

A Comparative Study between Secondary Level and Tertiary Level Communicative English Language Teaching in Bangladesh

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Abstract:

Communicative Language Teaching (CLT) is the most recent development in Language Teaching which has been termed effective for communication skills needed to meet the demands of today's fast-paced global world. The principles of CLT have been tried and compared with other methods and particularly adopted in Bangladesh to credit its success worldwide. When compared with traditional methods of teaching such as Grammar Translation we have identified CLT as the most effective method in Second or Foreign Language Teaching. We carried out a comparative study between the Secondary and Tertiary Level English Language Teaching in Bangladesh to determine whether CLT is being implemented in actuality in either of the levels, to what extent and with what outcomes. The findings will try to give a clear indication of English Language Teaching in urban Bangladesh and the expected success of this methodology. While researching, a qualitative approach had been taken and a careful literature review was done to construct a theoretical framework.

Keywords: *Communicative Language Teaching (CLT), Secondary Level Language Teaching, Tertiary Level Language Teaching, Comparison between Secondary and Tertiary Level.*

I. INTRODUCTION

Communicative Language Teaching (CLT) is widely considered the most popular approach to teaching English language at present in Bangladesh and thus has been being implemented in the national curriculum of the country. However, a large number of language researchers and practitioners see this approach as a great failure due to different reasons. As part of University courses and as a practitioner in the classroom the lead author has been observing English language classes at the secondary and tertiary levels for last ten years and has become curious to know whether the methodologies used in class and in the textbooks are effective enough to enhance communication skills of the local learners. The dominating thought regarding this question is that the most important aspect of CLT might be its principles used in classes as well as the 'Teacher Talk' that engages students in the classroom and affects the learning, both in positive or negative ways. 'Teacher Talk', for example, signifies the language or the linguistic patterns and students are exposed to and, thus, influenced. Classroom-based, teacher-directed language learning has been dominant in language teaching and learning for decades; however, the notion of independent, autonomous learners is also not novel to language teachers. In Bangladesh this has always been an issue of discussion since learners are used to being directed by teachers inside the classrooms.

This paper focuses on two aspects of CLT in Bangladesh: the methodologies actually implemented in the classes and the impacts of 'Teacher Talk' that influences the methodologies and approach in the classroom learning setting. Keeping the CLT principles as the benchmark of communicative teaching in Bangladesh, the research intends to compare how many of those principles are practised by teachers at the secondary and

tertiary levels. The paper also investigates the Teaching Methodologies implemented in the classes as well as the learning that takes place at both levels. This research attempts to prove why the Bangladeshi students are not as well communicative in English as they are expected to be after completing their secondary level education. Since the entire concept of Communicative learning is more functional than academic, the authors look at the difficulties faced by the teachers when it comes to their perceptions of teaching and the actual performance produced in the classroom.

II. HYPOTHESIS AND RESEARCH QUESTIONS

It was assumed that CLT is more effective in a classroom that involves immersion especially in a monolingual society like Bangladesh. The controlled practice of Grammar Translation at the beginning, the acquisition of proper sentence structures through direct method and identification of vocabulary and their usage, and lastly, make use of the authentic situations created by a CLT classroom. CLT is needed in Bangladesh as it gives the students the opportunity to be in a real situation in the classroom and make them aware of the language for its function rather than a subject to be studied. The fundamental research questions are:

- Is CLT really feasible in Bangladesh, especially at the secondary level, when the whole curriculum is examinations oriented?
- Are the teachers able to solve the dilemma between preparing students for academic examinations and making them functional in the foreign language?

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- How are the tertiary curriculum objectives different? How is CLT conducted at the tertiary level? Are the teachers' beliefs in teachings helping or hampering their teaching practices?

III. LITERATURE REVIEW AND CONTEXT OF THE STUDY

English is taught here as a foreign language as opposed to second language because English has always been taught as a subject and not a language. The teaching methodology in English is GTM where the focus is on memorization and direct translations. The National curriculum felt that this method had to be changed in order to compete with the advancing world. It was also considered that one needs to know the functionalism of English and apply it in daily life. Hence, the National Curriculum Board (NCTB) first came up with the characteristics of a proper English language teaching facility that could achieve their objectives. They felt that those could be achieved through "various curricular activities" which are:

- Making the infrastructure or the physical facilities such as classroom and teaching aids favorable for English language teaching
- Designing suitable teaching/ learning materials such as textbooks and teacher's guides (TG).
- Developing appropriate teaching methodologies
- Developing appropriate evaluation tools to monitor the success of the program at its different stages
- Having always an open window to bring necessary changes to make teaching/ learning appropriate for the times to come on the basis of the feedback received from evaluation results at different stages of the program, language policy, teachers' and learners' needs and development made in other developing and developed countries.[1]

The NCTB thought that the activities would bring major changes in the learning and acquisition of English language by Bangladeshi students. Moreover, most of the English language teachers needed training in English Language Teaching (ELT) to facilitate the mentioned activities. Since everybody could not be trained, the textbook had to be such that would help the teachers to instigate communicative learning. Thus, 'English for Today (Eft)', was created and published in July 2001. This book catered for grades VI to XII. The book focuses on communicative learning and covers all four skills of English namely Speaking, Listening, Reading and Writing. A teacher's guide (TG) was published later but was not distributed in all schools. It should be mentioned here that only one set of books was confirmed by the NCTB and the teachers do not have any options to use any other books. The students are tested on the contents of the same book. The teachers can use supplementary materials but that too can only be taught to teachers during teacher training while training them on communicative approach to teaching. Students also do not get an opportunity to practice English outside the classroom. As grammar-translation is still dominating the teaching/ learning practices, despite the changes implemented by the National board, in many cases the text book does not seem communicative. This brings back

to Cook [2]:The uniqueness of the L2 teaching classroom is that language is involved in two different ways. First of all, the organization and control of the classroom take place through language; second, language is the actual subject matter that is being taught.

Teachers and Teaching

There is an acute shortage of qualified teachers in Bangladesh. A large percentage of teachers employed at the schools are untrained and of them many are temporary. While a large number of primary teachers are trained locally there is a great demand for trained secondary level teachers. Local teacher education courses aimed at training secondary teachers were initiated in 2001 by the World Bank funded project conducted in collaboration with Cambridge University and local professors in Bangladesh [3].

Secondary Education

The second level of education is comprised of seven (3+2+2) years of formal schooling. The first three years (grades VI-VIII) is referred to as junior secondary; the next two years (grades IX -X) is secondary while the last two years (grades XI - XII) is called higher secondary. There is a diversification of courses after three years of schooling in junior secondary level. Vocational and technical courses are offered in vocational and trade institutes/ schools. There are high schools where Secondary School Certificate (vocational) courses have been introduced. In secondary education, there are three streams of courses such as Humanities, Science and Business Education, The academic program terminates at the end of class X when students are to appear at the public examination called S.S.C. (Secondary School Certificate). The Boards of Intermediate and Secondary Educations (BISE) conduct the S.S.C. examination. There are seven such Boards at different places in Bangladesh namely: Dhaka, Rajshahi, Jessore, Comilla, Chittagong, Sylhet, and Barisal [4]. In higher secondary stage, the course is of two-year duration (XI - XII) which is being offered by Intermediate Colleges or by intermediate section of degree or master level colleges [4].

Tertiary Education

There are seventy three universities in Bangladesh. Out of these, twenty one universities are in the public sector while the other fifty two are private. Out of twenty one public sector universities nineteen universities provide regular classroom instruction facilities and services. Bangladesh Open University (BOU) conducts non-campus distance education programs especially in the field of teacher education and also offers Bachelor of Education (BEd) and Master of Education (MEd) degrees. BOU conducts 18 formal courses and 19 non-formal courses. Bangladesh National University mainly functions as an affiliating university for degree and post-graduate degree level education at different colleges and institutions in different field of studies. After successful completion of the specified courses, it conducts final examinations and awards degrees, diplomas and certificates to the successful candidates. The degrees are BA (Bachelor of Arts), BSS (Bachelor of Social Science), BSc (Bachelor of Science), BCom (Bachelor of Commerce) in both Pass and

Honours categories; MA (Master of Arts), MSc (Master of Science), MSS (Master of Social Science) and M Com (Master of Commerce). Moreover, this university also offers LL.B. (Bachelor of Law) and other degrees. Bangladesh National University offers part-time training to university teachers as well. There is only one medical university namely "Bangabandhu Sheikh Mujib Medical University", which offers courses on a different system where FCPS Degree is offered in the disciplines of medical education; diploma courses are offered in 12 disciplines. MD degree in 15 subjects and MS courses on 8 subjects are also offered here [4].

Focused Learner Group, Text Books and the Approach

Since the focus of this study is on the secondary level (national curriculum) and tertiary level (private) let us now look at the English language book used at the secondary level schools. The book, 'English for Today', was written with the objective of making the students communicative in the language in the classroom. One thing should be mentioned that only one set of books is confirmed by the National Curriculum Board (NCTB) and the teachers do not have any options to use other books. The students are tested on the contents of the same book. The teachers can use supplementary materials but that too can only be taught to teachers during teacher training while training them on communicative approach to teaching. Students also do not get an opportunity to practice English outside their classroom. Thus, the textbook is the only source of their learning of the usage of language for communications. Generally, the text books require having the following characteristics:

- A clear lesson format which can cover a forty five minute class sufficiently. The teaching objectives should be clear in the beginning along with the aims of the lesson and how it should be organized.
- Students should learn English as a language and not as a subject. The language should also be used as a vehicle to communicate with the others. Therefore, the lessons should provide ample opportunities to practice all language skills.
- The themes and topics should be familiar to the students and be very much interesting to keep them engaged. The lessons should be designed in a way so that it can teach contextual language in real life.
- All four skills of language should be integrated in such a way that the students can acquire language skills rather than learn it as a text.
- Traditional grammar teaching should be avoided and structural elements should be provided with contexts or situations and not used just for decorative purposes.
- Language in the textbook should be natural and it should resemble real life.
- The activities should not merely be textbook activities but real life oriented.
- The activities should be student-centered rather than teacher-focused. There should be a greater influence on fluency rather than accuracy.

- Each new item should be context-based and continue in the successive chapters so that the students get ample chances to practice and comprehend them.

Themes and Topics

Communicative textbooks should be thematic and based on contextual activities to serve as a vehicle of communication and learning. Books of grades VI and VII mostly deal with the rural life and the familiar life of farming for the rural students. The context is a little strange for the urban children and the topics are very dull for children of twelve and thirteen. The themes fail to arouse critical thinking in children and the conversations are very artificial. These topics are not enjoyable or interesting. The language used in this type of activity is not natural to the situations and some of the sentences are hackneyed. Although communicative books are supposed to increase fluency, the book does not evoke any kind of natural fluency on the part of the students. Some of the activities could be used with some more flexibility and freedom. However, that would depend on the respective teacher and the way he/ she is using the book. The teacher could be a facilitator since the book is student-centered and give cues from the book but at the same time give the students freedom to create and learn the language contributing to their own creativity. Moreover, as Brown [5] mentions in his book 'Teaching by Principles', language techniques in a typical CLT class "are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes (p. 43)." He further explains that students should be given opportunities to focus on their own learning process by letting them understand their own styles of learning and also through the development of appropriate strategies for self-learning.

Brown [5] goes on to talk about the role of the teacher in a CLT classroom. According to him, "The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others. Therefore 'teacher talk' plays a vital role in a CLT class. Having studied the SLA for many years, Ellis [6] has formulated his own view about 'teacher talk': 'teacher talk' is the special language that teachers use when addressing L2 learners in the classroom. Teacher talk can be divided into those that investigate the type of language they use in subject lessons. Ellis also commented that "the language that teachers address to L2 learner is treated as a register, with its own specific formal and linguistic properties." (p. 145).

Professional Development by ELTIP in terms of CLT

To overcome the methodological and practical problems that teachers' face in using 'English for Today' books the Communicative English Teaching was first introduced by English Language Teaching Improvement Project (ELTIP). This was the first large-scale project in English language teaching in Bangladesh, which has been working to promote the state of teaching and learning English at secondary level. The project has so far made significant contributions in the arena of curriculum development, teacher training and

examination reform [7]. The project started in 1997 and in the recent past very purpose of learning English has been changed in the context of Bangladesh. Many old Bangladeshi school-teachers who learned in a different socio-political context still speak and teach English as a second language (ESL) while their students need English to speak to people from other countries (as in EFL). Although in the beginning of the 90s in Bangladesh there has been a growing demand for using English as a foreign language (EFL) rather than as a second language (ESL), to introduce the learning of English as a foreign language was not an easy task and some innovative methodological reforms made the whole thing more complicated. In this consideration ELTIP has been trying to make a shift from the Grammar Translation Method (GTM) to Communicative approach. Therefore, CLT in Bangladesh is fairly new and is still in its development stage in terms of the classroom methodology in teaching. Bangladesh is a fertile land for using Grammar Translation Method (GTM) in teaching English which is based on transmitting the content into the learners' native language and using structure out of context. With this method students only learn about the language, not the language itself that ultimately prevents them from producing the language or using it for real communication purpose.

Since the Communicative Language Teaching (CLT) approach originates from the idea that language is made for communication, the objective of using this approach is to teach students to use the language to communicate appropriately in different situations. In line with the modern world the government agreed to introduce this new approach to learning English at the Higher Secondary School Certificate (HSC) level in Bangladesh in 2001 after a long struggle of the language teachers. Immediately there was a hue and cry protesting the initiative. Teachers teaching the language at the HSC level have never stopped raising their voice against the enterprise. After long eight years the people have only literally been introduced to the word 'communicative'. However, the CLT principles, according to Richards and Rogers [8] can be listed here to understand the greater objectives of implementing the approach. The principles are:

- The instrumental function: using language to get things
- The regulatory function: using language to control the behavior of others
- The interactional function : using language to create interaction with others
- The personal function: using language to express personal feelings and meanings
- The heuristic function: using language to learn and discover
- The imaginative function: using language to create a world of imagination
- The representational function: using language to communicate information

At the level of language theory, Communicative language teaching has a rich, if somewhat eclectic theoretical base. Some of the characteristics of this communicative view of language are [8]:

- Language is a system for the expression on meaning.

- The primary function of language is to allow interaction and communication.
- The structure of language reflects its functional and communicative uses.
- The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

This is reminiscent of Thornbury's [9] observation that, despite the emergence of numerous second / foreign language (L2) acquisition theories and teaching methods over the years, teachers have not deviated from the more traditional grammar oriented approaches. He claims that while teachers have never abandoned instructional approaches based on grammar alternative approaches have not made any lasting impression on the current practice of English Language Teaching (ELT). Studies [10], [11] and [12] have suggested that although teachers may profess commitment to a particular method or approach such as Communicative Language Teaching, the principles that underlie these approaches are rarely enacted in the classroom. Classroom teaching therefore seems to carry on unaffected by the development on the theoretical and research front. In this regard, Richardson [13] reports that tensions exist between teachers' individual perceived needs for self-improvement and the demands made on them from higher authorities, requiring changes in curriculum and teaching approaches. The lack of change in L2 instructional practice has been evidenced in a number of research studies [14].

IV. RESEARCH DESIGN AND FINDINGS

The study was a mixture of both qualitative and quantitative research activities. There were two surveys with open ended questions to get a detailed idea to realize the perception of teachers' of both secondary and tertiary level regarding Communicative Language Teaching in Bangladesh. Teachers were further interviewed on how effective these teaching methods have been in the classroom, how much they were able to implement and what challenges they are facing keeping the context of the country as well as the type of students they teach. Another survey was taken of the tertiary level students who were recently enrolled into a private university after passing the secondary level certificate (HSC) and was asked to make a comparison of the teaching in the classroom between these two levels. The questions are analyzed in detail below as well as the objectives behind these surveys.

The questionnaire for the students were open ended. Forty students were surveyed, all from Bengali Medium who joined an English Medium university. There were six questions for this survey. For the first question, "What are the differences that you find between the English classes taught at your secondary level at school and the English classes at university?" Seven students out of forty said that classes at university seems more efficient since various technological aides such as multimedia, overhead projector, tapes and videos are used to teach English. Fifteen students said they have had more communicative classes at university where they are also given speaking classes which enable them to speak with confidence and even give professional

presentations as opposed to only textbook writing classes at school. Eight students replied that classes in school were more grammar based which taught rules about the language instead of practical applications of it which they are successfully doing at university. Four students said that although university English classes are seen as courses and have a curriculum but it covers all four skills instead of just following a syllabus which is typically 'exam-oriented'. Six students mentioned the process of learning the language which is adopted by the tertiary level teaching and said that school has focused more on rote learning of the textbook rather than focus on the language itself.

The second question, "How well has your fluency developed or is developing at university compared to your classes at school?" was also answered by all forty students. Seventeen students said that they are improving in their fluency at a much faster rate than they could at school, mainly because it is mandatory for them to speak in English in classes at university. Nine students said they are developing their fluency more at university as they are using it for practical communication among peers and with teachers which was never the case at school. Four students mentioned the pressure to communicate in English at the tertiary level from both authorities and peers to appear professional and job worthy.

The third question, "How well has your accuracy in English developed or developing compared to your classes at school?" was also answered by forty students. Five students said, although they were taught all the grammar rules in the language classes at school, they had no practical application whereas they are actually practicing at university which gives them a sense of correctness and thus accuracy. Two students said that they found their teachers in school too strict and always biding by the textbook, which is why they feel they can address issues concerning accuracy more effectively than they could at school because they can spend a lot of time on one pattern at university as opposed to in school. Five students answered that their accuracy has developed far more at the tertiary level than at the secondary level mainly because of practicing. Ten students felt that their accuracy in speech has improved a lot more at university although writing remains the same. Three students agreed that their accuracy in both speaking and writing skills have improved dramatically at university as they go through the entire process of constructing their own dialogues. Five students said they are more comfortable expressing themselves in English at university because their accuracy has improved, since sentence construction has been arbitrary for them after practicing a certain pattern, but in school it was mainly a memorization.

The fourth question, "Did structured grammar teaching in school help you improve your English?" was met by a huge contradiction as more than twenty students agreed that it did indeed help them in their writing skills. Ten students felt university classes had more task-based grammar which helped them to comprehend how it was all connected than just practicing isolated grammar items. Nine students felt that structured grammar helped them to identify patterns but failed to enable them to make sentences on their own.

The fifth question asked the students "How is the grammar taught to you at university? Do you think it is helping you improve in English language? Give two reasons for your answer." Eleven students talked about the effectiveness of peer feedback which helps them to get not only the pattern rightly but also an idea on how to construct sentences differently keeping the meaning same so that discourse takes place with the freedom of practice. Thirteen students mentioned the importance of contextual learning where they can make links using grammar items making them use it for practical purposes. Six students said the university teachers assist them while they speak and write and also give them detailed comments on their strengths and weaknesses. Ten students gave the examples of practicing all four skills simultaneously which help them more in learning how to use grammar instead of just knowing about it.

The sixth question that asked them about "How university classes help them in their language proficiency?" was met unanimously by more than thirty students by declaring "practice on a professional and practical forum", it gives them a global perspective on the language which is the lingua franca of modernization. Eight students also mentioned a mixture of content and task-based activities in the classroom which make their learning effective as well as useful.

The next survey was taken at BRAC Niketan TARC where forty two teachers from all over Bangladesh came for training under BRAC Education Program. These teachers are all teaching at the secondary level, twenty eight of whom already had some previous training of some manner in teaching, either under BRAC or some government bodies. The questions ranged from their knowledge of Communicative language to what they practice in a classroom. The response was both interesting and intriguing. The questions and the responses are set below:

Question 1: Please state your definition of Communicative Language Teaching (CLT) in an English class.

About twenty one respondents were aware of this term and said that it is an interactional method where students learn English through dialogues and listening to dictations or readings from the book 'English for Today'. Eight respondents were not aware of CLT but did hear the term mentioned. They had no further knowledge of this teaching approach. Five respondents said that it meant 'pair work' and 'group work' in class where students practiced from the units in the book, and also benefited from similar supplementary materials. Six teachers felt that CLT has to be taught through organized lesson plans where lessons are previously designed for optimum interaction in the class as well as through writing practice. Two teachers mentioned CLT as being able to learn language through identification of grammar rules.

Question 2: Is CLT an effective way to learn English? Please state a reason.

The question was answered with a lot of skepticism. Twenty Eight out of Forty Two teachers felt that interaction in the classroom with more than thirty five children made it impossible for students to learn. Nine of them thought that although CLT is an effective method to teach, it requires a lot

of training for the teachers to be able to implement effectively in class. Five teachers agreed but said the class duration was not enough for optimum learning.

Question 3: How is CLT approach used by them in class? State two examples.

Against this question eighteen respondents said that they made students repeat each dialogue till they learned the pattern and used it with each other. Eleven teachers admitted that although they tried to keep the context intact while teaching linguistic items, they rarely use communicative approach.

Question 4: Do you implement pair/group work in your class? How often? Please choose one below:

Five teachers said 'all the time', fifteen teachers said 'sometimes' and twenty two teachers said 'almost never'.

Question 5: What are the most popular classroom activities used by the English teachers? Why?

This was an open ended question which was dealt with mixed feelings by the teachers. About eighteen teachers felt that pair/group work worked very well in class although classroom management becomes an issue in most cases. Eleven teachers mentioned that making the students stand and practice dialogues from the book were immensely enjoyed by the students. Five teachers mentioned that reading aloud helped the students understand the linguistic connotations. Six teachers said that distributing worksheets in the classroom was an effective way for the students to practice and use the language.

Question 6: Do you like/dislike using the book, 'English for Today' in class? Comment on its effectiveness.

The question was answered by thirty eight teachers and twenty two of them were not happy with the book. They felt that it missed the linguistic sophistication of the language. They also felt that it lacked the literary context and although it is meant to be functional, the activities from the book are not enough to help students with their writing skills, which is what they are ultimately tested on. The layout is dull, and uninteresting; the illustrations are fuzzy. Seven teachers said, the book is very much communicative but the lacking of grammar-based activities sometimes hinders the rate of learning. Therefore, it requires supplementary materials. Moreover, the teachers' guide (TG) is unavailable in most schools which also makes it impossible for untrained teachers to use the book effectively. Four teachers appeared as very happy with the textbook and said that this is a modern way of learning a language which helps students use the language according to the needs of the time. Five teachers, felt that it needed more graded items in grammar as well as in writing. Additionally, despite of its practical applications the secondary level English book needs a lot more revising in terms of the standard language.

Question 7: Is teacher training on CLT a regular activity in your school?

While answering, seventeen teachers said that after graduating in different disciplines they were recruited to teach outside their field which sometimes created problems. The authorities sometimes made use of the training provided

by NGOs like BRAC to send their most senior teachers to be trained but the young and the juniors were mostly left unaided. The senior teachers did share their training experiences but also expressed a lot of cynicism which made implementation quite difficult in practical situations. Thirteen teachers never had any sort of formal training before they came to the training center. Some projects run by DFID or American Centre were faced by eight teachers and they said that it really cleared their understanding about interactional classes.

V. CONCLUSION

The surveys show a remarkable difference in perceptions of the high school teachers and their students regarding the practicality of CLT and its qualitative outcomes. Many students are not happy with the applications of English for Today book in the high schools, whereas, they show their satisfaction to CLT which they follow in their university English classes. On the other hand, most of the times, high school teachers are not prepared for Communicative Language Teaching (CLT) as they highly blame on the facilities available for teaching in their schools. The fact mentioned by the teachers is that it is not being implemented effectively in Bangladesh. One of the reasons might be that in Bangladesh ELT had been experiencing traditional grammar teaching before Functional and Communicative methods were introduced in secondary and higher secondary school levels in 1997.

The consequence was - a big jump from structural (Grammar Translation method) to functional (communication) approaches of language teaching. The teachers were not ready for effective teaching through the new approach as real life examples through English was not adequate to them. Before implementing the new methodology language teaching was only to make the students familiar with a tool for communication which was later turned to be the situational applications of English. Being ignorant to functional utilities of mother tongue and thriving for being acquainted to a foreign language, its socio-cultural values has made English language teaching/ learning nearly impossible to a broader group. Here the strength of the teacher, the understanding of structural approach, is ignored and functional utilities are unsuccessfully imported. In terms of pronunciation teachers face difficulties and practical language usage cannot be ensured due to the inefficiency and lack of exposures of the teachers.

Another issue indicated by Bax [15] is that the main problem of implementing CLT is the 'over emphasis' on the communications and the teaching methodology only. It has been observed that the same CLT has been receiving different treatments by the teachers and students of high schools and universities in Bangladesh. For this reason, it should be further explored whether the texts of English for Today can provide sufficient thought provoking elements and supply all necessary information needed for understanding functions of English for the students of Bangladesh who belong to both urban and rural settings. In this regard, a few recommendations can help formulate ideas to minimize the difference of English learning situations at Bangladeshi high schools and universities.

Firstly, the kind of the lessons and the texts used in the text book surely require teachers' prior knowledge about the respective topics. As texts are only used to generate a discussion most teachers and students cannot keep on discussion due to the lack of explanation and information. The texts used in English for Today Book VI, VII are, most of the time, too concise and cannot provide adequate information in individual learning stages like brain storming, exploration and assessment and, moreover, about its utilities or functions. Here basic structure relevant functions should not be ignored which is an easy and fruitful medium to be acquainted with functions of language.

Secondly, it should be kept in mind that in CLT both structural and functional approaches can complement each other as the former is concerned with the autonomous system at the core of language while the later focuses on the functional motivation of syntactic structures in general. Each approach has its own merits and demerits. Structural approach focuses on purely formal grammar-internal solutions has resulted in un-naturally complex treatments of phenomena while functionalists go to the other extreme of rejecting the existence of structural systems. In Bangladeshi context, for teaching a foreign language like English cannot follow a mono track between the mentioned approaches. The teachers of high schools need to be engaged with their structuralize approach while audio-lingual methods can be incorporated to ensure teaching of functional utilities. Structure can be introduced through real life activities. Traditional grammar teaching can be done through showing examples and ensuring practice.

The problems of implementing Communicative Language Teaching (CLT) in high schools in Bangladesh are mainly created as there is a lack of suitable textbooks, trained teachers and insufficient classroom facilities. However, at university level many students are performing better in English through following the same approach. The proper utilization of CLT can be effective in Bangladeshi context if the lessons are carefully prepared and delivered by the trained teachers, and with the help of modern technologies. The perceptions of the teachers need to be positive towards CLT. Learning a language should be entirely performance based which will not only be reflected in examination results but also in daily life communications.

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