

**Problems and Prospects of Implementing CLT: A Research
at the Urban Primary Schools in Bangladesh**



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CERTIFICATE OF APPROVAL

I hereby declare that this thesis is the student's own work and effort. All sources of information incorporated here have been duly acknowledged. This thesis has been submitted with my approval.



(Dr Faheem Hasan Shahed)

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DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.

A rectangular box containing a handwritten signature in black ink. The signature appears to be 'Rafa' in a cursive script.

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Table of Contents

Acknowledgement.....	V
Abstract.....	ix
Chapter 1: Introduction	01
1.1 Background of the study	01
1.2 Problem Statement	02
1.3 Research Questions	03
1.4 Research Objectives	03
1.5 Purpose of the Study	04
1.6 Definition of the Term	05
1.7 Thesis outline	05
Chapter 2: Literature Review	07
2.1 Characteristics of CLT	07
2.2 GTM & CLT in Bangladesh	07
2.3 Exam System	08
2.4 Use of CLT in the Classroom	08
2.5 Perception about CLT	09
2.6 Technological Advancement	10
2.7 Teachers' Remuneration	11
2.8 South Asian Context	11
2.9 Role of Authority	12
2.10 Teachers' Qualities	13
2.11 Students' Proficiency	15
2.12 Implementation of CLT Curriculum	16
2.13 study Conducted in Bangladesh	17

Chapter 3: Methodology	18
3.1 Research Design	18
3.2 Sampling	19
3.3 Participants	19
3.4 Data Collection	20
3.5 Data Analysis	20
3.6 Ethical Considerations	21
Chapter 4: Finding	22
4.1 Present Scenario of CLT Implementation	22
4.2 Perception of Teachers Regarding CLT	24
4.3 Problems and Prospects of CLT	26
4.4 Classroom Observation	28
Chapter 5: Discussion	30
5.1 CLT Implementation	30
5.1.1 Teacher Centered Class	30
5.1.2 Language Skills	30
5.1.3 Fluency and Accuracy	31
5.1.4 Learners' Engagement in the Class	31
5.1.5 Activities Practiced in Class	31
5.2 Challenges that Teachers Face to Implement CLT	32
5.2.1 Classroom Environment	32
5.2.2 Exam Oriented Class	32
5.2.3 Lack of Facilities to Support CLT	33
5.2.4 Students' Phobia in English Speaking	33
5.2.5 Lack of Interest and Expertise in Material Development	33

Chapter 6: Conclusion	35
6.1 Recommendations	35
6.1.1 Teacher Training in CLT and Material Development	35
6.1.2 Evaluation of Teaching Process	36
6.1.3 Following Textbook Instruction	36
6.1.4 Arrangement of the Materials Regarding Communication	36
6.1.5 Changing the Classroom Environment	37
6.1.6 Arrangement of Student-Centered Classroom	37
6.1.7 Including Interesting and Practical Topic	37
6.1.8 Reducing Students' Hesitation	38
6.1.9 Changing the Exam Format	38
6.1.10 Improvement of Teachers' Own English Skills	38
Reference.....	40
Appendix.....	48

Abstract

In Bangladesh, students start to learn English from their primary level as a compulsory subject. In recent times CLT has been used as a method of learning English in the primary section which is obviously a good change. The aim of this study was to find out the problems and prospects of implementing CLT in the urban primary level of Bangladesh. The feasibility of this method was also explored. The findings from the research shows that teachers face numerous difficulties in implementing CLT in the classrooms. Classroom environment, exam-oriented class, lack of facilities to support CLT, student's phobia in English speaking, lack of interest and expertise in material development are the main problems in implementing CLT in the urban primary schools in Bangladesh. The study, subsequently, provides crucial recommendations regarding teacher training, material development and instructional changes.

Key words: CLT, Problems and prospects, Teachers' training, Primary classroom.

Chapter 1

Introduction

1.1 Background of the Study

Since 1971, English has been a mandatory subject to study in primary and secondary education in Bangladesh. Even though education policy in Bangladesh has always been a matter of political interest, it causes damage to Bangladesh's education curriculum (Chowdhury & Kabir, 2014). In this shaky foundation of education policy, the Grammar Translation Method reigned the ELT sector largely, but it did not serve the purpose because the method focuses only on process; as a result, learners failed to perform well in the practical domains (Karim et al., 2017), so the MOE of Bangladesh did a paradigm shift to Communicative Language Teaching (CLT) to elicit performance and practical activities (Alam & Kabir, 2015). According to a World Bank report (2016), Bangladesh has grown extensively and has become one of the middle-income countries. To continue this growth, Bangladesh needs to take part in more multinational and international activities—and to do that, Bangladesh needs excellent communicators (Rahman & Pandian, 2018). Therefore, this paradigm shift was done with the goal of developing communicative competence in learners (Alam & Kabir, 2015). Unfortunately, Bangladesh has embraced CLT methods, but they are alien to its providers, i.e. the English learners and the teachers (Hoque et al., 2018) due to many reasons—from a lack of trained teachers to the problematic testing system and issues with the curriculum—all of which are valid (Alam & Kabir, 2015). According to Kabir et al. (1993) Bangladesh introduced CLT into the curriculum in 1997. Ten years after the implementation of CLT, Hamid & Baldauf (2008) came to the conclusion that the CLT implementation mission in Bangladesh is highly unrealistic which ultimately made the ELT situation more pathetic and this

ELT situation has become a “white elephant” as it is causing defalcation of human recourse rather than producing positive outcomes; Hamid & Baldauf (2008) indicated to improve teacher training program and the recent studies conducted by (Sima & Hoque, 2019; see also Khanam & Hoque, 2021; Rahmatuzzman, 2018; Nuby et al., 2020) indicated and recommended the same factor improvement; Therefore, the purpose of this research is to find out the other factors besides teachers training which are hindering the successful implementation of CLT in reality.

1.2 Problem Statement

Some scholars have expressed that the CLT method itself is problematic because there is no universal model available and many have defined it in different ways. As a result, it causes problems in the teacher schema and raises questions for many highly qualified teachers who have had teaching experience for a couple of decades (Alam & Kabir, 2015). Due to the lack of any fixed CLT model, lack of training problems, scarcity of qualified teachers, and issues with curriculum decision-making (Hassan, 2019), some assume CLT was never truly implemented in Bangladesh (Alam & Kabir, 2015). Furthermore, the lack of authentic learning materials is another key issue. The Bangladesh curriculum has given the responsibility of choosing materials to external and local experts (Hassan, 2019), excluding teachers and learners from the field. They are actually the authentic consumers of the materials and the real observers of practical situations (Karim et al., 2017). This complete ignorance towards teachers’ involvement in curriculum design and the problems with teachers’ training programs cause issues in the classrooms where CLT gets influenced by GTM (Karim et al., 2017; Rahman & Pandian, 2018). Another issue that is greatly hindering the implementation of CLT is the testing and assessment system at the primary level. Most of the tests in Bangladeshi education are summative and focus on “discrete test items” while ignoring communicative tasks (Islam, 2021). All these issues could have fewer adverse effects on

education if the paradigm shift from GTM and CLT occurred with proper planning (Rahman et al., 2019). Overall, all these above-mentioned issues revolve around teachers' training, paradigm shift, and assessment—it is also ambiguous for which classrooms these issues are relatable. On the other hand, this paper uses a realistic lens to find out what other factors are hindering CLT implementation in Bangladeshi classrooms at the primary level by analyzing transcribed interview data and existing literature. Therefore, this paper could be a handbook for the teachers, material developers, and school authorities who want to promote the CLT method in the primary classrooms of Bangladesh.

1.3 Research Questions

General question

- What is the present scenario of CLT implementation at the urban primary schools in Bangladesh?

Specific questions

- What are the perceptions of teachers regarding using CLT in their classrooms?
- What are the problems and prospects of CLT in the classrooms?

1.4 Research Objectives

Primary objective

- To investigate the present scenario of CLT implementation at the urban primary schools in Bangladesh

Secondary objectives

- To examine the perceptions of teachers regarding using CLT in their classrooms
- To identify the problems and prospects of CLT in the classrooms

1.5 Purpose of the Study

The purpose of the study is to find out the problems and prospects of CLT implementation in urban classrooms by making teachers, authorities, and the people to whom it matters aware of the factors behind its impediment. This study tries to develop a lens through which practical reasons that are hindering the implementation of CLT can be found. This paper relies on positivism, which is a research philosophy through which the reality of CLT implementation could be “understood objectively” (Paltridge and Phakiti, 2015). To achieve these goals, the researcher will be using a case study as a methodology so that an “in-depth understanding of” (Cresswell & Poth, 2018) the case can be explained; furthermore, according to Cresswell & Poth (2018), “case studies provide an in-depth understanding of any phenomenon.” In this particular study, it helps us to come up with insights about the problems and prospects of the implementation of CLT in primary classrooms in Bangladesh. Participants in the research is six teachers in a primary classroom; interviews have taken, and the interview data has transcribed for critical analysis. Critical analysis of this subject matter is important because defining CLT or the principles of CLT from a single point of view is not possible, so the researcher is critically analyzed the data to reflect and justify the findings from a strategic and dynamic point of view related to CLT. Furthermore, CLT does not only deal with four skills—speaking, reading, and writing—from a surface level; it could also focus on a learner’s strategic competence, verbal and non-verbal knowledge of communication, and so on (Hassan, 2019).

1.6 Definition of term

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. It is also referred to as ‘communicative approach to the teaching of foreign languages’ or simply ‘communicative approach’. (Wikipedia, 2016)

CLT is a set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not structure. In this approach students are given tasks to accomplish using language instead of studying the language. (M. A. Khan, 2016)

The Communicative approach aims at developing procedures for the teaching of the four skills that acknowledge the interdependence of language and communication. It aims to make students communicatively competent. (Richards & Rodgers, 1986). An approach to language instruction that prioritizes target language interaction as both the overarching goal as well as an avenue for accomplishing that goal. This approach focuses primarily on the development of students’ communicative competence in a meaningful cultural context. (IGI Global, 2018)

1.7 Thesis Outline

The thesis is structured as follows:

Chapter one provides a concise overview of the research, background of the study, problem statement, research questions, research objectives, purpose of the study and definition.

Chapter two critically examines a broad range of literature review related to the communicative language teaching. It discusses the definition, characteristics and principle of CLT in the context of Bangladesh.

Chapter three discusses and justifies the research methodology. The chapter outlines the research design, data collection methods and how they ensure the credibility and consistency of the findings. It highlights the data collection and analysis process and touches the ethical considerations.

Chapter four presents the findings derived from in depth interviews with six primary school teachers in Bangla medium schools, group interviews with teachers and classroom observation. The findings are categorized according to identified themes.

Chapter five focuses on analyzing the findings from the previous chapter. It compares these findings with the expected outcomes documented in the literature review, aligning with the research questions that guide the thesis.

Chapter six finally offers a conclusion for the entire study. It provides recommendations aimed at enhancing communicative language teaching in educational institutions moving forward.

Chapter 2

Literature Review

2.1 Characteristics of CLT:

CLT aspires learners to acquire the basic 4 skills in natural process; further, it emphasizes the activities that can facilitate the class achieving the targeted goals; moreover, contextual teaching of grammar has been inspired by the CLT method (Hassan, 2019). How grammar needs to be taught has always been a matter of debate, due to extensive criticism and no groundbreaking improvements coming from the GTM method—a paradigm shift to CLT was necessary. However, CLT has been criticized to a great extent for not having exact models, discouraging error-free production and grammar accuracy (Azad & Shanta, 2012; Hasan, 2019).

2.2 GTM & CLT in Bangladesh:

Even after a lot of failures, Bangladeshi national exams are taken in a fully grammar-based format (Alam & Kabir, 2015). Grammar needs to be learned subconsciously or it may only function as a monitoring ability (Krashen, 1985). However, another study by Rahman et., (2017) illustrates the current condition of CLT—the teachers' thoughts are still nowadays somewhere influenced by their past experience with GTM and they strongly believe in error correction, deductive grammar teaching, and so on. These are occurring due to the issues related to teacher's training program—teachers with extensive work hours feel demotivated to attend training, and they neither have access to the effective materials, opportunities, and methods that are required for CLT practice, however technological advancement in this field can solve many of the issues related to the teachers training program (Karim, 2018) but training teachers cannot solve the issues exist

in CLT of Bangladesh—there is big problem exists with the examination system of the country which forces students to memorize and fossilize errors (Hoque et al., 2021).

2.3 Exam System:

Arfae (2020) further explains that public exams which encourage students to memorize can influence the attitudes of teachers, students, and parents toward education; exams can create psychological pressure on language learners and teachers which drive them towards focusing only on the items that are going appear in the exam (Ali & Hamid, 2020) and in Bangladesh, there is only writing exam exist in SSC and HSC levels. Furthermore, lack of English listening and lack of oral proficiency is one of the major drawbacks for English teachers to implement CLT in the classroom (Yaqoob, 2015; Ji & Liu, 2021). Large classroom size, non-supportive environment, time constraints, teachers' and students' motivating factors, and interests related issues are also reasons behind not using CLT in the classrooms (Yaqoob, 2015; Hermagustiana & Rusmawaty, 2021).

2.4 Use of CLT in the Classroom:

To measure the success of CLT implementation— Islam (2018) interviewed teachers who admitted they do not use CLT in the classroom at all and also from the authority no initiative has been taken to improve the situation since the paradigm shift. Ignorance of collaboration between policy-makers and teachers in curriculum-related activities is hindering all kinds of implementation taken in the Bangladeshi ELT sector (Rahman & Pandian, 2018). The reason behind the unsuccessfulness of CLT implementation is related to the resistance that is created by the different stakeholders—not only teachers but students, policymakers, and more (Rahman et al., 2019). Bangladeshi education policy needs to be revisited to solve the issues that exist in

education (including CLT issues) because the classroom attitudes and policies are vested with western ideologies and influence; CLT adopting methods and techniques need to be introduced in class; teachers' training programs need to be supported financially; bringing improvements in infrastructures is mandatory as well (Rahman & Pandian, 2018). Hoque et., al (2017) performed an extensive interview session with teachers and came to a conclusion that suggests academic qualification, the background in which they studied, skills and experience they developed, and how much technology they use in class all have an overall impact on CLT practice in the classroom.

2.5 Perception about CLT:

CLT in the Bangladeshi context has ambiguity, a number of teachers believe that CLT is not useful at all for language teaching learning and some of them do not have any clear idea of what CLT is all about—so they use the GTM method while admitting GTM methods lack in the integration of all four skills; on the other hand, the young teachers in this field are much more interested practicing CLT in the classroom because it has a lot with their past experience with learning as a student. Majority of the teachers in interviewed are biased to GTM method who explain that activities such as roleplay, interview, games, etc. are a waste of time and has nothing to well in the national exam—rather than focusing on the ‘useless’ items they focus on the items that will appear in the exam which results in teaching grammar deductively. Finally, it has been predicted that CLT in Bangladesh may never fully function due to this kind of bias-ness towards GTM (Karim, 2017). There is an extensive level gap between practice and theories of CLT at the Bangladeshi primary level, according to the students of a particular their teachers do not allow learners autonomy and they are forced to memorize and provide regular notes to solve problems; the reasons behind this careless are lack of skills in teachers, lack of time, problems in training,

large class, environment-related issues and more; on the other hand, majority of the students themselves prefer this kind of teaching, they see the teacher as the main source of knowledge (Alam & Kabir, 2015; Hassan, 2019).

2.6 Technological Advancement:

It is not true that from the policy maker no initiatives were taken but still the scenario of CLT in the Bangladeshi context has not been improved due to cultural barriers, lack of resources, and lack of materials to facilitate authentic learning (Hassan, 2019). Implementation of technology could hugely help learners to get involved in the active learning environment (Hermagustiana & Rusmawaty, 2021) but the situation of technological use in Bangladesh is very poor according to Hoque et al., (2018) only one-third of teachers in a hundred uses a different type of technological device and only 25% teachers of the survey use the internet but most of them showed support to use it for training purposes but they are unaware regarding how technology can be used in a CLT classroom to create an authentic learning environment. To introduce technology in urban classrooms, a large amount of financial aid is required (Hoque et al., 2018). Adapting technology to teachers' training programs can bring tons of positive impact but the major concern is whether all the teachers will be able to use the technological devices to attend the programs virtually (Rahman et al., 2019). Furthermore, introducing technology in the class is the part of resourcing process, resourcing does just refer to the improvements in infrastructure (Rahman & Pandian, 2018). Technological advancement in teachers can bring changes in CLT perspectives and remove biased views with GTM because if a teacher can use an android phone properly it means the trainer is in his/her pocket (Karim et al., 2018).

2.7 Teachers' Remuneration:

One of the most important issues that have not been a concern by the authorities is the amount of salary a primary to a secondary teacher receives, it is very low—which is enough to create mental pressure and demotivate teachers from teaching in the proper way (Hassan, 2019). Unfortunately, there is none to listen to the problems of teachers, also their opinion never has been taken into the consideration before bringing any change in the education system. Even though the government promotes new teaching approaches and techniques at the grassroots level but does not properly organize the training program that is required to adopt that technique (Hassan, 2019). Curriculum decision-makers do not feel the necessity of including teachers in decision making which is one of the reasons why the changes in the curriculum go in vain (Rahman & Pandian, 2018).

2.8 South Asian Context:

CLT principles are only reflected in the curriculum of the Bangladeshi education system but it does not reflect in the syllabus, textbook, or classroom interaction, among teachers and students (Kabir, 2019). In South Asian countries positive washback in education is vital; Bangladesh has a mismatch between the curriculum (CLT) objectives and classroom teaching and learning (Sultana, 2018). Furthermore, Bangladeshi teachers and students have chosen the easy method to produce and score higher CGPAs—the traditional GTM method—some of the common features of CLT in Bangladeshi English and Bangla medium classrooms are present such as using L1 for instructions, introducing vocabulary through experiencing, reading silently but translation, rules memorization still highly practiced in Bangladeshi classrooms. So, it is evident that the country is far from applying correct CLT principles in classrooms—however teaching is a creative

work and it is equivalent to developing art, therefore, teachers need to be creative enough to apply CLT innovatively or any other method or multi-method to facilitate learning (Fatema, 2019). Indian education is almost suffering from the same kind of issue— incoherence between curriculum objectives and real-life practice (Hoque, 2019; Sultana, 2018). In Bhutan, teachers are welcoming new changes in the curriculum but they have ambiguity in teaching methods. Pakistani education is still highly influenced by GTM instead of communicative language teaching due to assessment-related issues. In Nepal, textbooks are highly driven by non-realistic grammar practices which is hindering to implementation of communicative language teaching in classrooms. There are some common factors that are causing this negative washback in every South Asian country. The very basic reason is these countries could not implement the CLT principles correctly in the curriculum then other factors such as problematic test design, issues in teaching materials, teaching methods and more could be blamed (Sultana, 2018). Also, curriculum implementation in Bangladesh is a top-down process as a result, the sailors or the teachers who will be sailing the ship of education do not get many opportunities to make the expedition successful (Kabir et al., 2020; Rana & Chowdhury, 2020).

2.9 Role of Authority:

To still make CLT proposer in Bangladesh, teachers training, technological advancement in classrooms, teaching grammar separately rather than in a communicative classroom, making students interactive and motivated in a right proportioned classroom, changing MOI to English (Rana & Chowdhury, 2020); these factors are common (Xu, 2021; Kabir et al., 2020) but there is no perfect method for teaching, not CLT is perfect. Therefore, combining methods seems logical to Xu (2021). After observing typical classrooms in Bangladesh Kabir et al., (2020) found out that most SSC classrooms are exam-centered and the items of the tests are highly predictable and the

tests do not even follow curriculum guidelines correctly. Furthermore, even the new English textbooks do not seem enough for 4 fundamental skills developments. To solve these issues the authority needs to take pragmatic steps (Kabir et al., 2020). Also, regarding these issues (Hoque, 2019) suggests using authentic materials in the classroom such as movies, magazines, etc., and implementing motivational and engaging activities such as debate, drama, games, etc. Furthermore, all the stakeholders in English teaching and learning need to be made awaked of CLT principles (Hoque, 2019). On contrary, Jadoon (2020) discovers that the head teacher or principal and the teachers of every school need to work rigorously for their own institute to avoid the CLT implementation obstacles in the Pakistani education system. In Bangladesh exam directed teaching and learning system is the major factor according to Khanam and Hoque (2021); further mismatch between CLT curriculum and test, blindly following the GTM method, classroom size, issues in materials, less usage of technology, problems with teachers training and teacher's involvement in irrelevant activities to maintain formality are the other factors that are hindering the implementation of CLT (Khanam & Hoque, 2021). Usage of the mother tongue is a very popular teaching act in Bangladeshi so-called CLT classrooms which are mostly influenced by the GTM method but the mother tongue for solving timing problems, developing mixed abilities, and so on. However, Tactical usage of both L1 and the target language can be beneficial for learners (Sarkar, 2018). Unfortunately, in Bangladeshi classrooms most teachers prefer to give lectures entirely in Bangla; instead of making students do pair work, teachers translate passages and teach grammar rules in Bangla (Hossain, 2018).

2.10 Teachers' Qualities:

Teachers ignore CLT principles in class because they are not skillful enough, lack technological knowledge, have a problematic testing system, have large classrooms, extremely

tight schedules of teachers. To solve these issues and implement CLT successfully, all 4 skills need to be tested, and proper technological knowledge, training, issues in materials, classroom arrangement, and infrastructure need to be fixed (Hossain, 2018; Kabir et al., 2020; Islam, 2021; Nayeem et al., 2020). The biggest challenge for teachers to implement the CLT method in classes is classroom management because on average there are 60-85 students in each class and there is only 30-45mins time to teach. Also, teachers take multiple classes without any breaks they run floor to floor and class to class as a result time gets wasted. Most teachers rely on textbooks, there are a few teachers who use multimedia in the classroom even when it's available—this occurs due to a lack of skills in teachers. Instead of teaching students to communicate in real life, they focus on completing the syllabus as soon as possible. NCTB still has a lot of work to do such as adding relevant literature in thematic categorization in textbooks which can promote CLT practices in classrooms. NCTB (2006) tells us to emphasize more on fluency rather than accuracy but teachers in class do not encourage students to speak in English. Therefore, to promote learning in the CLT style, the government needs to take a long-term plan regarding the outline of institutes that can implement CLT (Rahmatuzzman, 2018; Rahman et al., 2019). the authority needs to implement mandatory speaking and listening tests in the curriculum; materials developers need to add items and materials that are much more effective for CLT; the environment of the classes needs to be aligned with CLT principles (Rahmatuzzman, 2018). Students have no exposure to the target language in our urban classrooms in Bangladesh because most of the time teachers read out loud from the books. Also, there are few numbers of teachers who can speak English in urban schools. There are a few activities in the textbook which encourage doing pair work, group work, or discussion but it was observed that teachers skip those sections as they are not beneficial for exams. This kind of teacher-centered classroom guidebook and model test are extensively used following

GTM principles. Furthermore, there is a huge logistic scarcity in the rural and even urban schools of Bangladesh; most schools rely on chalk, board, duster, and textbooks for teaching and learning (Nuby et al., 2020). In Syria, teachers are positive about the CLT method but they have an extensive syllabus to cover in a short time, a shortage of CLT materials and their teachers require sufficient training programs as well (Armznai and Alakrash, 2021).

2.11 Students' Proficiency:

Students' proficiency is another crucial factor, the majority of the students do not have the skills to interact in a CLT classroom. Students are not even motivated enough to interact because the classes are highly test-centered. (Kabir et al., 2019). In Afghanistan, the education system was dominated by GTM and then audiolingual methods. As a result, teachers are more used to those techniques rather than CLT. There are other factors as well which are hindering CLT implementation in the classroom such as the student number in each class may go up to 250 and CLT itself has been designed for 30 students at the maximum level. Also, grammar-based testing, the heavy workload of teachers, and so on are the issues that are standing as obstacles in way of successful curriculum implementation (Takal and Ibrahim, 2019). In rural areas, CLT is not even close to implementation because there are a lot of issues that exist other than just teachers' training and the absence of technological use. Besides the other common factors, school authority suffers financially as well the rural teachers and the learners are the victims of poverty. Also, the environment is very poor there, students do not get extra home help nor under the roofless school as well; overall, there is a lack of an "English environment" for CLT method implementation (Hoque et al., 2021; Nuby et al., 2019).

2.12 Implementation of CLT Curriculum:

To solve these issues, the test format needs to be compatible with the CLT curriculum, teachers need to be re-trained, infrastructure needs to be improved, teachers and learner's ratio needs to be maintained, and class timing needs to be extended and properly used. (Nuby et al., 2019; Islam, 2021). Akter and Ashikuzzam (2019) emphasize more on the infrastructure and limited classroom resources such as overcrowded rural classrooms with disrupted electrical supply, not enough resources in the library or no library at all, and so on. A few textbooks which follow CLT methods are not suitable for the Bangladeshi context because they are designed for western culture and communication. In rural areas or even in Urban areas, Bangladeshi students do not get enough opportunities to get enough exposure to the target language; teachers with low speaking skills. Furthermore, CLT itself has a lot of limitations which are implementation hindering factors as well such as lack in particularity; if L1 culture and custom do not shape up the materials or lesson then learning L2 becomes difficult. Also, Full implementation of CLT in Bangladesh is hardly possible because the framework does not have practicality; the CLT method fully relies on natural learning through exposure to the language which is not possible in Bangladesh due to many factors. Furthermore, CLT method-driven textbooks do not represent the local or foreign culture completely. Due to these factors, post-method pedagogy could be the savior to bring improvements in the ELT of Bangladesh. Post-method pedagogy requires effective teaching skills to go beyond academic and administrative constraints in order to make changes in teaching (Akter and Ashikuzzaman, 2019).

2.13 Studies conducted in Bangladesh:

Certainly, Bangladeshi students have good proficiency in English writing skills compared to speaking but only writing skills cannot be sufficient to make oneself a global citizen. So, Bangladesh needs a curriculum that could be adopted from varieties of critical literacy topics; this can develop critical language awareness among Bangladeshi students (Naveen et al, 2020). Rahman and Ahmed (2019) observed the teacher's training program, it was found that the trainers were very motivating but the teachers taking the classes were highly reluctant and wasted the training time by asking illogical questions. A few trainers were not very professional and did not have much knowledge of training because they did not receive training from trainers. At the end of the study, it is evident that teachers do not get improved after attending training even though 90% of them think CLT is effective; only a few teachers tried to improve teaching in classrooms after attending training and most of them blamed the same factors—large classrooms, curriculum and assessment mismatch, extensive workload.

To sum up the literature review part, this research would be unique in terms of the prospects of CLT the researcher will be examined throughout the research. Most of the research conducted in this field only focused on the problems of implementing CLT in the classroom. In this study, the researcher will be focusing on both problems and prospects of CLT in the classroom. As CLT emerged with the aim of prioritize all the four basic skills of English, the teachers are trying to implement it in their classes. The researcher will try to find out, if CLT brings potential for the students or only the problems are arising implementing it as mentioned in the earlier researches. Too much focused-on problems keeping prospects unnoticed in this field, which the researcher will emphasis in this research.

Chapter 3

Methodology

3.1 Research Design

Given the nature of the research objectives, the researcher used qualitative approach in this study—since qualitative approach encourages a unique data analysis procedure (Teherani, 2015). In-depth interviews are a qualitative data collection method that allows for the collection of a large amount of information about the behavior, attitude and perception of the interviewees. (*Question Pro*,2023). Quantitative approach was avoided because the study could not be done with a survey design. The CLT issue needed to be explored from a wider perspective, analyzing the factors affecting CLT from many different stakeholders. In a wider domain like this, taking interviews of all stakeholder were possible. And also, the necessary information required for understanding the factors from all stakeholder are already available in the existing literature.

In this research an extensive analysis was conducted by collecting data from interviews, class observation and existing literature. Additionally, data were gathered in person through interviews, and classroom observation directly from the place, where teachers encountered and observed the prospects and difficulties with the uses of Communicative Language Teaching (CLT). Like quantitative study, it was not possible to bring many teachers and students into the lab— rather a researcher himself observed the issues with human eyes in an ideal environment where the issues are occurring. Moreover, this research approach helped the researcher to organize the transcribed data into themes or codes.

3.2 Sampling

Six teachers from three different schools took part in the interviews. Two were government schools while one was a private school. School X, the private one, was located in the country's southern part; the other two, School Y and School Z, were located at the centre of Dhaka.

The respondents of this study were selected through purposive sampling. Bernard also terms this sampling judgment sampling (2006, p. 97). According to Bernard (2006, p. 97), "In judgment sampling, you decide the purpose you want an informant (or a community) to serve, and you go out to find one... You wouldn't select a research community by chance but would rely on your judgment to find one that reflects the things you are interested in. It would be pointless to select a handful of people randomly from a population and try to turn them into trusted informants and co-workers."

As the researcher had specific objectives regarding what needed to be extracted from the respondents, the researcher had selected them accordingly.

3.3 Participants

The setting of the study was a few primary classrooms and a teacher's office chosen from 3 different schools. Also, interviews had taken with the teachers from 3 different primary schools. The participants of the study were 6 school teachers; interviews were taken with each teacher separately. The reason for choosing teachers is because they are the medium—through them, CLT practices can occur. Also, the urban teachers are engaged with the effects of urbanization and globalization which make it necessary to understand in which condition they exist when it comes CLT. Most of them had 3-12 years of teaching experience so they were able to explain the

situations prior to the paradigm shift—from GTM to CLT. Furthermore, attitudes towards CLT of younger and older teachers had understood easily.

3.4 Data Collection

Unstructured interviews were taken with 10 predetermined questions. Also, there was structured observation (non-participant) preplanned according to the schedule. The reason behind choosing this method is because it allowed the researcher to observe the actual attitudes and behaviors of teachers; how the teachers really behave towards CLT rather than not just how they say they do. Tools for observation preplanned checklists also used. As a mechanical tool mobile device was used to record the interviews. Interviews data were transcribed and thematic analysis had done because a lot of data were there: data from articles, interviews, and field studies; so, it was better to undercover the themes integrated into the data; by comparing and contrasting the different characteristics of data (Kiger & Varpio, 2020).

3.5 Data Analysis

All six participants of this study were interviewed face-to-face. With their permission, the interviews were recorded and later transcribed for data analysis. The researcher used the thematic approach for data analysis. According to Braun & Clarke (2006), thematic analysis is a tool to identify, analyze and establish patterns from the collected data. It facilitates the organization of data minimally while keeping all necessary details. Braun & Clarke (2006) propose a six-step guide to thematic analysis, which I have followed while analyzing the data of this study.

The researcher familiarized herself with the data in the first step of data analysis. As the researcher conducted the interviews by herself, she had prior knowledge of the information.

However, she got more familiar with the data by transcribing them myself and reading the transcriptions repeatedly. It helped to shape her ideas along the way. In the following step, the researcher carefully noted the significant aspects of the data items and constructed a pattern. Whenever a significant characteristic appeared, the researcher kept notes as it would be helpful later. In the third step, the researcher organized similar data sets under one theme. She organized the related data sets connecting to each objective-

Once the data were organized according to the themes, in the fourth step, the researcher reviewed the themes to double-check if the themes really fit in. Braun and Clarke's fifth thematic analysis step are defining and naming the themes. However, the researcher did not have to struggle much with this step as the research objectives led the way. In the final step, the researcher produced the report combining the reviewed themes with the organized data.

3.6 Ethical Considerations

The privacy of the respondents and the institutes is crucial in any research. Hence, none of their names are mentioned in this research. Both the respondents and the universities remain obscured with pseudonyms in this study. All the interviews were recorded upon the consent of the respondents. Moreover, no fragment of their recorded interviews or transcriptions has been shared with any third party

Chapter 4

Findings

As mentioned in the methodology section, this study had a sample, which led to its true findings. Through the research questions, the researcher finds out the present scenario of CLT implementation, the perceptions of teachers, and the problems and prospects of it in urban primary classrooms in Bangladesh. In this chapter the results of six teachers' interviews and one classroom observation has been presented.

4.1 Present Scenario of CLT Implementation

The aim of these curriculum changes was to focus on language teaching in a communicative way. In 2012, NCTB suggested that the CLT curriculum was the best methodology to develop learners' communicative ability (NCTB, 2012). To develop this ability, a teacher is the main focus who helps learners achieve this method. A general question in this study was about the present scenario of CLT implementation in the classroom. Among them all, they informed me they were trying to get used to the new method and make the students cope with it. In the primary level, the new curriculum was introduced for classes one and two, so the teachers had to struggle a lot with this new change.

According to the teachers A and B from the institute X,

“We are trying to cope with this new method and make students learn better. Students are also enjoying their learning. As this is the beginning of their school, they are making it learnable. We are creating different activities and making students learning easier. It helps them to develop their communicative ability.”

On the other hand, teachers C and D from the institute Y gave different information, saying that they are using the previous method because they have years of experience with it. Teacher said,

“We are bound to the authority. We do not get any proper instructions to follow. But in my class, I try to follow the instructions written in the book. And sometimes I use the previous method. As I have years of experience, I cannot keep myself away from it. Also, in the other classes, like three and four, I have to follow the past method.”

All the teachers mentioned that they had been using both Bangla and English language in the classrooms so that students could understand the lesson easily. As the schools were Bangla medium, students could not understand properly if they used only English to teach. One teacher stated,

“I always speak 80% in English because if I speak 100% it is not understandable to the students. So, I need to use 20% Bangla in the classroom.”

Another teacher replied,

“I use both Bangla and English so that it becomes more understandable to the students.”

As the primary section is the beginning of the study journey, it needs to get more communicative. Teachers make connection with the students, and they try to make the learning process more communicative. But one thing I have understood that, they focus more on reading and writing rather than listening and speaking. One teacher said,

“They practice English by reading and writing more. Sometimes I make a platform for them to speak and practice with the classmates.”

Another teacher said,

“As I follow CLT, I focus more on speaking and verbal communication. So that students can enhance their communicative competence. I also focus on group discussion and then make them express their thoughts.”

From the discussion with the teachers, it was evident that most of them were trying to implement the CLT in their classroom. They were not fully adopted it rather they were trying their best to make the implementation of it.

4.2 Perception of Teachers Regarding CLT

It was noticed that 4 out of 6 teachers thought that CLT was very effective and 2 teachers perceived it good in general. They also informed that the implementation of CLT depended on the way of teaching in the classroom, how well they could manage it. There was a debate on CLT between learner-centered and teacher-centered classrooms. Some said learner-centered and some replied teacher-centered saying that teachers were the main instructors who made students learn. They thought that due to the rise of student's communicative competence through CLT, they were learning the uses of language in real life situation. One of the teachers said,

“I think CLT is students centric where they have to perform more than teacher. They have to act, play role, discuss, present opinion and many more activities.”

On the other hand, another teacher said,

“CLT is a method which is teacher centered, where teachers give instructions and students act according to it. So, teachers play the main role here. Students follow according to them.”

Here the researcher found a misconception among teachers about CLT. They did not have 100% knowledge about CLT which they could implement in the classroom. In general, the major principles of communicative language teaching can be summarized as follows: Learners use a language through using it to communicate: The primary principle of CLT is that all activities managed and carried in classrooms are supposed to be communication-centered and serve the goal of communication (World Bank Group 2018).

The other thing teachers informed me that, through CLT students were getting more benefited. The learning process became easy. It helped them to express more and boost their inner thoughts. Communicative competence had also been increasing. Students were getting more involved in different events and participating in different activities like reciting poem, debate, acting and many more. One of the teachers said,

“CLT is more effective for the primary students as it is the starting period of their study. From the very beginning their communicative ability is increasing. They are enjoying the learning method.”

Another one compared CLT with his past experience of teaching saying,

“Before CLT, we the teachers followed GTM and our only material was textbooks. We were used to follow the instructions written in the books. We had little scope to make students learned new things and focus on their opinion. But now students are the main

focus. We guide them and we focus more on activities rather than only reading and memorizing from the textbook.”

The perception of teachers regarding CLT was very much positive and they had been enjoying to teach as well. They thought that the students of Bangla medium were always lagging behind in English communication. Through CLT their learning became easy and the fear of expressing their thoughts was decreasing. There has always been a fear of speaking English to the students. This method is helping them develop their communicative competence as well as the four skills: Reading, Writing, Listening and Speaking.

4.3 Problems and Prospects of CLT

Through the discussion with the teachers one thing was cleared that the teachers have positive perception towards CLT. They also mentioned the problems and prospects of it throughout the interview. They were trying their best to implement CLT in the classroom but they cannot adopt it fully. There were some limitations too that led them behind to implement it fully. From them, work load, long working hours, huge number of students, unavailability of efficient material, congested environment, teachers’ training, grammar-based examination are the main issue. One teacher said,

“Due to work load, I cannot give proper service to the students, I have to think about another work and go for it. There are also long working hours. One after another classes are running. That makes me feel tired and I lose my energy.”

Another one said,

“The classes are full of students. The environment is congested and huge number of students have to sit together. They make chaos which I need to control with so much effort. The classrooms are not CLT friendly. Students cannot move easily that breaks their concentration in group discussions. I cannot give focus to all the students properly and cannot check all of their scripts. For different activities, they need to move and change their seat that is huge problematic in the classroom.”

The other one talked about their training saying,

“We are not getting proper training to take classes using CLT methods. The authority is not aware about it. Most of the teachers have few knowledges about it. Without training we have to follow the CLT method in the classroom that is new for most of us. Also, we are not getting proper material to take classes as the textbook is not enough for it. Grammar based exam is also problematic. The examination system is not changing. Students have to follow grammar in the examination.”

As there are problems, there are prospects too. The teachers are concerned of it. They obviously want the best for their students. They think that CLT is blessing for learning English for the students. It is increasing their communicative competence. Where GTM focuses only in reading and writing skills, CLT focuses on listening and speaking skills too. It allows students to think creatively, and make connections to the real-world situations. The most important part is speaking skills. As they are doing more activities, they are engaging themselves in communication. Through it their speaking ability is increasing immensely and the aim of CLT is being fulfilled.

4.4 Classroom Observation

Due to short time period, I observed one classroom in person. In the observation there were some criteria that helped me to collect the data truly. The findings of classroom observation are describing below.

The structure of the classroom was rectangular in shape and there were two rows of benches. In each row there were five benches, and four students were seated in each bench. So, there were forty students in the classroom presented that day. And according to them 5 students were absent that day. Sometimes they need to sit five students in each bench. The seating arrangement was fixed so it was difficult for the teaches to observe each student. In front of the classroom there was a big whiteboard and sitting space for the teacher.

Teacher was interactive while taking the class and made space for the students to talk. But teacher took 70% time to talk and gave 30% for students' interactions. The class was more lecture based than students' activities. Due to large number of students teacher's need to concentrate more on managing classroom. To question answer session, teacher asked direct questions to the students and they did not get enough time to think and make their own. Students hardly got chance to ask questions and they were fear of talking in English that was appeared in their face.

80% of time teacher was using Bangla and 20% of time in English while giving lecture. The teacher was not comfortable in using English language delivering the lecture. Students were also asked questions in Bangla and teacher replied with using both Bangla and English. The translation process was also visible. After one para teacher translated it in Bangla and students were happy with it.

20% of time was given for students' activities where they did group discussion and later shared their thoughts to the teacher. The students were active in the discussion part. But there was shortage of time for the teacher to listen from every group. Teacher gave feedback to the students using both Bangla and English. Later she gave homework to come with in the next class, and collect the copy of previous homework. Two students wanted to ask some problems from the previous chapter but the teacher could not give time as the rang bell. So, she asked them to meet her in the tiffin period or after the class is over.

Chapter 5

Discussion

This chapter focuses on analyzing the findings from the previous chapter. It compares these findings with the expected outcomes documented in the literature review, aligning with the research questions that guide the thesis. The results found from the interview section with six teachers and one classroom observation. Qualitative method is used to find out all the data truly. The chapter is connected with the literature review chapter. The discussion is made to answer the three research questions mentioned in the first chapter.

5.1 CLT Implementation

5.1.1 Teacher Centered Class:

It is found that in the primary section, English classroom is mostly teacher centered. I have observed that 70% of time teacher give lecture and students participate it silently. And the other 30% of time students get to interact with the teacher and participate in activities. Students are very much dependent on teacher and they wait to get instruction, correction and advice from the teacher. They have no chance to do the things without teacher's instruction.

5.1.2 Language Skills:

Communicative competence requires the four basic skills including reading, writing, listening and speaking. But our teachers always do focus on reading and writing mostly and sometimes in speaking. So, there remain a gap in listening skills. There is no separate session for

listening skills and teachers do suggest the students to listen music, news, movies to develop their listening skills.

5.1.3 Fluency and Accuracy:

It is found that teachers do not focus on fluency rather they focus on accuracy. Their fluency skills are not good as well. To them, accuracy is more important as it helps to learn the language quickly. In the classroom there is no activity on fluency but which needs to give more prioritize to communicate. But according to Richards (2006) fluency may have to take on more importance than accuracy in order to keep the learners engaged in language use. From the class observation I have understood that the teacher in primary section are not fluent in English speaking. So that they do not focus on it.

5.1.4 Learners' Engagement in the Class:

As I have mentioned students get 30% of time to interact so learner's engagement in the classroom is not much. From teacher's interview and classroom observation, it is found that students get little chance in group discussion and presenting their opinion. They get individual work as homework and brings it in the next class. It is noticed according to the interview that classroom is still lecture based and the percentage of students' interaction is little.

5.1.5 Activities Practiced in Class:

It is found that teachers give more emphasize on exercises like question/answer, matching, true false more than on group activities like discussion, debate, role play, making their own thoughts in the primary level. They mentioned that sometimes they give projects like activity

to do and students present it in front of the whole class. The short period of class timing is also responsible for students' less participation in the classroom.

5.2 Challenges that Teachers Face to Implement CLT

5.2.1 Classroom Environment:

It is observed that the classroom of primary level is very large with around 40 to 45 students. Teachers cannot give proper attention individually specially who sit at the back. Teacher's voice does not reach out there, when students' do chaos while giving lecture. The sitting arrangement in the classroom is not moveable. So, it is problematic to make sitting arrangement for group discussion and teacher cannot reach to all the students individually. This is one the barriers of CLT implementation in the primary classroom of Bangladesh.

This result is supported by Sharmeen (2008). She identifies that large class is also problematic for students. Beside Rahman (et al.,2006) shows setting arrangement is a great problem for implementing CLT in class.

5.2.2 Exam Oriented Class:

From the interview, one thing is cleared that there is no listening and speaking skills added in the examination system. So, the teachers mostly focus on reading and writing skills based on the examination. Students also focused on reading and writing skills for getting good marks in the examination. It can be said that the examination system is a barrier for adopting CLT in the primary classroom.

The finding also cited by Ullah (2013), according to him, teachers do focus on reading and writing skills targeting the exam system. Because of this system, the actual implementation CLT is being deprived.

5.2.3 Lack of Facilities to Support CLT:

It is found that there is a lack of facilities to support CLT in the schools. Teachers informed that there are no technological facilities like projector, microphone, recorder in the classroom. There is only white board and marker presented that is provided by the authority.

5.2.4 Students' Phobia in English Speaking:

Teachers reported that students have fear of speaking in English. They hesitate to express their ideas in English because, they have lack of rich vocabulary, incorrect pronunciation and think of being criticized for making mistakes. This phobia makes teachers challenged to conduct CLT based classes.

Therefore, there are many researches on teacher's perception, attitudes and expectations about CLT in Bangladesh that has showed that students low English proficiency makes difficulties in practicing CLT in the classroom.

5.2.5 Lack of Interest and Expertise in Material Development:

It is found that teachers have to take 4 to 5 classes one after another getting a short period of time. It makes them tired and lack interest in a new thing. So, they ignore the fact of material development for the CLT classes. Besides, they do not get proper training for taking classes and developing materials. The authority also does not take any steps for upgrading the educational

system and adopt the new methods. They do not give proper facilities to the teachers for their improvement. Rather huge work load and mental pressure deprived the teachers from adopting new method.

Chapter 6

Conclusion

The study shows that CLT is not implemented properly in the primary level of Bangladesh. We have also seen the prospects of it. Though teachers trying their best to implement it, they cannot adopt it fully due to many problems. Due to a large number of student teachers cannot concentrate in the class and manage the class properly. Teachers are also preferred Bangla over English to instruct the class. Listening and speaking practice neglected mostly. Various factors affected in implementing CLT in the classroom that is also discussed in the study.

6.1 Recommendations

Based on the study the following recommendations are made:

6.1.1 Teacher Training in CLT and Material Development

It is high time to arrange training programs for the teachers in CLT and material development. The authority should take necessary steps for this. The teachers whom I interviewed have lack of proper knowledge about CLT. Some of them have no idea about how to implement it in the classroom. They do not have much knowledge on how to develop communicative competence on students. School authority should provide essential materials to the teachers that will help them in CLT implementation and focus on four basic skills. They should make materials on communicative task and train the teachers properly so that they can adopt it in the class. All the teachers should get proper training on CLT, how they can implement it in the class and how they can use the materials. It can motivate teachers to give emphasize on proper CLT implementation in the primary classroom.

6.1.2 Evaluation of Teaching Process:

Teaching process and techniques should be evaluated regularly. It can measure the achievements of students and the improvements of teachers in CLT adopting. If it is needed, it should be making correction of the process of teaching.

6.1.3 Following Textbook Instruction:

The current textbook contains more communicative related task that teachers need to follow in the class. Following the instruction teachers can engage students in different activity that can make student more active and communicative. Only the activities like direct question/answer, gap filling, matching, true/false cannot make the learners communicative. To acquire communicative competence learners, need to practice more activities like group work, discussion, making opinion, creativity, role play, act and many more. Teachers need to arrange it for the students, so that they can grow their listening and speaking skills as well. Keeping aside the exam syllabus, teachers need to focus on these that helps learner's creativity.

6.1.4 Arrangement of the Materials Regarding Communication:

School authorities need to provide all the necessary equipment in the classroom. It can help teachers to give proper services. They can use the material in taking classes and make students motivated for active participation. Through these students may feel motivated and interested in participating in English language classes.

6.1.5 Changing the Classroom Environment:

Large classroom is really problematic for both teachers and students. Teachers cannot focus on every student properly and students cannot make proper concentration in the classes.

The students should be minimized in one class and should divided them into many sections. So that teachers can give proper focus on every student. The sitting position should change into movable one. So that the group work and pair work can be possible easily.

6.1.6 Arrangement of Student-Centered Classroom:

The main aim of CLT is making student centered classroom, students' interaction is the main focus here. Though teachers trying to implement CLT in the classroom, they cannot get out from teacher centered classroom. Still teachers stand in front of the classroom and instruct students and students' main focus is only teacher. The interaction between teacher and student is very less. Students' participation in different activities is important to acquire communicative competence. Teachers' should create more activities for the students in the classroom and make them speak in English without any hesitation. If they make mistakes, teachers should correct it without any delay.

6.1.7 Including Interesting and Practical Topic:

Teachers can include interesting and practical activities related to the topic in the classroom. It can make students motivated to be attentive in the class. If they can make connection with the real world it helps them to grow their competence.

6.1.8 Reducing Students' Hesitation:

Teachers should create a platform where students practice their speaking without any hesitation. Teachers should encourage them to participate in more speaking activity that helps them increase their fluency skills. In any learning, mistakes is natural. Through mistakes one can get their learning properly. So, the teachers should make the students realize this and make them more active in participation and speaking practice session.

6.1.9 Changing the Exam Format:

The exam format needs to change to get changed and make CLT friendly. Teachers and students both are biased in exam fact. So, the changing of exam format can change their teaching and learning process. It helps them get more active in CLT based learning.

6.1.10 Improvement of Teachers' Own English Skills

Teachers' training is necessary to implement CLT in the primary level classroom. With the training teachers' need to improve their own English Skills. Speaking skills need to give prioritize to improve. So that they can interact in English with the students fully and encourage them to use English in the classroom.

More research has already done in this topic. Most of the study focused on secondary level. But primary level also needs to get focused as it is the starting period of study. If students get familiar with CLT from the beginning, it will help them to acquire more communicative competence. More research needs to do in this field so that the teaching pedagogy can be changed too. In this study researcher tries to find out the problems and prospects of CLT and the appropriateness of using it in the classroom. To implement CLT fully in the classroom, teachers

need to get more active and experienced. So, they can handle the students and change the scenario of classroom. Through this CLT will be Implemented fully in the primary level classroom in Bangladesh.

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Appendix

Interview Questions

1. Do you use CLT method in your classroom?
2. If yes, why? If not, why?
3. If you use CLT, what are the techniques you normally use?
4. If you do not use CLT, what are the alternative techniques you normally use?
5. If you use CLT, do you face any difficulties or challenges? What are those?
6. In such case, what measures or actions do you take to overcome those challenges?
7. Do you feel students enjoy learning in this this method? If yes, how do you understand?
8. Do you feel students feel bored learning in this method? If yes, how do you understand?
9. Do you think that your classroom environment is suitable for CLT?
10. Do you think teachers lack training and full understanding of CLT approach?
11. Do you feel CLT is a difficult approach for teachers to deal with?
12. Do you get the desired encouragement and motivation the school authority for using CLT in the classroom?
13. Do you get proper facilities from the school authority for using CLT in the classroom?
14. Do you believe that CLT helps to improve student's communicative abilities up to the desired level?
15. Do you think CLT is the only appropriate method in the teaching and learning of English language?
16. Do you/did you receive any training on teaching CLT in the classroom?