

Managing Curricular Innovation and Teacher Training: Bangladesh Perspective

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Abstract: This study aims at finding out the necessity of teachers' training to put into practice the CLT (Communicative Language Teaching) based English textbooks (English for Today series i.e. EFT) in Bangladesh at school and college levels where Grammar-Translation-Literature based curriculum had been followed for decades. Using a mixed methods approach, I conducted the study by engaging the teacher participants in the questionnaire response, interviewing them, observing their classes and consulting different official reports and research findings. The study revealed that majority of our English teachers are not trained up at all to use these CLT textbooks though they feel that training might definitely skill them well and make them efficient enough to handle the newly designed EFT textbooks more effectively. It further revealed that even trained up teachers cannot create a truly communicative environment in the classroom as the existing testing system encourages students to memorize answers to some probable questions rather than engage them in communicative activities. This paper ends with some recommendations to overcome this existing hopeless situation.

1. Introduction:

In Bangladesh English language teaching paradigm was shifted from grammar-translation-literature based teaching to communicative language teaching in late 90s. CLT (Communicative Language Teaching) approach was introduced gradually in 1997 in class seven, in class eight in 1998, at SSC and HSC levels in 1999 and in 2001 respectively. The syllabi, curricula and the teaching materials have been altered with a view to developing functional and communicative competence among our students with the inception of CLT approach. There has been an

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innovation in the general English textbooks following a communicative approach under a UK- Bangladesh joint aid project namely ELTIP (English Language Teaching Improvement Project). Conversely, the other factors such as teachers' role, testing and assessment policy, etc. were not distinctly changed. It is very often criticized that the CLT approach has failed to bring about the expected qualitative change in the existing English learning -teaching situation.

It is widely acknowledged that the texts are nicely designed but teachers' guides are not available and they are rarely consulted. Teachers are not trained to handle these EFT textbooks. Salim and Mahbub (2001:143) maintain that "Teachers have been all at a loss to teach these new texts as they have not been given prior training for the same and there is no provision of any in-service training."

Different reports suggest that no large scale teacher training programme has so far been introduced to prepare classroom teachers in order to implement the methodology needed for the teaching of the prescribed textbooks. Though there are some limited teacher training programmes for some of the selected teachers, majority of the language teachers are still deprived of the training facility. It is evident that the change was partial, and partial implementation can be termed a potential cause of the present mismatch in language teaching in Bangladesh. It is important that in CLT all vital components of a curriculum are integrated so that decisions made at one level are not in conflict with those made at another. Nunan (1988:5-6) rightly feels that CLT principles are to be reflected "not only in curriculum documents and syllabus plans, but also in classroom activities, patterns of classroom interaction, and in tests of communicative performance". This study mainly investigates how far our language teachers are prepared to exploit the CLT textbooks and how far teacher training can facilitate teaching CLT textbooks. It will also investigate whether lack of teacher training is responsible for the failure of achieving desired target after curricular innovation.

1.1. Education system of Bangladesh

In order to give an idea of the schooling system I would like to introduce now the education system of Bangladesh in brief. According to Kabir (2007:3) three trends are noticed in the education system of Bangladesh.

- i) Mainstream secular/ Traditional system (Existing as Bangla medium & English medium National Curriculum)
- ii) Madrasha education (Islamic system of education)
- iii) English Medium Education. (Conducted by University of Cambridge Local Examination Syndicate).

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The Mainstream secular / Traditional system is the largest and most popular education system in Bangladesh. Both Government and private institutions largely follow this system. Madrashes follow a traditional guideline which emphasizes religious schooling besides the Ministry of Education imposed curriculum (partially) .The third trend is English Medium schooling which is highly expensive. Here students do their ‘O’ and ‘A’ Levels.

Now I would like to give an idea about the mainstream education system in Bangladesh.

Structure of the Mainstream Schooling System in Bangladesh:

Age Range	Class	Schooling	Year spent	Exam/Public Exams
4...5 years	Nursery	Pre Primary	1 Year (optional)	School’s exams
5+-10+	I to V	Primary	5 Years	PSC
11+-13+	VI to VIII	Junior Secondary	3 ..	JSC/JDC
14+-15+	IX to X	Secondary	2 ..	SSC/Dakhil (Madrasha)
16+-18+	XI to XII	Higher Secondary	2 ..	HSC/Alim(Madrasha)
18+.....	Degree (Honours/Pass Course)	Graduate	3Years(Pass-Course) 4Years(Honours Course)	Degree/Honours/Fazil (Madrasha)

TABLE-1.1

** (Source: BANBEIS)

1.2. English teaching in Bangladesh-past and present:

Here I present a brief history of English language teaching in Bangladesh in order to identify the status of the English language in our context. Dutta (2001:123) states that with the departure of British colonial rule, English, ‘gained the status of the official language in both the newly independent nations(India and Pakistan)’. But after the independence of Bangladesh (1971), Bangla was declared state language and English study was made optional in the bachelor degree course. Soon English lost its status in the educational settings. Many believe that decision had some detrimental effects on English teaching and learning. As a consequence the standard of ‘English fell to abysmal depths in public schools, colleges and universities’, (Fakrul, Niaz, and Ahmed (eds), (2001:Preface). In order to make language teaching effective we needed experimentation and evaluation because language teaching is a very dynamic process. Candlin and Widdwson in Nunan (1988a :ix-x) maintain that ‘If language teaching is to be a genuinely professional enterprise, it requires continual experimentation and evaluation’.

We assume due to lack of teacher training, a curricular innovation may not achieve targeted success at the end of the course at the users level. A good number of teachers are found to make bizarre comments about these books. 'When CLT came to Bangladesh the traditional English teachers vehemently opposed it because they were not ready for something new', Selim and Mahboob,(2001:141).In fact this sort of teacher resistance is not unusual. While evaluating Pennington's model Canagarajah (2002:137) also predicts, '..there could be significant teacher resistance to new methods and that the values /interests/predispositions of the teachers will mediate the reception of the new method.'

1.3. Implication for the present study:

We observe that most of the time, the ideal philosophy of CLT is absent in our educational setting. Like the earlier time, teachers are still found to deliver teacher-centred lectures, and students are compelled to note down or gulp down those lectures. In Communicative Language Teaching , Breen and Candlin (1980:99) suggest that teachers may play three key roles. First role 'is to facilitate the communication process between all participants in the classroom...', the second role is 'to act as an independent participant within the learning- teaching group' and the third role is 'that of researcher and learner'. It is true that English teaching in our schools and colleges does not reflect these characteristics entirely.

During my 16 year long teaching career in Bangladesh at different levels (in school, madrasha, college and university) I have noticed that the teachers are still teaching the students as they were taught by their teachers i.e. they tend to follow Grammar Translation Method (GTM). Even after the introduction of CLT there is no noteworthy difference in language teaching methodology.

A researcher, Islam (2003:15) finds 'they(teachers) do not have either pre-service or in-service training provision in government policy'. Hoque (2002),ELT advisor to Bangladesh Open University predicts that 'most teachers not trained in CLT would find it difficult to teach and test their students'. As there is no significant improvement in learning English even after the introduction of CLT textbooks in Bangladesh another researcher, Tahmina (2005) ,raises the question 'Is the Communicative Language Teaching an Appropriate Approach to English Language Teaching in the Context of Bangladesh?' We presume that there is nothing wrong with the approach but the problem might be with the teachers who are putting it into operation.

So research into teacher training in the perspective of curricular innovation in Bangladesh is in great demand when English language teaching is drawing more and more attention during this decade in Bangladesh. That is why this issue created a keen interest in me. In this study we will confine our investigation mostly to the areas under Chittagong Board of Education. This study will be basically a combination of qualitative and quantitative research in nature.

2. Literature review:

There is no sensible basis to believe that teachers are born actually they are made. They are trained up for and oriented with the new ideas. We teachers most of the time follow our predecessors, mostly our teachers when we teach. Naturally we consider our teachers as our role models when we are engaged in teaching. Problem occurs when there is a shift of language teaching paradigm. Hence our teachers' teaching methods/approaches do not work in the new approach of language teaching. We still notice that "Teacher also rely heavily on the lecture method of teaching, using material taken from "functional" grammar books which are available in the market" Selim and Mahboob,(2001:144).

We cannot deny that our Government did not have any farsightedness when they introduced CLT. A top down approach was adopted and they thought their order/instruction will automatically be implemented in the field level of teaching. They failed to understand that imposing decisions is easy but implementation of those is totally a different issue. They should realize that one must know a story before he / she tells the story. It is a matter of great astonishment to us why the authority failed to reckon that teachers also need training if they are to handle something totally unknown to them. As a result we notice a total chaos throughout the country.

"The idea of teachers training was unknown and so were the different methods of teaching. ...To them teaching of literature and grammar was the only means of teaching English language" even after the introduction of CLT, Selim and Mahboob,(2001:141). But if we blame only the teachers it will be unfair because there was another group of people who were equally to blame and they were the curriculum designers. It is not clear to us why our Ministry of Education was so much unaware of such a vital issue like teacher training before introducing a new curriculum.

To adapt our teachers with the new approach we cannot deny the necessity of teacher education or training.

2.1. Teacher education/training :

McDonough and Shaw (2003:257) maintain “sometimes the notion of ‘training’ is used to refer to pre-service programmes for new teachers, with ‘education’ the preferred term for in-service work with experienced professionals”. The training dimension refers to possession of a professional qualification in language teaching. Initial teacher training typically sets out to give teachers what can be called basic technical competence.

Training is a course of groundwork towards the achievement of a range of outcomes which are specified in advance. Widdowson (1990:62) holds that training “involves the acquisition of goal-oriented behaviour which is more or less formulaic in character and whose capacity for accommodation to novelty is, therefore, very limited”. Training, in this view, is directed at providing solutions to a set of predictable problems and sets premium on unreflecting expertise.

It is very vital to get initial training and, if possible, a recognized teaching qualification for the people who opt for teaching. “However, initial training should be the beginning, not the end, of your professional development. Teacher development programmes can facilitate regular contact with new ideas and their classroom application” David & Pearse (2000:197).

Almost in every professional or technical field, nowadays, the initial training and knowledge someone acquires will not be adequate for her/him to function satisfactorily for the whole of the working career. If our language teachers have an ambition to rise in the profession, “in-service training is essential. Many professionals nowadays are already thinking of their next course before they graduate from the initial training programme (ibid: 201)”. If our teachers have in-service training, it will definitely help them a lot and make them important in their place of work. We believe that the in-service training which improves teaching skills, will also raise a teacher’s professional status and increase her/his value in the job market.

The importance of teacher training is felt everywhere. That is the reason why Richards (2001:209) observes that “Increasingly, language schools are recruiting better trained and better qualified language teachers and operating within defined standards of quality”.

2.2. Relationship between teacher education/training and CLT:

As we have experimented with language teaching in Bangladesh, our teachers all of a sudden got something totally new in the form of teaching materials. They did not have the know-how of this new

paradigm. “We are sure our learned colleagues will agree that language teaching is something unique, something special, which cannot be done properly by a person without any proper background and training in that field” Salim and Mahboob (2001:150). So the necessity of teacher education or teacher training for implementing CLT is strongly felt. Li’s study (1998:698) has revealed some major sources of difficulty in CLT. Some of those are “.. large classes, grammar based examinations, insufficient funding, and a lack of support for teacher education undermines the implementation of this approach”.

3. Data collection methodology:

In this study through my above discussion I am trying to find out the value of teacher training for the successful implementation of the EFT textbooks which are being used after curriculum innovation in Bangladesh. Marshall and Rossman (1989:42) advise, ‘Researchers should design the study according to the research questions they seek to answer’. Also here, I present research questions (see below, section – 3.1) which have led me to design my research methodology. I also agree that ‘knowing what you want to find out leads inexorably to the question of how you will get the information’ (Miles and Huberman, 1984:42, cited in Silverman, 2000:88).

3.1. Research questions:

In this study I have addressed the following questions:

- i) How far are our language teachers prepared to cope with the newly designed curriculum?
- ii) Is teacher training essential for the successful handling of the new EFT textbooks?
- iii) How far may teacher training facilitate teaching CLT textbooks?
- iv) Besides teacher training, what are the major impediments, if any, in the implementation of CLT?

3.2. Instruments:

In order to find answers to the above mentioned questions I will use the following instruments:

- a) One questionnaire addressed to the selected teachers (110) of different schools, madrasahs and colleges.
- b) Interview
- c) Observation

In addition to these above written documents, I used some more official papers and reports to support my findings in the research.

a. Questionnaire:

I designed a questionnaire for the teacher which contains both open – ended and closed – ended questions where teachers were asked to

provide various information related to the following major issues (see Appendix-I):

- * necessity of teacher training.
- * problems of the teachers who are not trained to teach the new FET textbooks .
- * impediments of implementing new curriculum in Bangladesh.
- * teachers' attitude towards CLT

I preferred questionnaire as it has a wide recognition as the most accessible and familiar technique of gathering data and because of the problems involved in travelling across Bangladesh. Besides, when collecting data through questionnaire it is possible to avoid bias from the researcher. It is acknowledged that 'a good questionnaire can be invaluable for producing large amounts of valid, handleable data with a high degree of objectivity', Swetnam (2004:64). Therefore 'The writing of successful items demands careful pilot work' Oppenheim (1992:180). I also did piloting before sending them to the participants.

I sent 110 questionnaires to the English teachers of different schools, madrasahs and colleges. While sending these questionnaires I maintained a balance i.e. I sent those to the teachers who work in the urban areas as well as to the teachers who serve in the remote rural areas.

b) Interview:

I adopted interview as a means of data collection to gather more direct information. I interviewed 15 teachers from different institutions. It was a structured or formal interview hence I had a list of preplanned questions in a fixed order (See Appendix-II). Burns (1999:119) maintains "this approach has the advantage of standardizing the interview and therefore ensuring greater consistency and reliability". In this structured interview teachers were asked to provide various information related to the following major issues (In fact same issues were reflected in the questionnaire as well):

- * necessity of teacher training.
- * problems of the teachers who are not trained to teach the new FET textbooks .
- * impediments of implementing new curriculum in Bangladesh.
- * teachers' attitude towards CLT

c) Observation :

Observation may help us to get a real scenario of a typical classroom teaching. What has been stated or what is thought may not be truly found in practice during observation. It enables a researcher to have first hand information.

Burns (1999:81-82) holds “observation allows us to see in a relatively unobtrusive way what it is that people actually do compared with what they say they do”. It helped me to receive an authentic picture of our language classrooms. In the observation I concentrated on the following major issues:

- * teaching method of the teachers.
- * students roles.
- * use of teaching materials.
- * teacher-student interaction /relationship.

4. Data analyses and discussion:

4.1. Questionnaire:

The questionnaire consists of 31(thirty one) questions which are of both close ended and open ended types. Below I have coded them to analyze the responses.

If we carefully study the questionnaire responses we will observe that 100% teachers participants feel that training is essential to teach the CLT textbooks efficiently. We also understand that 100% language teachers feel that Ministry of Education should have prepared our language teachers before introducing CLT in Bangladesh. In the study of Salim and Mahboob(2001:144) it is revealed that “An estimated 80% of all teachers of the HSC course lack any kind of professional training...”

Though officially it is claimed that CLT is in operation in Bangladesh, in real sense we are far away from CLT. Our students are still memorizing answers to the probable questions. It is clear when 96% of the respondents acknowledge that they advise their students to memorize some standard notes on different writing tasks and 82% teacher participants inform that their institutions’ heads want them to provide notes on different probable questions so that students can score better grades in the examinations.

All of these data indicate that our present language teaching activities are contradictory to CLT. However, they think that our testing system is largely responsible for the deterioration of CLT. The above data also reveals that there is still a good number of teachers who believe that previously followed GTM (Grammar –Translation- Method) was more effective than CLT. Akramuzzaman(2011:163) opines “The syllabi, curricula and textbooks have been changed to develop functional and communicative English in Bangladesh with the inception of CLT approach but other factors such as teachers’ role, testing and assessment policy, etc. were retained unchanged. So, the change was partial, and partial implementation can be termed as a possible reason of the current state of unsuccessfulness of the CLT approach in Bangladesh”.

Indeed, due to the lack of training majority of our teachers do not understand what CLT is. Even they do not have any clear idea about the role of teaching materials in a CLT based classroom. When they teach reading comprehensions from EFT books they (95%) randomly translate them into Bangla and the translation is greatly admired by the students as well. Group work/ pair work/presentation /dialogue/picture description/game etc. are rarely practiced. The whole class is totally teacher dependent (77%). That is why Shayeekh-Us-Saleheen (2011:248) feels “Therefore, the most imperative and effective way to practice communicative activities is to provide in-service teachers with opportunities to retrain themselves in CLT. When the teachers better understand the principles of CLT, as well as explore how it works in English language classrooms, they can meet the demands of CLT more effectively and feel motivated to overcome the potential constraints in the use of CLT.”

Only 13% teachers believe that our language classrooms are really communicative. We find that most teachers are not familiar with authentic materials and 88% of the teacher participants acknowledge that they do not use any other teaching materials but textbooks or guidebooks.

The questionnaire data clearly reveals that the curricular innovation in fact failed to bring about any observable change in our language teaching paradigm.

4.2. Interview:

I interviewed 15(fifteen) teachers who have got the teaching experience stretching from 1 year to 27 years. Among them 6(six) have received training and the rest have not. They informed me that training was essential to teach CLT textbooks. They expressed their dismay as the training facility is extremely limited and to some extent only for some chosen teachers who have good relationship with the authority. They all feel that it should be mandatory for all. When asked whether a trained up teacher can truly ensure a communicative classroom, 2 (two) of them replied ‘yes’ but 4 responded ‘no’. When asked why they fail to do so, they replied:

‘students are unwilling...’

‘students feel shy...’

‘students are too weak...’

‘due to our examination system...’

3 (three) untrained teachers think that they do not face any problem with the new CLT textbooks. While 6(six) others feel that training in CLT could definitely improve their teaching skill.

When asked about the reason for not practicing all language activities like group work, pair work, presentation, picture description, etc. given in the text, they replied students and authority did not want it as those were not set in the question paper of the examination. They appreciate those activities which are important for examination.

When asked about the justification of using different commercial guide-books (like *Popy Guide*, *Nobodut Guide*, *Lecture Guide*, *Advanced Learners' Guide*, etc.) :

All of them replied that those were user friendly as they contained model test papers which are designed following the format of the board questions. As a result students prefer those guide books to NCTB textbooks. On top of that teachers do not have so much time to prepare tests or to adapt textbooks.

When asked about the reason of providing notes on probable questions, they replied that it was demand of the students, guardians and authority of the institutions. Otherwise they will run the risk of being unpopular even they may lose their jobs. They also opined that as students' writing skill was poor, as the board examiners wanted uncommon answers, teacher produced notes were greatly admired.

All the interviewees honestly confessed that they could not go beyond the prescribed texts, as everyone including the authority expected that the NCTB textbooks were the only teaching materials that teachers should teach, not other materials. Teachers do not have any freedom and their only target is to complete the syllabus. However, it is advised that "students are to learn by means of authentic materials, such as newspapers, magazines, English news on the radio and English TV programs. The curricula reflect the belief that 'CLT is characterized by learner-centredness' (p181), and teachers are encouraged to organize materials based on students' needs (Li 1998: 682)" Even our teachers do not understand the significance of using authentic materials, we presume.

The interview sessions also revealed that many teachers especially who are experienced did not have a high regard for CLT. Rather they think these CLT textbooks have destroyed our students' English proficiency. They still believe that previous Grammar-Translation-Literature based textbooks were far better. One of them argued-'literary pieces are the samples of best pieces of language by the famous authors. So this best language will help our students to develop their communication

/language skill'. Is there any reason to think that teachers will do something that they do not believe? Pajares(1992:312) in Johnson (1995:34) argued that "teachers' beliefs are instrumental in shaping how teachers interpret what goes on in their classrooms and how they will react and respond to it."

4.3. Classroom Observation:

I was allowed to observe 14 classes in five schools and three colleges. Here it should be mentioned that five school principals denied my access to the class as they think it might create problems for them later on. Except two classes of an English medium school and college, I found none to follow the guidelines of CLT. Teachers are absolute authority in the class. Students hardly take part in any language activity except taking down some word meanings or grammar related points. Almost none of the teachers carry and follow the NCTB approved textbooks; rather they use different commercial guide books. As a result students are also compelled to procure those commercial guide books willingly or unwillingly.

The teachers randomly translate the reading passages into Bangla. It is also the desire of the majority of the students. There is no scope for using authentic materials. Teachers are discussing grammar rules and students are noting down them. Grammar is taught discretely though they claim that they are following communicative approach. But Nunan (1987:136) holds that "non-communicative language practices in terms of grammatical focus, error correction, controlled language practice, and interactions are pseudo-communicative, rather than genuinely communicative." Some theorists assert that such practices do not facilitate genuine communicative language skills, and question their value in the language classroom .

From our observation we understand that neither the novice teachers nor the trained up teachers were teaching in line with CLT. They were interested to teach only those items which are randomly set in the examination.

In five classrooms we noticed that the teachers are dictating to the students some writing task activities like paragraph, letter, etc. because those are very important for the future examination. "In some cases they dictate notes to the student to become popular among them. Reading comprehension is usually taught through translation. Oral work is not encouraged at all since it does not form part of the examination, Selim and Mahboob(2001:144) ''.

However, in a reputed English medium school and college located in the city centre we got different experience in two classrooms which we observed. In those classes the medium of instruction was English. The students were also found to communicate in English. Very interestingly, we observed that these students are also practicing those language activities from commercial guidebooks which the Bangla medium students did in other schools and colleges. We assume that they are also preparing for the examination.

5.1. Summary of the findings:

The summary of the findings of the data analysis will be presented below in the form of the answers to the four research questions (section-3.1).

In this study I have addressed the following questions:

i) How far are our language teachers prepared to cope with the newly designed curriculum?

The data analysis (section 4.1, 4.2 and 4.3) shows that our language teachers are not well prepared to cope with the newly designed curriculum even after two decades of the introduction of CLT.

ii) Is teacher training essential for the successful handling of the new EFT textbooks?

We also found that teacher training was essential for the successful handling of the new EFT textbooks when we analysed the data (section 4.1, 4.2 and 4.3) .

iii) How far may teacher training facilitate teaching CLT textbooks?

The study further found (section 4.1 and 4.2) that teacher training might facilitate teaching CLT textbooks

iv) Besides teacher training, what are the major impediments, if any, in the implementation of CLT?

It is also revealed (section 4.1,4.2,4.3 and research studies) that besides teacher training, there are some impediments like test technique, teachers' belief, contextual limitations, etc. that hinder the implementation of CLT.

5.2. Recommendations:

In the light of the above findings we recommend the following measures to adopt to overcome this disorganized situation that exists in our educational institutions:

i) Large scale teacher training is an urgent requirement to make teaching effective in line with CLT. Most of our language teachers are struggling with these new EFT series. We clearly notice that there prevails incongruity between policy makers' intention and teachers'

implementation. Islam(2003:59) in his research also states that teachers “ need training or re-training to teach the new syllabus ..”

ii) Government should take large scale motivational programmes to motivate teachers as soon as possible so that they can adjust themselves with the newly adopted curriculum. A good number of our teachers still believe that students should be teacher dependent. They like to dominate the class which is totally against the norms of CLT. They never believe that a teacher is not a master in a CLT classroom rather she/he is a participant, facilitator, manager, etc. Their wrong notion about language teaching and learning must be removed.

Teachers’ theoretical beliefs about learning and teaching affect their teaching as they are an important aspect of teachers’ frames of reference. “Teachers’ beliefs are thought to have a profound influence on their classroom practices. An understanding of this relationship is important for the improvement of teachers’ professional preparation and the successful implementation of new curricula, Kuzborska (2011:102).”

iii) The findings have convinced us that testing system needs some reformation in line with CLT so that teachers and students might engage themselves in truly communicative tasks. The data analysis of section 4.1, 4.2 and 4.3 unveiled that our testing is not reflecting the true aspects of Communicative Language Testing . So far it does not test what it is supposed to test. The same fact is also revealed in the study of Kabir (2007) carried out in the University of Essex, UK. So, our testing experts must have a clear idea about communicative testing. Akramuzzaman(2011:164) maintains “ If we want to change a single aspect of an education system, we should change the testing system as testing has the capacity to change the rest of the components of an education system.”

5.3. Limitations of the research:

We should take into account some limitations of this research when we are interpreting its results. From the applied nature of this study it is perceived that more classroom observations , evaluation and observation of the teacher training programme , interview of examiners, Head Examiners and question setters could be very useful instruments along with the questionnaire. Though the present researcher tried to ensure it by providing e-mail address and contact numbers to inquire about any clarification or interest, only five teachers contacted to know more about the research. The findings of the research could have been much more thought provoking and insightful if we had covered all Bangladesh.

5.4. Conclusion:

As exposed in the study, with the curriculum innovation CLT is in practice (not at all in real sense) for the last two decades in Bangladesh but a number of constraints have made it difficult for CLT to be integrated into the English teaching classrooms in Bangladesh. One of the main reasons is the lack of teacher training which our language teachers badly need to be oriented with the new language teaching paradigm. This study also revealed that all of our language teachers especially the experienced ones could not accept CLT cordially as they still believe that Grammar-Translation –Literature based syllabus was better. In addition, we also found that the present testing system was flawed, as a consequence our learners are still found to memorize selected answers rather than engaging themselves in real communicative activities. It is a fact that our curriculum documents, syllabus plans and materials are very much in line with CLT but classroom activities, patterns of classroom interactions and the test of communicative performance etc. are antagonistic to communicative language teaching.

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Appendix-I

Questions (For questionnaire)

Do you think language teachers need training to teach the textbooks efficiently?
Do you think education ministry should have prepared the Bangladeshi English teachers by providing training before introducing CLT approach?

Do you think our exam/testing systems are encouraging students to memorize answers of probable questions?

Do you think majority of our language teachers were well informed about CLT approach when it was introduced in Bangladesh?

Do you think there are still a good number of language teachers who do not admire CLT at all?

Does the college/school/madrasha chief (Principal/ Headmaster) want you to provide hand notes on letters / applications paragraphs / stories / Essays / Rearranging sentences?

Do you have to provide hand notes on Letters / Applications /Paragraphs / stories / Essays / Rearranging sentences?

Do you advise your student to memorize some standard notes on Letters / Applications Paragraphs / Stories / Essays / Rearranging sentences ?

Are our students willing to take part in group work / pair work / dialogue / presentation practice?

Do you have any scope to use newspapers / magazines / story books in your language class?

Do you think our language classrooms are truly communicative classroom?

Students are always teacher dependent Can the trained up teachers ensure a truly communicative class room?

Do you think our exam/testing system has made CLT ineffective?

Do you think previous 'Grammar Translation Literature based text books were better?

Do you think most of our English teachers gladly accepted CLT?

Do you think there are still a good numbers of language teachers who still believe that previous Grammar -Translation -Literature based syllabus was better than the present one?

Appendix-II

Questions (For interview)

Do you think language teachers need training to teach the textbooks efficiently?

Do you think education ministry should have prepared the Bangladeshi English teachers by providing training before introducing CLT approach?

Do you think our exam/testing systems are encouraging students to memorize answers of probable questions?

Do you think majority of our language teachers were well informed about CLT approach when it was introduced in Bangladesh?

Do you think there are still a good number of language teachers who do not admire CLT at all?

Does the college/school/madrasha chief(Principal/ Headmaster) want you to provide hand notes on letters / applications paragraphs / stories / Essays / Rearranging sentences?

Do you have any scope to use newspapers / magazines / story books in your language class?

Do you think our language classrooms are truly communicative classroom?

Do you think our exam/testing system has made CLT ineffective?

Do you think there are still a good numbers of language teachers who still believe that previous Grammar -Translation -Literature based syllabus was better than the present one?