silent, I don't know why (Female, school X).

> I always respond to my teacher, whether, right or wrong. I feel good to do so in the English class (Male, school Z).

I feel shy in the class, if I am not right, because I am afraid of the English class (Female, Focus group, school Y).

The students usually did not ask questions in class. They generally practiced reading and writing. Some students did not follow the teacher's instruction, they were talking among themselves. Some students were found inattentive in the classes. The students said that their teachers are not friendly; they criticize if their answer is not right. Some students said that they are afraid of their English teacher. They also said that they do not ask questions as their teachers ask them many questions in return. I asked the students why they did not ask questions in the class, they expressed different opinions on this issue:

If we understand the lesson we don't ask questions, but when we don't understand, we do ask questions (Male, school Z).

We want to ask but our teachers are not so friendly, if we ask, they ask me many questions (Male, school X).

I am afraid of my teacher; he criticizes me if I ask to know something. So we don't ask him (Focus group, Female, school Y).

The students practiced pair-work, and group work activities. They were found to be enthusiastic doing these activities. They said that they can learn and share their ideas by practicing these activities, but usually they do not practice these.

The students also said that due to researcher's presence, they practiced these activities. When I asked about pair and group work practices in the class they expressed their ideas in the following way:

> These are good. But we don't practice frequently. Pair work is fine but in group work every one follows the group leader (Female, school Z).

> Theses are very good for us and we can share our ideas and we can learn easily, but we practice theses rarely. Now, we are doing it just because you are in our school (Male, school X).

> We want to do these activities. In this way we can talk to each other, we can share our ideas and we can learn from our friends. But we don't practice these always. I don't know why (Male, school Y).

The students used Bangla and English in the classroom interaction. Many students said that English class should be in English but they feel comfortable to learn English by using L1 in the classroom.

They said that they can understand better if their teacher speaks in Bangla, but they cannot understand the English lesson fully. The students were asked about the use of L1 and L2 in the classroom interaction. They described:

> Generally, we should speak English in the English class but when our teacher tries to teach something in English; it cannot be fully comprehensible to us, because we do not know the meaning of different vocabulary (Female, school Z).

It would be good to speak English in the English classes but I think it is more necessary to use Bangla in English class (Male, school Y).

To my mind, it is very good to conduct an English class in Bangla. When the English teacher speaks in Bangla we understand better.

When our teacher asks question in English, we cannot answer it, because we cannot understand the meaning of the word (Male, school X).

Many students followed the guide book, a book with ready answers. They said that in order to pass the exam easily they use this, instead of textbooks. Some students said that their teachers encourage them to bring the textbooks and they also feel good using the textbooks in the classroom interaction and, I asked them about this practice, they explained:

We generally don't follow the textbook. We follow the guide so that we can pass the exam easily. We want to learn English for our real life purpose; we want to change our poor condition (Female, school Y).

Sometime, we follow the guide because it helps us to get a good mark in the exam (Focus group, Male, school Z).

We like to follow the textbook. Our teachers always encourage bringing textbooks and we feel good for every lesson (Male, school X).

The students used English and Bangla in the classroom interaction. However, many students said that they cannot practise English outside the classroom because of lack of an appropriate environment in the family.

They said that their parents are not well educated and they do not know English. They also said that they cannot even practise with their friends outside the classroom.

> I want to practise at home but my parents don't know English. Some time, my family members criticise if I use English (Female, school Z).

> I want to discuss, I want to talk, but we cannot even talk with our friends out side the classroom (Male, school Y).

> Sometime I want to discuss with my parents but they cannot help me (Female, school X).

The students said that they cannot participate spontaneously due to teachers' bad attitudes in the classroom. They also said that their teachers sometimes encouraged them to take private lessons; but the poor brilliant students have been suffering because of this. I asked them about their experience in the classroom interaction. They expressed:

> Our teachers should have a good moral character. It is very bad, somehow they give a signal to go for private their lesson (Female, school X).

> If we go for private, they behave well to us, other wise they misbehave (Male, school Y).

The students said that their socio-economic condition is a barrier for learning English. They said that they have a strong desire to learn and to talk in English. Some students said that they want to change their life by leaning English but their current situation does not support them. I asked them about the necessity of learning English.

They expressed their opinions:

> English is very essential for us. I want to change my life. I want to speak in English. I want to do a job in multinational companies, but how can I do it, I do not enough opportunities to learn English (Male, school X).

> I want to learn English and I want to talk in English. If I can speak in English, I will be very happy in my life. We are poor; I cannot go to a private tutor for English lessons (Female, school).

5.4   Discussion of defined CLT principles

The interview and classroom data was analyzed thematically and the themes identified shed light on classroom practice. Aronson claims that "themes are identified by bringing together components or fragments of ideas or experiences, which often are meaningless when viewed alone" (Leininger, 1985:60 quoted by Aronson)

According to this approach, the first step is to classify patterns and then to combine and catalogue related patterns into sub-theme. Boyatzis suggests that

If sensing a pattern or 'occurrence' can be called *seeing,* then the encoding of it can be called *seeing as,* that is, you first make the observation that something important or notable is occurring, and then you classify or describe it….the *seeing as* provides us with a link between a new or emergent pattern and any and all patterns that we have observed and considered previously through reading (1998:4).

Different ideas and conceptions of teaching and learning were evident in interviews and focus group discussion about the classes. Now, the defined features of CLT (see page 22) will be investigated in light of the themes emerged from interviews and focus groups.

Students learn to communicate by communicating

Data analysis shows that the teachers practice communicative activities such as pair work, group work, dialogues, role play and debating very rarely in the classroom. They normally practised, and were assessed, on reading and writing in a traditional way. They do not practice even socializing activities to make a connection between classroom learning with the outside world.

Data analysis shows that due to their teachers' poor attitude, their shyness, unsuitable environment and poor back ground knowledge, the students are failing to learn communication skills.

Language learning should reflect real-life purposes

It is found that teaching and learning is exam oriented. The teachers' presentation and organization of communicating materials and use of any teaching aids are unusual in their

classroom interactions. The teachers finish the syllabus in any way they can as their students want to pass the exam. It is also seen that students are, generally, very enthusiastic to learn English for various purposes, such as, higher education, better jobs, visiting foreign countries, to change their socio-economic status, to do a job in the multinational companies, and working in the overseas. However, data analysis shows that in practice they cannot use their classroom learning.

They need to practise the way language is used in context

Data analysis shows that the teachers do not use any materials such as, maps, posters, films, and documents to practise language use in context. They do not use any electronic devices such as a tape recorder or video. It is found that the teachers always give instructions for writing and reading activities paying little attention to the contextual use of language. Data analysis shows that practice of speaking and listening activities such as role play and dialogue are very rare in the classroom. It is also seen that the teachers read aloud to practise speaking and listening activity, instead of presenting any other particular task and material in the classroom.

They need to be prepared to deal with authentic language use

Data analysis shows that in the rural schools most of the students follow guide books instead of using the textbook just to get a pass in the examination. It is also seen that the learners did not practise with communicating materials frequently in the classroom interaction.

The L1 may be used to support learning

Data analysis shows that both the teacher and the students used L1 and L2 in the classroom interaction; however the teachers' use of English (L2) was very frequent. Both the teachers and the students believed that they should use English in the English classroom. Some others believed that Bangla would be better for them. From the students' perspective, it is also found that teachers generally used Bangla not English in the classroom interaction.

However data analysis suggests that the teachers changed their teaching styles and techniques due to researcher's presence.

Grammar (focus on form) is seen as secondary to meaning

Data analysis shows that the teachers practised separate grammar teaching. They followed a textbook to teach grammar in isolation. However, some teachers did not prefer it; they prefer grammar teaching in context. From the students' perspective, many students like separate grammar, although some like contextual grammar teaching.

Skills are practised in an integrated way

Data analysis shows that the four language skills, listening, speaking, reading and writing were not practised in an integrated way. Writing and reading skills are practised very frequently. The practice of speaking and listening skills are very rare, and opportunities also very limited to test these skills.

Fluency is encouraged as well as accuracy

Data analysis revealed that practice of communicating activities was not usual in the classroom. However, this principle was found in some classroom activities. Both from the teachers' and students' perspectives, they were found less fluent in the classroom interaction; however both the teachers and the students were found to be concerned to ensure grammatical correct use of structures.

The approach is learner-centred

Data analysis shows that the teachers talked more in the class. It is also seen that they allocated a little time to pair work, group work, and to check and comments on learners' finished task, however they were found to be generally lecturing and eliciting responses. Data analysis revealed that the learners were not found to identify the functions and meaning of the language in a given context. It is also seen that the learners always followed the teachers' instructions; however they were not found to act as negotiator-between the self, the learning process and the object of learning.

The teacher's role becomes that of facilitator

Data analysis suggests that the teachers were found moving around the classroom to help the learners. Some moved around to correct the learners' mistakes and to keep them focussed and attentive in the class. They were found to be less facilitating in their classroom interaction in terms of creating opportunities for the learners to practise communicative activities. From the teachers' perspective they were helping and friendly, however from the learners' perspective, the teachers' behaviour and attitude was frightening, and rude rather than encouraging and motivating

5.5   *Conclusion*

I analyze the observation and interview data in this chapter. Different activities of classroom interaction have been identified.

Ideas of teachers and students are elaborated following interview and focus group data. Interview themes have been identified keeping in mind a view of CLT principles and its practices. In this chapter data has also been interpreted within its broad cultural context. The categories of practice in the classroom interaction have been interpreted, and in light of this interpretation; principles of CLT have been investigated. And justification for these elements has been discussed.

Classroom activities and teaching methods can be affected by a variety of elements, like the educational system, government policy and cultural attitudes. In the following chapter answers will be suggested for designed research questions set out in chapter 1.

Chapter 6 Findings

6.1 Summary of Findings

Collecting data in the schools in Bangladesh gave me the opportunity to witness what is happening inside the classroom, to hear about teachers' perceptions and students' expectations and to understand current English Language Teaching (ELT) policy there. Data analysis reveals many factors relating to CLT principles and practice in the classroom interaction. The main findings in this study can be summarised as follows:

Findings suggest that the teachers believe CLT is good, and they favour it for learning communication skills, however they do not practise most of the principles of CLT which I defined in chapter 2. They claim problems, such as large classes, lack of sufficient training, frequent changes of syllabus, lack of coordination between teaching strategy and the assessment system, students' poor background knowledge and low socio-economic status and financial problems on the way of practising the CLT principles in the classroom interaction.

Data analysis shows that writing and reading activities are practised frequently, however pair work, group work, dialogues, role play, and socializing activities are practised very rarely in the current teaching strategy. It is also found that there is no use of tape recorder, video, maps, pictures, and posters in the classroom interaction. Data analysis reveals that in the new syllabus a text book is introduced to practise grammar in isolation, however, some teacher does not favour it, they practise grammar in context. Data analysis shows that the rural students generally use guidebooks; however the urban students generally use the textbooks in the classroom interaction.

Data analysis reveals that the students like English class and they want to learn communication skills for real life purposes, however, they cannot learn due to lack of opportunities. Data analysis suggests the teachers are careful and friendly to learners; however students claim their teachers are not friendly, they are afraid of them, they cannot even ask question in the class, and their teachers somehow pass a message to go for private tuition. The students believe they have been suffering severely because of this kind of teachers' behaviour and attitude.

It is also seen that the students like group work and pair work activities in the classroom; however, they cannot get opportunities to practise these activities. It is also found that in a group work activity, everyone not is involved equally; they follow the group leader's work. The students claim that their teachers practised these activities due to the researcher's presence. They also claim the teachers generally use Bangla but their teachers change their teaching style due researchers' presence. Data analysis suggests the teachers use English most of the time in the classroom interaction. It is also seen that the students prefer English in the English class, some other also like Bangla instruction in the English class.

6.2 Limitations

Firstly, due to time constraints and the location of the schools under study, I had to collect data from a limited number of schools. If more time had been allowed, a wider range of classes, teachers and students would have been observed.

Secondly, I started collecting data just after the summer vacation, and the attendance of students was poor in some schools. Useful data could also have been collected in normal school time.

Thirdly, the observed data does not include non-verbal clues such as gesture, facial expressions and where a teacher's gaze is directed. Since, I had to sit either at the front or at the very back of the classrooms, my view was severely limited. Video and audio recording might have been helpful but these would have been at the risk of being disruptive. Moreover, it would have been very difficult to manage permission for this kind of activity.

Lastly, the issue of reactivity needs to be addressed. How much of an effect did my presence have on the data? One of the teachers told me "To be honest, we generally do not use pair work, group work, pictures and English in the classes, but your presence made changes to our activities". When I chatted with students outside the classroom, some students also told me that my presence changes the teacher's attitudes and activities. When I want to know the reason, why students do not ask questions, a teacher told me "students were afraid of your sudden presence in the class and because of this; they did not ask me any questions."

My entry point is possibly contaminant to naturalistic data, as I gained access through the head teacher which may have made the teachers self-conscious. I did not have the opportunity to build rapport with teachers before observation because of limited time.

In order to decrease the effects of reactivity, it would be ideal to observe the classes over a longer period of time so teachers and students will get used to my presence.

6.3 Future Research

By carrying out this empirical study for my dissertation, I have gained experience and confidence for future study. Data analysis shows that teachers are trying to teach English, though they have many problems. Many problems were revealed from the data analysis regarding CLT principles and its practices in secondary school education in Bangladesh. It is found that the student-teacher relationship also affects the present teaching methodology. Students are also found to be very enthusiastic to learn English but they are not getting support from teachers and family members. They are lacking an appropriate situation to practise communication in English.

My study was conducted in a specific area, such as to observe teachers' and learners' activities in the classroom interaction. CLT is the implemented approach for English Language Teaching (ELT) in Bangladesh. Study of teacher-student classroom interaction is one of the important aspects to see CLT principles and its practices in Bangladesh ELT context but many other aspects need to be studied too, such as, syllabus designing, and material production. The problems identified here indicate that the road forward will not be without its problems.

However, my study to date leads me to believe that studying the above mentioned areas and following a large sample, will provide better data to contribute to enhance Communicative Language Teaching in Bangladesh.

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APPENDIX: 1   A DISCUSSION ON CODED CATEGORIES

Responding:

It is one of the most important ways of classroom interaction. The teachers can response with their students in a variety of ways, such as, answering a question, praising, complementing, giving them confidence, and confirming that answers are correct.

Socializing:

The activities that enhance learning communication skills are termed as socializing activity. This is very important for interactional communication teaching and learning. Some discussion which are not related to lesson topic directly,   but this kind of activities encourage and motivate the learners to learn the language skills comprehensively, such as joking, kidding, making puns discuss on culture, and national and international facts, etc.

Directing:

An effective communication is the combination of verbal and non-verbal activity. Directing activities are the part and parcel of the classroom interaction for teaching and learning communication skills. In order to encourage and motivate the learners to learn communicative competence, the practice of warm-up activity, dialogue and role play are very important in the classroom interaction. By practising these activities the learners become familiar with the use of non-verbal activities such as, gesture, posture, facial expression, and body language in an interaction.

Organizing:

For any kind of activity success depends on organization. In a classroom interaction it plays a vital role to make the programme success. Teachers' organized behaviour enhances the teaching and learning situation to be successful with the predefined aims and objectives of any teaching pedagogy.

Practice of lesson plan, teachers' initial and final activity, maintaining the chronological order of the lesson, use of teaching aids, such pictures, maps, tape recorder and video in the classroom interaction can make the teaching and learning environment conducive.

Presenting:

Presenting style and technique are also strongly associated with the success of classroom interaction. Presentation of activities is also very important for teaching and learning communication skills in an interactional classroom. Practice of activities defines the teaching strategy and its principles in the classroom interaction. These tasks are directly relevant to language skills learning, such as individual work; writing, silent reading, reading aloud, listening, pair work, group work, and grammar teaching in isolation, grammar teaching in context, dialogue and role play.

Feedback:

The practice of this technique enhances the teaching and learning environment suitable both for the teachers and the learners. The teachers can investigate the learners' mistake and take measure for future activities. On the other hand, the learners can learn lesson taking suggestions and correcting their mistakes. This is very important for sharing ideas and views in the classroom interaction.

Eliciting:

Elicitation method plays a vital role in the classroom interaction. In a classroom interaction both the teachers and the learners are engaged practising activities. The teachers ask verbally in order to test the learners understanding and also to justify the appropriateness of the teachers' own way of lecturing.

Monitoring:

Monitoring also defines the practice and principles of teaching strategy in the classroom interaction. The teachers move around the class in order to help the learners doing their given tasks. This activity is designed to facilitate the teaching and learning environment.

This activity emphasise on encouraging the learners helping in their difficulties, not stopping their engagement with the activities.

Use of L1 and L2

In a classroom interaction the use of L1 and L2 defines the teachers' talking time. It is also associated with how much time the teachers use in an interactional classroom. This also gives focus on their choice of language use in the classroom interaction.

Responding to teacher

In a classroom interaction both the teachers and the learners are engaged doing the activities. Generally, the teachers discuss the lesson, and ask the learners for oral and written responses in the classroom. And the learners also give responses.

Questioning to teacher

In order to know and clarify the understanding, the students ask their teachers in the classroom interaction and it is a very common practice.

Talking in Pairs:

Pair work is an important classroom interactional activity. In it learners discuss and share their ideas and views with their partners. This kind of practice in the classroom interaction defines the teaching pedagogy, and its practice and principles.

Talking in Groups

In a group work activity the learners get opportunities to talk with other participants in the group in order to share their opinions and experiences. This activity also defines the practice and principles of teaching strategy.

Writing, reading, reading aloud, and listening are also very usual interactional activities in the classroom practice. The practice of these activities also reflects the teaching practice and principles in a classroom interaction.

Use of L1 and L2

The use of L1 and L2 indicate the learners' talking time in the classroom. This also highlights their choice of language use in the classroom interaction.
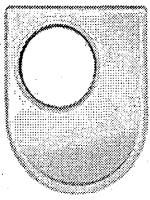
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INFORMED CONSENT FORM

Research Project: An empirical framework study of Communicative Language Teaching (CLT) Classroom Interaction at Bangla Medium Secondary School Education in Bangladesh.

Invitation to participate in a research study

Dear [Head Teacher's name],

I wish to invite your school to take part in the research study mentioned above. Please read this consent form carefully as it provides information about what the research is about, and what your participation will involve. The purposes of the study are to look at classroom practice in relation to the principles and practice of communicative language teaching to explore the factors which may affect teachers' ability to apply CLT at Bangla Medium Secondary School Education in Bangladesh, and finally to examine the feasibility of extending this pilot project for further PhD study.

This research study is an exciting opportunity to share your school's experiences about CLT classroom interaction. For collecting data the researcher will follow the methods of participant observation, semi-structured interview for teachers and students and focus group interview for students. The researcher will observe CLT class but it will not be recorded. The interview session for a teacher and for a learner may last approximately 45 minutes and these will be recorded using a digital recorder. A number of five students will be invited for a focus group interview which will be recorded digitally and it may last approximately for an hour. There is no anticipated risk, or benefit for the participants in this study. However, your agreement for the study will be highly appreciated as your teachers and students will certainly contribute to developing the English Language Teaching at Bangla medium secondary school education in Bangladesh, and will thus play a role in nation building. Your school's participation in the research is completely voluntary. Therefore, if you choose not to participate, and decide to withdraw from the study, you can do so at any time without having to give any reason for your decision. Withdrawing from the research also involves withdrawing consent for use of the data.

Your school's identity, and the responses collected from anyone in your school, will be kept strictly confidential. Information collected from them either in electronic, or other format, will be kept private and stored securely, and only the researcher and his supervisors will have access to it. This material may be quoted in reporting the research findings but the school's name, your name and the name of anyone at the school or other personal information will not be revealed.

We hope that you are interested in the research. Should you require any further information regarding the research project, and have any other queries related to this research, please feel free to contact the researcher at the email address, or phone number, above.

Alternatively, you can contact my supervisors Mr. FRJ Banks F.Banks@open.ac.uk , Dr. SP North S.P.North@open.ac.uk and Dr EJ Erling E.J.Erling@open.ac.uk

Statement of Consent

I have read and understood the above information, and hereby voluntarily agree to participate in this research.

Participant's Name: _____

Participant's Signature: _____   Date: _____

Note: Please retain a copy of this consent form for your records and reference.

K.Hassan Y0323723

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INFORMED CONSENT FORM

Research Project: An empirical framework study of Communicative Language Teaching (CLT) Classroom Interaction at Bangla Medium Secondary School Education in Bangladesh.

Invitation to participate in a research study

Dear [participant's name],

I wish to invite you to take part in the research study mentioned above. Please read this consent form carefully as it provides information about what the research is about, and what your participation will involve. The purposes of the study are to look at classroom practice in relation to the principles and practice of communicative language teaching to explore the factors which may affect teachers' ability to apply CLT at Bangla Medium Secondary School Education in Bangladesh, and finally to examine the feasibility of extending this pilot project for further PhD study.

This research study is an exciting opportunity to share your experiences about CLT classroom interaction. For collecting data the researcher will follow the methods of participant observation, semi-structure interview for teachers and students and focus group interview for students.

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The researcher will observe your ELT class and it will not be recorded. The interview session with you may last approximately 45 minutes and this will be recorded using a digital recorder. There is no anticipated risk, or benefit for the participants in this study. However, your involvement in and input to the study will be highly appreciated as they will certainly contribute to developing English Language Teaching at Bangla medium secondary school education in Bangladesh, and will thus play a role in nation building.

Your participation in the research is completely voluntary. Therefore, if you choose not to participate, and decide to withdraw from the study, you can do so at any time without having to give any reason for your decision. Withdrawing from the research also involves withdrawing consent for use of the data.

Your identity, and the responses collected from you, will be kept strictly confidential. Information collected from you either in electronic, or other format, will be kept private and stored securely, and only the researcher and his supervisors will have access to it. This material may be quoted in reporting the research findings but your name and personal information will not be revealed.

Before submitting the final report on the research, the summary of research findings will be provided to you, to have the opportunity to verify that your responses have been correctly interpreted.

We hope that you are interested in the research. Should you require any further information regarding the research project, and have any other queries related to this research, please feel free to contact the researcher at the email address, or phone number, above.

Alternatively, you can contact my supervisors Mr. FRJ Banks F.Banks@open.ac.uk , Dr. SP North S.P.North@open.ac.uk and Dr EJ Erling E.J.Erling@open.ac.uk
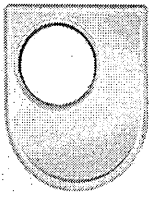
Statement of Consent

I have read and understood the above information, and hereby voluntarily agree to participate in this research.

Participant's Name: _____

Participant's Signature: _____   Date: _____

Note: Please retain a copy of this consent form for your records and reference.

APPENDIX: 4

CLASSROOM OBSERVATION TOOL

Time	Teachers' Activities											Students' Activities											Comments
	Responding	Socialising	Directing	Organising	Presenting	Feedback	Eliciting	Monitoring	Others	Bangla	English	Responding to Teacher	Questioning to Teacher	Talking in Pairs	Talking in Groups	Writing	Reading	Reading Aloud	Listening	Others	Bangla	English	
5th																							
10th																							
15th																							
20th																							
25th																							
30th																							
35th																							
40th																							
45th																							

APPENDIX 5:

BASIC FINDINGS OF CLASSROOM OBSERVATION

Teachers' name	Class	No. of students	Present	Responding	Socializing	Directing	Organizing	Presenting	Feedback	Eliciting	Monitoring	Use of L1	Use of L2	Responding to teacher	Questioning to teacher	Talking in Pairs	Talking in Groups	Writing	Reading	Reading Aloud	Listening	Use of L1	Use of L2
				Teachers' Activities										**Students' activities**									
C	VIII Sapla	48	43	1	1	0	0	4	3	2	2	0	7	6	0	1	0	2	1	0	2	0	4
C	IX Gulap	55	49	0	1	1	1	4	2	2	0	0	4	3	0	0	0	0	1	1	2	0	3
C	VI Female	60	54	2	2	0	0	3	0	4	1	2	6	0	0	0	0	3	0	1	4	0	5
C	IX Padma	48	46	1	0	0	0	5	1	6	0	0	6	6	1	0	0	1	0	1	6	0	6
E	VI Yamuna	76	54	3	0	0	1	5	0	4	0	0	5	5	2	3	3	1	0	0	1	0	3
E	VIII Megna	60	46	6	0	0	1	5	0	5	2	7	0	6	1	0	0	1	2	1	1	0	7
G	XB	53	28	2	0	2	2	2	2	2	3	8	1	3	0	0	1	2	2	2	4	0	0
G	IXB	32	19	5	1	0	1	3	3	5	2	2	3	4	1	0	0	3	2	3	2	3	0
G	IXB	32	18	0	0	1	1	2	3	2	3	5	3	1	3	0	1	2	0	3	6	1	2
B	XB	53	23	6	0	0	3	4	3	2	3	2	3	3	0	0	3	2	0	4	5	3	2
B	XB	90	24	4	0	0	0	8	2	5	2	4	0	7	0	0	0	7	0	0	0	3	0
B	VIIIA	90	22	1	0	0	0	5	1	6	1	9	0	7	2	0	0	0	0	0	1	8	0
A	VIIC	100	86	5	1	0	3	3	0	5	3	0	8	2	1	5	0	1	1	2	0	0	5
A	VIC	90	70	6	0	0	0	7	0	6	0	7	0	6	0	0	0	0	0	0	5	0	6
A	XA&B	93	50	3	0	1	3	5	0	3	5	0	7	4	3	3	0	0	3	0	1	3	4
F	VIIIA	98	41	5	0	0	0	3	1	6	0	2	0	0	0	3	0	1	0	0	1	1	5
F	VIIA	103	71	4	0	0	0	8	7	3	0	2	6	6	0	0	0	4	0	0	1	7	0
F	IXA&B	133	66	4	0	0	0	5	0	4	2	2	4	4	0	0	0	2	0	0	4	0	5
D	VIB	116	75	4	0	0	0	5	0	5	3	0	6	3	0	0	0	2	3	0	1	0	5
D	XA&B	93	30	5	0	0	0	5	2	4	3	0	7	3	1	0	0	6	0	0	3	0	2
D	IXA&B	133	66	4	0	1	1	3	1	5	4	0	5	3	1	1	0	1	1	3	1	0	3
D	VIIA	103	70	6	0	0	1	1	3	7	1	0	4	6	0	1	0	0	4	2	1	1	6
7		22	1759	1051	77	5	6	19	95	30	94	42	38	104	88	15	11	5	41	18	20	43	32	75