Is the communicative language teaching situation at a satisfactory level?: An investigation into the secondary level in Bangladesh

Sayema Ferdowsy

Submitted by:

Sayema Ferdowsy

ID: 191-10-385

Batch: 13th

Department of English

Faculty of Humanities and Social Sciences

Email: syema10-385@diu.edu.bd

Supervised by

Professor A.M.M. Hamidur Rahman

Dean

Faculty of Humanities and Social Science

Daffodil International University

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CERTIFICATION

I testify that the research on "Is the communicative language teaching situation at a satisfactory level?: An investigation into the secondary level in Bangladesh" has been carried out by Sayema Ferdowsy under my supervision and I am satisfied with the quality of the work.

Professor A.M.M. Hamidur Rahman

Dean

Faculty of Humanities and Social Science

Daffodil International University

DECLARATION

I hereby declare that the research on the topic "Is the communicative language teaching situation at a satisfactory level?: An investigation into the secondary level in Bangladesh" was carried out under the supervision Professor A.M.M. Hamidur Rahman, Dean, Faculty of Humanities and Social Science, Daffodil International University by Sayema Ferdowsy and this paper has not been submitted for any other degree or certification.

_____   Date: 29.11.22

Sayema Ferdowsy

ID: 191-10-385

Batch: 13th

Department of English

Faculty of Humanities and Social Sciences

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Sayema Ferdowsy

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List of Abbreviations:

CLT- Communicative Language Teaching

ELT- English Language Teaching

GTM- Grammar Translation Method

NCTB -National Curriculum and Textbook Board

FGD- Focus Group Discussion

CC- Communicative Competence

Abstract

In the 1970s, a new approach to teaching languages called "Communicative Language Teaching" was established. Since then, it has been a universal practice in many countries of the world. Even in our country, the National Curriculum and Textbook Board (NCTB) created curricula using this approach. But still students are not performing as expected. Also, secondary school English language teaching methods barely conform to CLT tenets.

The current situation of the Communicative Language Teaching (CLT) method at the secondary level is the main topic of this study. The students and English teachers of five schools participated in this study. Data have been gathered using research tools such as focus group discussions, interviews, and classroom observations in order to identify the issues. The survey's results demonstrate that when instructors attempt to implement CLT ideas in our classrooms, they come across certain challenges.

The analysis shows that some teachers are willing to close this gap between CLT theory and classroom practices but they are unable to do so due to large classroom, time constraints and students' effort only to do well in the exam.

Keywords: Classroom, Teaching method.

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CHAPTER 1

Introduction, Purpose of the Research

1. Introduction

In the public schools and universities of Bangladesh, English is a required subject. Despite this, most of the students are not sufficiently proficient in English; in comparison to their level. As a result, the Bangladesh government decided to make English a required subject and apply CLT method in both high schools and colleges. The method's goal is to develop students Communicative Competence (CC). Communication in English refers to carrying on a conversation while demonstrating command of the language fundamentals. However, many years after the communicative method was introduced, students, and educational researchers are still unsure of the true effects of strategies.

The NCTB tries to inspire teachers and students to support students in becoming English communicatively competent. Nevertheless, it is gloomy that despite all efforts, achievement is still a long way off. In Bangladesh, English is clearly in high demand and is used extensively in both education and official sectors. It is mostly taught and learned academically in classrooms in Bangladesh. In 1997, the mandatory English textbooks began including communicative English exercises.

Unfortunately, there hasn't been a success story in English education. Our kids' level of English language competency has been poor. Arguments have been made against the new CLT method of teaching languages and the incomplete adoption of CLT. Some experts believe that the failure of the technique itself is the origin of the problem. So, the purpose of this research is to examine the present situation of CLT in Bangladesh.

1.1 Purpose of the Research

English is considered as an international Language. Knowing English is important to communicate with foreign countries If one do not know English, it is not possible to communicate in this age of globalization. That is why this subject has been made compulsory in the education program. But even though English is compulsory, students of our country are not skilled in English. For that reason, a new method CLT was introduced in Bangladesh to alter this situation. As this method increases the communicative competence of the students, the educational programs are conducted according to this method. The main reason for this problem is that this method is not properly used in our country. Most of the teachers are still following Grammar-Translation method (GTM). Grammar-Translation method is followed at every level of education.

It is really a matter of concern that students are not proficient in English even after all these years of exposure to CLT. The aim of this study is to observe whether CLT is being practiced in Secondary level at all.

CHAPTER 2

Methodology

2. Methodology

To understand the real situation of CLT at Secondary level in Bangladesh in the research methodology, teachers' interview, focus group discussions and classroom observations have been conducted. In the research, to understand the real situation, all the data collection procedures were given an equal importance.

2.1 Teachers' Interview

For collecting data, structured interviews have been conducted to gather direct information. For making this study more reliable, an interview might bring out the real scenario. Some open-ended and close-ended questions was designed for the teachers. The questions basically highlighted the present education system of Bangladesh.

2.2 Focus Group Discussion

Focus Group Discussions were organized to find out from the students how much proficiency they had attained in English. By talking to the students, it was known how much CLT practice was done in the class.

2.3 Classroom Observation

Class observations help to know how the classes are being conducted. It provided the actual scenery about the classroom activities. Some issues are followed on during classroom observation like teaching method, students' activities, teacher-student interaction, teaching materials, etc.

CHAPTER 3

Literature review

3.Literature review

English is a foreign language. For this reason, students face challenges in their education. Considering global needs, English was introduced as a compulsory subject. But still there is a long way to go to effectively implement the English curriculum. Living in a developing country, it is not right to rely solely on native language for communication. For this reason, learning English is essential for global communication, as it is primarily used with an international perspective.

Roy (2016) argues that in Bangladesh, students focus more on memorization because the country's ongoing assessment system favors cramming. The old grammar-based examination system has not been altered despite the introduction of the CLT technique. One of the major obstacles to implementing this method is the misalignment between the curriculum and the assessments, which has left Bangladeshi students with inadequate communicative English proficiency. He added that, teachers are frequently compelled to work part-time jobs in order to maintain a minimal level of life.

According to Nayeem, Islam Chowdhury and Zayed (2020), teachers never encourage their students to practice English, nor do they use it as a means of communication. Unskilled teachers does not understand CLT method properly. They only read aloud the lesson texts while translating them into Bangla. They attempt to avoid using the target language and have the pupils understand everything in Bangla. Furthermore, the textbooks are deficient in appropriate exercises that could aid students in meaningful interactive conversations. The textbooks suggest different classroom exercises at the conclusion of some lessons to help students develop their four fundamental skills—listening, speaking, reading, and writing—but in practice, teachers in this country tend to place an emphasis only reading

and writing skills while ignoring the other significant abilities, which are crucial for meaningful communication.

Shurovi (2014) states that the government's current goal is to guarantee the maximum pass rate possible onboard exams, which discourages students from giving their all to ace the tests. The worst of all, English courses are entirely taught through reading and writing skills because most institutes' administrations are aware of parents' demands for exam-oriented class instruction. When it comes to paying attention to practicing speaking and listening, sufficient steps have not been taken to adopt CLT in our education system.

According to Alam and Kabir (2015), the CLT era has been in progress for more than two decades. Unfortunately, there hasn't been a success story in English education. Our kids' level of English language competency has been poor. High-quality teaching resources that are brand-new have been released, yet the bulk of our language teachers lack the proficiency to use them in the classroom. Additionally, our language testing process is viewed as flawed and is held responsible for producing negative backwash. We assume that Bangladesh has never actually put CLT into practice. In order to achieve meaningful and genuine communication, it is essential to implement effective changes in classroom activities as well as to reconsider and reorganize the roles of teachers and students.

According to Rahman (2015), the CLT approach has been difficult for teachers to adapt to. In other words, because the teachers returned to their familiar surroundings, the change has not been successfully implemented. He added to that, a number of discrepancies between the real situation and how the CLT method was introduced in Bangladesh may be found.

Ahmed (2016) investigates the traditional Grammar Translation Method, which encourages the deductive application of grammatical rules and translation from the target language to the native one, is still being used to teach English in educational institutions in Bangladesh.

This occurs not only in rural settings, where there is a severe shortage of qualified teachers, practitioners, and trainers, but also in reputable schools and colleges in Bangladesh, where teachers are no longer interested in using this methodology, Communicative Language Teaching (CLT). Also, different educational streams, such as Madrasa education, English and Bengali medium and other mediums where different teaching and learning of English have been noted which are prevalent in Bangladesh. As there are no clear instructions from the government, it is exceedingly difficult to apply a specific method like Communicative Language Teaching (CLT) within these various streams. He also states that, since Bangladesh's independence, the administration has also demonstrated a greater devotion for Bengali than for English. The use of Bengali in the teaching process has led to a gradual decline in the standard of English language among students.

However, all this work has explored CLT implementations and identified problems that both teachers and students suffered from. All these works describe the practice and how it has been adopted by students and teachers, as well as the challenges faced in the classroom. In this study, the researcher will mainly present the current situation of CLT situation in Bangladesh at the secondary education level.

CHAPTER 4

Data analysis, Discussion of Findings

4.Data analysis

The participants of the study were 5 English teachers of 5 government and non-government schools. To get qualitative data 5 focus group discussions were conducted with 6th to 10th grade students of different schools. 10 students from each grade participated in the discussion.

4.1 Focus Group Discussion

Questions	Number of participants	Yes	No
1. enjoy English class	50	32% (16 students)	68% (34 students)
2.Practice speaking activities in the class	50	40% (20 students)	60% (30 students)
3.Practice listening activities in the class	50	20% (10 students)	80% (40 students)
4.Can speak English fluently	50	8% (4 students)	92% (46 students)
5.Reading ability	50	64% (32 students)	28% (14 students)

| 6.Writing ability | 50 | 76% (38 students) | 24% (12 students) |
| 7.Do pair or group work in the class | 50 | 20% (10 students) | 80% (40 students) |

Figure 1: Focus Group Discussion

The first question was whether the students enjoyed their English class, and it was found that 32% of them did, whereas 68% did not. The second question was about their practice speaking activities in the class. Here, 40% of students enjoy their class, whereas 60% do not. Then they were asked whether they practiced listening and it was found that 20% of students were practicing listening activities but that 80% of students did not practice listening activities. Then they were asked about their speaking ability. Here, 8% of students said that they can speak English fairly well, but 92% replied that they cannot speak English. After that, the question was asked to determine their reading ability. Here, 64% said that they can read English quite well, but 28% replied that they cannot read well. The next question was to learn about their writing ability. 76% of students said they could write well, but 24% said they couldn't write in English very well. In the last question, it was asked whether they participate pair work or group work in the class. 20% of students replied that sometimes they were made to do group work in class, and 80% of students replied that they are not given group work in class.

4.2 Teachers Interview

| Questions	Number of participants	Yes	No
1.subject graduate in	5	English- 100% (5 teachers)	Other subjects- 0% (5 teachers)
2.enjoy teaching English	5	100% (5 teachers)	0% (no teachers)
3.have a clear idea about secondary English curriculum	5	100% (5 teachers)	0% (no teachers)
4.follow the Teacher's guide	5	100% (5 teachers)	0% (0 teachers)
5.Know about communicative language teaching	5	100% (4 teachers)	0% (no teachers)
5.Apply it	5	40% (2 teachers)	60% (3 teachers)

6.Have training in teaching English	5	60% (3 teachers)	40% (2 teachers)
7.Exiting texts are useful for the implementation of the curriculum	5	60% (3 teachers)	40% (2 teachers)
8.Arrange group work or pair work in class	5	40% (2 teachers)	60% (3 teachers)
9.There are audio-video materials in the class	5	20% (1 teacher)	80% (4 teachers)
10.English textbook is effective in creating communicative competence	5	60% (3 teachers)	40% (2 teachers)

Figure 2: Teachers Interview

The first question was to the teacher that in which subject they graduated. 100% teachers replied that they completed their graduation in English subject. The second question was whether that enjoy teaching English. 100% teacher replied that they enjoyed teaching English. The third question was asked to know whether they have clear idea about the Secondary English curriculum. 100% teachers replied that they had clear idea. The next question was whether they follow teacher's guide. It was found that 100% teachers follow the teacher's guide. From the answer of the fifth question, it was found that 100% teachers know about Communicative Language Teaching and they are they want to develop

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student's communicative competence. They were then asked if they applied it. 40% teachers replied that they try to apply but 60% said they do not apply. In the next question they were asked whether they have training in teaching English. 80% teachers replied that they have training but 20% replied that they did not have training. By asking the existing textbooks are useful for implementation of CLT, 60% teachers replied that it is possible but 40% teachers replied that it was not possible. From the reply to the 9th question 40% teachers replied that they arranged group work or pair work in the class but 60% replied that they did not arrange because of the high number of students. From the 10th question 20% teacher replied that they had audio-video materials in the class but 80% replied that they did not have materials. The last question was asked to know from them whether English textbook is effective in creating communicative competence. 60% teachers replied that the textbook is effective but 40% teachers replied that the textbook is not effective in creating communicative competence.

4.2.1 Students' Reading Ability

Figure 3: Percentage of sudents' reading ability
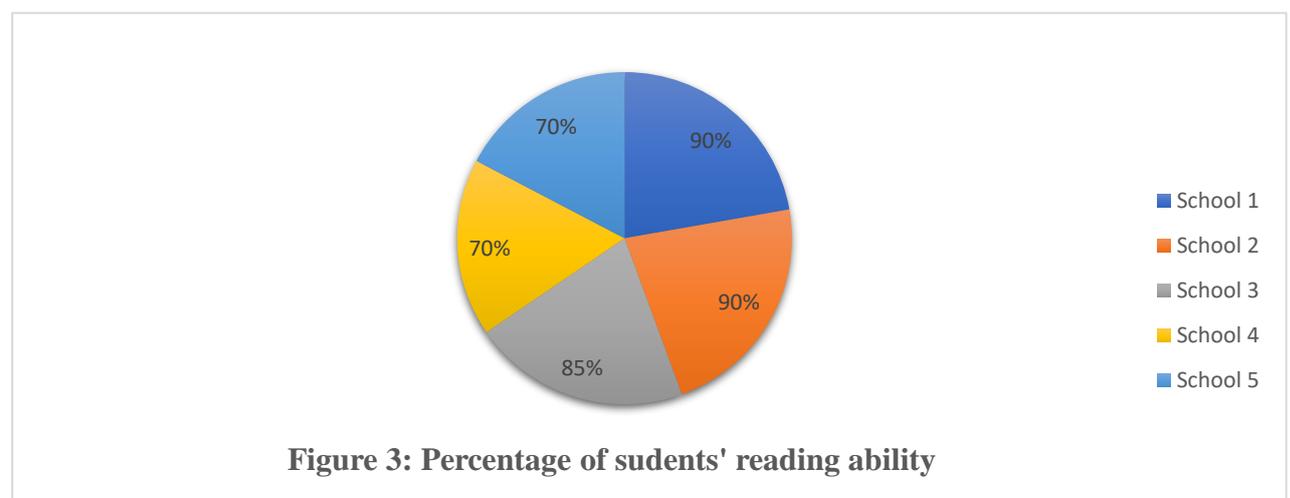
When teachers were asked to share about reading ability of the students of the school, the teacher of the five schools expressed different opinions about the reading ability of their students. 2 teachers said 90% of their students have very good reading ability. And the remaining 3 teachers said that 85%, 70% and 70% of their students could read fairly well respectively.

4.2.2 Students' Writing Ability

Figure 4: Percentage of students' writing ability
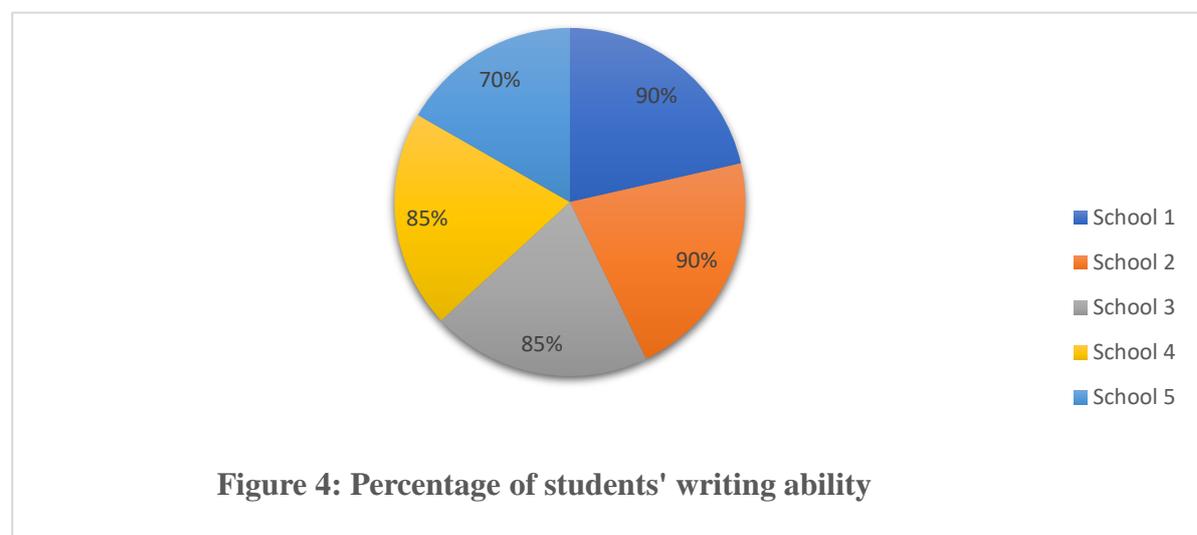
When teachers were asked about the writing ability of their students, 2 of them said that 90% of the students in their school can write well on any topic. 2 other teachers said 85% and another teacher said 70% students can write fairly well in any topic.

4.2.3 Students' Speaking Ability

Figure 5: Percentage of students' speaking ability
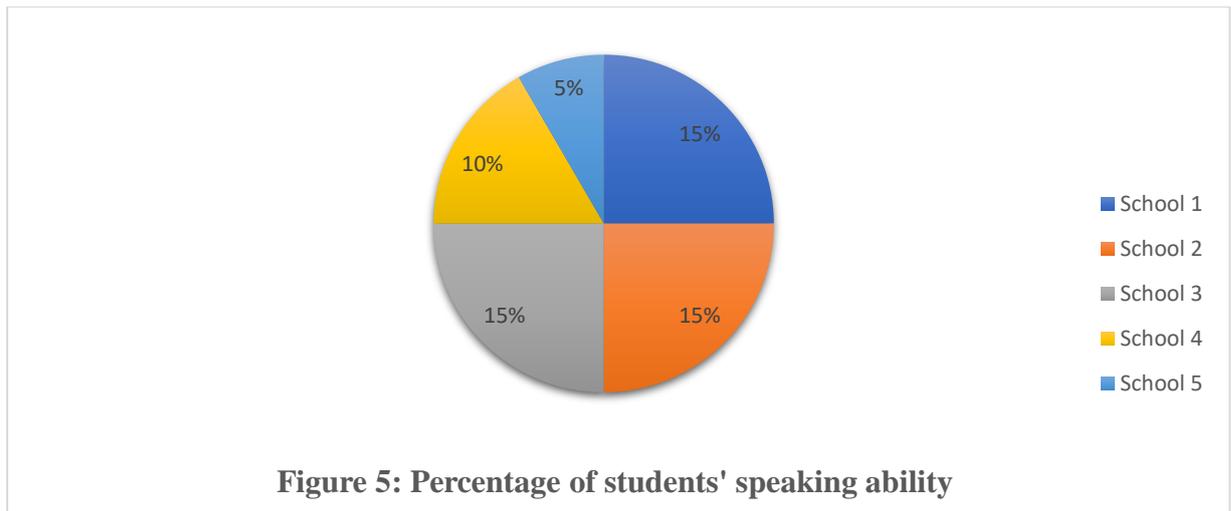
When asked about the speaking ability of the students, 3 teachers said that 15% of the students in their school can express their opinions in English fairly well. The remaining 2 teachers said that percentage is 10% and 5% respectively. They said that most of the students in their school could not speak English.

4.2.4Students' Listening Ability

Figure 6: Percentage of students' listening ability
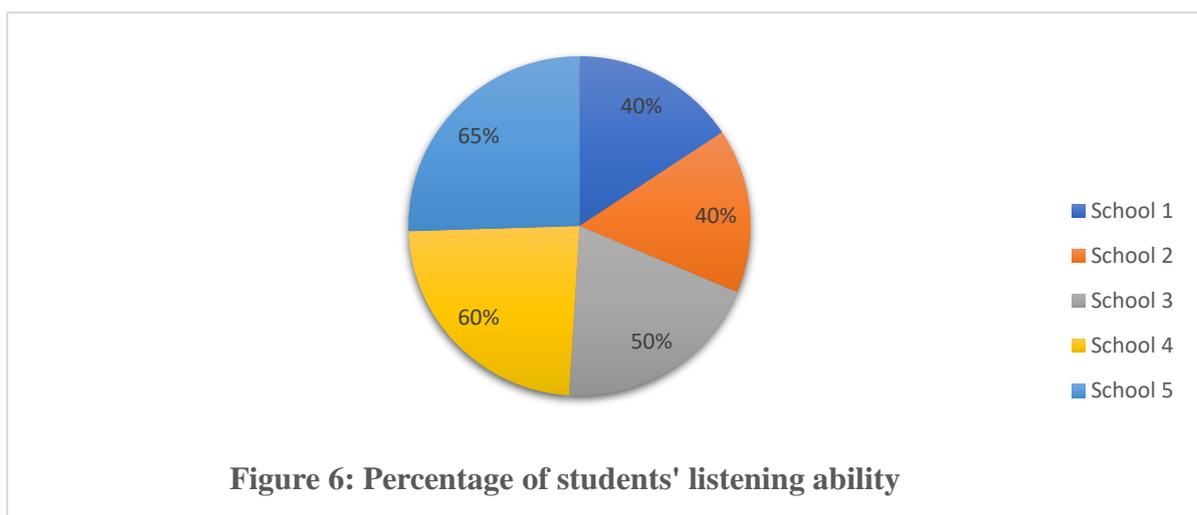
When teachers were asked to say about students listening ability, 2 teachers said that students listening ability of their school is 40% which is very low. Other 3 teachers said that percentage is 50%, 60% and 65% respectively.

4.3 Classroom observation

4.3.1 Interactive classroom

74% participants (37 students) said that their teacher did discuss in any topic in English in the class. 26% students (13 students) said that most of the students of their class were interested in interactive classes. But there was no discussion activity in the class. Very rarely they participated in any discussion in class.

4.3.2 Using English in the classroom

English is not practiced in class. 20% students (10 students) said they were given separate classes for English practice. But the remaining 80% (40 students) students said that they were not practiced English in class. Most of the students said they could not speak English. Because speaking is not given importance, it is not possible for them to practice speaking English. Asking them to say any sentences in English makes them nervous. Some students say that their lack of knowledge in English makes them commit mistakes in reading, writing and speaking English.

4.3.3 To inspire students to speak English

80% of the students (40 students) said that they want to become proficient in English but their teacher did not inspire them. Textbooks are taught in class only to do well in exams. There is no system for acquiring proficiency in English.

4.3.4 Classroom activities

80% of the participants (40 students) said that they are not given group or pair work in class. Since every class has a hundred or more students, group work or pair work is not possible. They listen to the teacher's lecture throughout the class.

4.3.5 Using audio-video materials

By observing classroom, it was revealed that most classrooms do not have audio-video materials. Classroom observation also revealed that very few classes have audio-video materials. Due to which listening practice is not possible.

CHAPTER 5

Discussion of the findings, Recommendations

5.Discussion of the findings

From the responses of teachers and students, some different data were found. All information gathered from classroom observation, Focus Group Discussion and teachers' interview. Most of the teachers said that they want to follow the method mentioned in the curriculum, but it is not possible to follow it due to lack of adequate system in the classroom to follow it. Some teachers complained that the CLT method necessitated specific assistance, which they did not receive, such as logistical help, the right class size, adequate time to finish the syllabus etc. From the teachers interview, it was revealed that most of the teachers did not have knowledge about the approach.

Classroom observation also revealed that most of the classes did not have audio or video materials and most of the teachers still followed the GTM method. Grammar rules are being taught in most classes and textbooks are being translated into Bengali. Many teachers do not know enough about CLT. They are only completing the exam syllabus. Their objective is to get good marks in exams. Some teachers placed a strong emphasis on their students' communication skills, whereas the majority placed a strong emphasis on their students' academic performance. Some teachers feel that arranging group or pair work in class is a waste of time. Teachers who have used a combination of CLT and GTM, report from their own experience that the classroom or the students are not yet ready to apply and adopt the CLT approach.

Focus Group Discussions revealed that most students were not interested in English class. English is very difficult for them. They don't get any scope of interaction in English in class. They are pressured to do well in exams. That is why, they study heart and soul for their exam. It has been observed that CLT is not given importance in most of the

classrooms and those who want to follow salt are not able to follow due to lack of sufficient facilities.

5.1 Recommendations

The CLT method should be followed in teaching instead of the traditional method. It is possible to make students proficient in English by following the CLT method. Especially classroom activities should be given more importance. If teachers give more importance to an interactive classroom, then students will have the freedom to speak or express their opinions in class. By doing this, the shyness that exists between students while talking in class will no longer exist. Teachers need to work more on students' fluency. Teachers should always arrange pair or group work in class. Students will be able to use English in daily conversation if there is always an interactive environment in the class. When it comes to oral presentations or public speaking, students typically experience anxiety, so they always want to avoid these assignments. Teachers can set up a speaking session for their pupils and encourage them to speak in front of a crowd to help learners.

Fixing government policy and having adequate logistical resources are essential for CLT to be successful in Bangladesh. The government's administrative body, those in charge of establishing educational policies, and those in charge of educational institutions must reflect on how best to implement CLT in the classroom. The government must set up adequate training programs and engage with other reputable overseas educational institutions on its methods of instruction. Students actually need to be encouraged to participate in language drills, and teachers need to establish creative standards for assessing students' progress.

CHAPTER 6

Conclusion

6. Conclusion

In 1995, the Bangladeshi Ministry of Education has introduced a new method at the secondary level, that is Communicative Language Teaching (CLT) method. Unfortunately, our students are not yet proficient in English. The main purpose of CLT is to improve student's skill in English. But most of the students are not proficient in English yet. Studies have shown that there is a shortage of trained teachers, flawed examination systems, inadequate classroom activities, and inadequate or non-standardized teaching materials were the main factors disrupting the implementation of CLT. Still, teachers and students consider it more important to do well in exams than to be proficient in English. Some educational institutions are trying to improve the communicative competence of their students. But it is not observed in most educational institutions. It was also pointed out that the involvement of teachers and students in the new mwthod was inadequate. These activities simply reflect traditional English teaching and learning methods that ultimately discourage students from achieving CC. For implementing CLT, needs material support and improved setting which is not available in most of the schools in our country. As a result, CLT is not at a satisfactory level in our country.

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Appendices

Appendix A: Focus group discussion for students'

1. Do you enjoy your English class?

2. Do you practice speaking activities in your class?

3. Do you practice listening activities in your class?

4. Can you speak in English fluently?

5. Can you write letters, paragraphs, dialogues etc.?

6. Comment on your reading ability.

7. Do you do pair or group work in the classroom?

Appendix B: Interview questions for teacher's

1. What subject did you graduate in?

2. Do you enjoy teaching English?

3. Do you have a clear idea about Secondary English curriculum? Have you seen or read it?

4. Do you follow the Teacher's Guide? Have you seen or read it?

5. What do you know about Communicative Language Teaching?

6. Do you ever apply it?

7. Did you have training in teaching English?

8. Are existing textbooks useful for the implementation of the curriculum?

9. Do you arrange group or pair work in class?

10. Are there audio-video materials in the classroom?

11. Do you think the English textbook is effective in creating communicative competence?

12. Comment on students' reading ability.

13. Comment on students' writing ability.

14. Comment on students' speaking ability.

15. Comment on students' listening ability.

Appendix C: Classroom observation

Objectives of the lesson (as perceived):

    i.   Whether CLT method id being followed in class

    ii.   Whether the students are getting a suitable environment to learn English

Appendix C1: School 1

Name of the school: Agrani High School

Class: 6

Number of students: 52

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	**SUBJECT MATTER CONTENT** (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	A paragraph on a topic was being taught in class. The teacher was telling how to read and write it.
2	**ORGANIZATION** (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	The teacher was asking the students to speak on that topic. The students one by one were trying to speak about it in English.
3	**RAPPORT** (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages	It was an interactive class. The teacher was encouraging every student and giving feedback on their narratives.

	participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	
4	**TEACHING METHODS** (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	Teacher was following CLT method.
5	**CLT PRACTICES** (whether the teacher engages learners in producing language through individual, pair or group work in communicative tasks)	CLT practice was going well in the class. Everyone in the class was participating in the activity.

Overall impression of teaching effectiveness:

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The teacher tried to follow the CLT method in the class. As the teacher was speaking in English, the students were listening and trying to repeat it that way. By doing this, besides learning, their speaking and listening skills were increasing. And it is an effective way to learn English.

Appendix C2: School 2

Name of the school: Chunarughat Pilot girls High School

Class: 7

Number of students: 66

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	**SUBJECT MATTER CONTENT** (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher was teaching English textbook in the class.
2	**ORGANIZATION** (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how	After the teacher finished the chapter, asked the students to talk. Students were trying to explain the chapter in their own way. The classroom was well organized.

	the objectives of the lesson met/ what they have learned today)	
3	**RAPPORT** (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	It was an interactive class. The teacher was giving equal importance to everyone in the class. The teacher was giving feedback after the students described.
4	**TEACHING METHODS** (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	The teacher used CLT method in the class. The teacher made the class interactive.
5	**CLT PRACTICES** (whether the teacher engages learners in producing language through	CLT method was being practiced in the class.

	individual, pair or group work in communicative tasks)	

Overall impression of teaching effectiveness:

The class environment was quite good. The system in which the teacher was taking tin he class, is effective for learning English. Taking classes following this system will develop student's communicative competence.

Appendix C3: School 3

Name of the school: Dakshina Charan Pilot High School

Class: 8

Number of students: 96

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	**SUBJECT MATTER CONTENT** (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	The teacher was teaching the textbook to the class and trying to explain the text in detail.
2	**ORGANIZATION** (organizes subject matter; states clear objectives; emphasizes and	There are 96 students in the class. The teacher was trying to make understand the students the whole chapter.

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	summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	
3	**RAPPORT** (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	The teacher was trying to make understand the students well. Some of the students were questioning and the teacher was trying to answer them. It was an interactive class.
4	**TEACHING METHODS** (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and	Teacher was translating the chapter but trying to take the class according to CLT method by making the class interactive.

	appropriate; stays focused on and meets stated objectives)	
5	**CLT PRACTICES** (whether the teacher engages learners in producing language through individual, pair or group work in communicative tasks)	CLT was not being practiced properly.

Overall impression of teaching effectiveness:

The class was interactive which reduced students fear and increased their ability to speak. Translating chapters isn't a good system though, students were engaged in the class. If they are engaged, their English skills will increase.

Appendix C4: School 4

Name of the school: Adarsha High School

Class: 9

Number of students: 76

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	**SUBJECT MATTER CONTENT** (shows good command and knowledge of subject matter; demonstrates breadth and depth of	The teacher is teaching grammar in the class. Students were practicing narration.

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	mastery; tries to develop a knowledge seeking behavior among students)	
2	**ORGANIZATION** (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	The teacher is teaching grammar rules and solving the question. The student is writing what the teacher is writing on the board
3	**RAPPORT** (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not only on subject matter but also in manner, etiquette and attitude)	the class was not interactive and the teacher was not taking any feedback from the students. And the teacher was not following if anyone has problem.
4	**TEACHING METHODS** (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement;	GTM method was being followed in the class. The teacher was not encouraging questions from the students.

	encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)		
5	**CLT PRACTICES** (whether the teacher engages learners in producing language through individual, pair or group work in communicative tasks)	The class was not interactive and CLT method was not being applied properly.	

Overall impression of teaching effectiveness:

Students were learning grammar rules. But it is not possible to become proficient in English through grammar rules. Also, there was no participation of the students and that was not an effective way of learning English.

Appendix C5: School 5

Name of the school: Mohammad Ali High School

Class: 10

Number of students: 77

S/N	Review Section	In what ways? (Specific examples/ clarifications)
1	**SUBJECT MATTER CONTENT** (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery; tries to develop a knowledge seeking behavior among students)	Class was going on the textbook where teacher was translating the chapter.
2	**ORGANIZATION** (organizes subject matter; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, starts and finishes the lesson properly with an attractive warm up and a conclusive end- how the objectives of the lesson met/ what they have learned today)	There were 77 students in the class. From the beginning of the class the teacher had started reading the text and finished the class by reading the chapter.
3	**RAPPORT** (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm, both teacher and students are ready for the class not	In the class the teacher was reading the chapter and asking the students if they had understood the meaning of the text.

	only on subject matter but also in manner, etiquette and attitude)	
4	**TEACHING METHODS** (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; encourages questions from students and responds with interest; is open to ideas; uses real life examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	GTM method was being followed in the class. After teaching the chapter the teacher asked students if they had any question. Most of the students did not response.
5	**CLT PRACTICES** (whether the teacher engages learners in producing language through individual, pair or group work in communicative tasks)	There was no group or pair work. Also, class was not interactive. CLT method was not being applied properly.

Overall impression of teaching effectiveness:

The class was being conducted following traditional system. Students communicative competence will not be developed the system in which classes was being conducted. Students need to be engaged in class activities. It is not possible to make them proficient in English only through text. Importance should be given to improving speaking and listening skills.