



**UNDERSTANDING THE EFFECTIVENESS OF COMMUNICATIVE
LANGUAGE TEACHING: A STUDY ON THE STUDENTS OF THE
S.S.C. AND H.S.C. LEVELS AT FAKIRHAT, BAGERHAT**

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Abstract : In Bangladesh the communicative syllabus at S.S.C. and H.S.C. levels was introduced in the 90s of the last century. Communicative Language Teaching (CLT) is deemed to be the most successful method of teaching and learning English as a second or foreign language (SFL). But, if we look into the effectiveness of CLT in the implementation level, most possibly it will lead us to a big question mark. The article aims at finding out the effectiveness of introducing CLT in the S.S.C. and H.S.C. levels to see whether our students are really achieving competence in the target language or not. So, the authors initiated to carry out a survey on the teachers and the students of the classes IX & X, XI & XII and selected Fakirhat, one of the southern Upazillas of Bangladesh under Bagerhat district, as the study area for the survey. The study includes the students and the teachers of government and non-government schools, colleges and madrasas to unearth the problems the learners and the teachers usually face in practicing CLT. Besides, it attempts to indicate the impact of effectiveness and ineffectiveness of CLT on the learners and on our society as well. The authors have also suggested some corrective measures for maximizing the effectiveness of CLT in Bangladesh. Maximization of the effectiveness of CLT will result in quality products having excellent communicative competence. If it is done, only then we can hope that the nation will be benefited both locally and globally.

Keywords: Communicative language teaching (CLT), effective implementation, problems encountered solutions, success rate, quality product

Introduction:

Today English is not the language of the English people only. It is called the 'Lingua Franca', which is used by almost everybody and is being taught everywhere and in every countries with almost equal importance. In a globalized, mediaized, and technologized world where open market policy for trading goods has been introduced and much emphasis has been put on the free flow of data and information, when there is a lot of talk all around for a visa-free world, when diplomatic issues and bilateral relations among the nations have become immensely complicated, when the markets both in trade and job fields are extremely competitive, and when the requirement for highly skilled manpower in every sphere of our life has been the prime concern, the importance of English language is much more deeply felt than ever before, especially in the developing and third

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world countries like Bangladesh. And, because of the rapid development in the field of technology and global connectivity, an increasing tendency of using everyday and colloquial language, instead of literary language, has embarked on, and emphasis on the communicative competence has intensified throughout the world. English has been taught in our country for over three hundred years. Several education commissions after the emergence of Bangladesh have also been formed. All the commissions put due emphasis on learning English for the betterment of the socio-economic condition of the people and the nation as well. The number of schools, colleges, madrasas, and students has been multiplied. Number of public universities and English medium schools are also remarkable whereas private universities are mushrooming. Still, there is a lot of talk all around about the ineffectiveness of CLT as we have failed to acquire the desired competence over English. We are lagging much behind than our neighboring countries like Srilanka and India. CLT in Bangladesh at the S.S.C. and H.S.C. levels was introduced a couple of decades back. But, the situation is deteriorating day by day as 90% of the students come to pursue university education with a deplorably poor knowledge in English. Sixty percent students cannot produce even a single sentence correctly let alone speak fluently in English (Saleheen, 2008). We are to dive deep into the matter to explore the reasons behind. We have to investigate whether the syllabus for it or the lack of teachers' commitment, or the lack of proper knowledge of communicative English teaching, or the unavailability of teaching aids used in teaching communicative English, or the physical environment, and so on are also equally responsible for the whole scenario. We must not be indifferent to the remedial measures to surmount the inefficiencies of our students in English. We can not remain blind to the severe consequences the nation is going to face in case of our failure to address the problem. Today's students are tomorrow's leaders. They will lead the country by working in the Public Service Commission, judiciary, and also as diplomats and entrepreneurs in both public and private sectors. So, assessment, evaluation, investigation, study, and survey are obviously to be done about the progress or deprogress, and the gap between the theory and the practice of the CLT program.

Historical background of Bangladeshi's being weak in English: Recently, English is viewed as a technology for the users for the betterment of people's personal, social, professional, and economic life. English was introduced in the subcontinent by the English colonialists as they used the language as the vehicle for colonizing the colonized (Rahman, 2005). The subcontinent was under the domination of the Mughal Emperors, the Nawabs, and the Zamindars most of whom were Muslims. The English colonizers dethroned them by either hanging them to death or defeating them in the battlefield. The onslaught of the English colonizers continued for long two hundred years. So, naturally an anti-English sentiment grew strongly among the Muslim community and they had apathy to learn English. Religious sentiments also worked to intensify the apathy. The English community created a new sect of pro-English people to tighten up their hold over the sub-continent by commencing English education and teaching English as a foreign language. English was made the official language. Those who educated themselves up in the English schools and earned a good command over the language were offered high posts in the government offices and were given a high status in the society. The Hindu community of the subcontinent who led a submissive life during the Mughal and the Sultani regimes grasped the advantage of the situation and set themselves in an advantageous position while the Muslim community started to fall back and lagged far behind in all walks of life. When the anti-English but poverty-stricken Muslims started to realize the importance of learning English, it was already too late. The same condition prevailed in Bangladesh where the majority of the people were financially poor and underprivileged in the field of education. This is the historical cause why the people of Bangladesh are still weak in English. The seeds of weakness in English among those belonging to the present generation were planted immediately after Bangladesh came into being as English lost its position as a state language or official language. Bangla was made the only medium of all official activities and medium of instructions at all levels of education and

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obviously the era of Teaching English as a Second Language (SLT) started (Imam: 2005). CLT was introduced at the S.S.C. and H.S.C. levels with an aim to ensure products having excellent communicative potentials. There was a lot of hue and cry initially from all corners, i.e. scholars, academicians, experts, and teachers as well because in the past in Bangladesh grammar - translation method was very much popular and effective. It was practiced for over a couple of centuries. Naturally, they were skeptic about the success of CLT in Bangladesh. So, the authors of this article have launched a survey on the success rate of CLT in Bangladesh.

Objectives of the study:

- i. Understanding the authenticity of the initial protest raised against the introduction of CLT at the S.S.C. and H.S.C. levels
- ii. Understanding the limitations of Communicative English Teaching on the backdrop of existing socio-economic condition
- iii. Identifying the problems encountered in the implementation of CLT
- iv. Determining the effectiveness of CLT at the SSC and HSC levels
- v. Identifying the possible impact of CLT on our students, society, economy, and on our nation
- vi. Suggesting corrective measures

Literature review: Communicative language teaching is the latest approach in teaching English as a foreign language. It was introduced in the 1960s. It is viewed as an outcome of the reaction against the grammar-translation and the audio-lingual methods, as the linguists found that those failed to address the needs of the learners and help learners to achieve communicative competence in the target language (Chomsky, 1957). Chomsky, an eminent American linguist, argued, "Language is not a habit structure. Ordinary linguistic behavior characteristically involves innovation, formation of new sentences and patterns in accordance with rules of great abstractness and intricacy". Therefore, linguists looked for new ways to present and organize language instruction, and advocated for the notional- functional syllabus. Eventually, CLT emerged as the most effective way of teaching English both as a second and foreign language.

Communicative language teaching: 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 the "communicative approach". Littlewood (1981) states: "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language." CLT is, actually, an extension or development of the notional-functional syllabus. It encompasses several approaches in teaching the target language like, the natural approach, cooperative language learning, content-based instruction, task-based language teaching, etc. Task-based language learning is a more recent refinement of CLT which has recently gained much popularity.

As an extension of the notional-functional syllabus, CLT also places great emphasis on helping students use the target language in a variety of contexts and puts emphasis on learning language functions. Unlike the Audio-Lingual Method (ALM), its primary focus is on helping learners create meaning rather than helping them develop perfectly grammatical structures or acquire native-like pronunciation. This means that learning a foreign language successfully is assessed in terms of how well the learners have developed their communicative competence, which can loosely be defined as their ability to apply knowledge of both formal and sociolinguistic aspects of a language with adequate proficiency to communicate.

Key features of CLT: CLT is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. As such, it is most often defined as a list of general principles or features. One of the most recognized of these lists is David Nunan's (1991) five features of CLT:

- i. An emphasis on learning to communicate through interaction in the target language.
- ii. The introduction of authentic texts into the learning situation.
- iii. The provision of opportunities for learners to focus, not only on language but also on the Learning Management process.
- iv. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- v. An attempt to link classroom language learning with language activities outside the classroom.

All these five features are often cited by the practitioners of CLT to show that they are very interested in the needs and desires of their learners as well as the connection between the language as it is taught in their class and as it is used outside the classroom. Under this broad umbrella definition, any teaching practice that helps students develop their communicative competence in an authentic context is deemed as an acceptable and beneficial form of instruction. So, in the classroom CLT often takes the form of pair and group work that requires negotiation and cooperation between the learners, fluency-based activities which encourage the learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities (Larsen-Freeman, 2000).

Learners' role in CLT: In a CLT class, learners, in a set social context, are active and lively agents rather than mere passive listeners or receiver. They take part in the process of learning to communicate meaningfully with each other in the target language by forming groups. And, the learners will be able to apply the skills they have attained from classroom activities in their various practical life situations as well. In this process, the learners enjoy complete freedom what language is to use and how. CLT is a learner-friendly process which gives them a greater scope in confidence building to achieve communicative competence as errors are overlooked and corrective measures are not pointed instantly (Richards and Rodgers, 2001).

Teachers' role in CLT: In CLT, a teacher assumes the role of a facilitator, situation setter, observer, guide, advisor, motivator, and co-communicator among the groups of students and a promoter of the learners' communicative ability rather than an authoritative lecturer (Littlewood, 1981). The teacher will give a topic or a chart to the students or show the learners a picture and will ask them to talk or write about the topic or the picture. The teacher will not explain the matter to the learners in detail. Rather s/he will guide them what to do and how to do. The teacher will monitor whether the students are actively and spontaneously participating in the process of learning. The teacher's duty is to ensure that the learners are learning through interactions and group discussion. Thus, the teacher will help the students in confidence and capacity building so that they can apply their classroom teachings in social activities.

Problems encountered during the CLT practices: At the S.S.C. and H.S.C. levels both the learners and the teachers face numerous difficulties in teaching and learning communicative English in Bangladesh. Various semantic and pragmatic problems including mother tongue barrier (Moniruzzaman, 2005), absence of ideal teaching-learning situations (physical environment), such as seating arrangement, class size, teaching-learning aids, etc. (Shaidullah, 2004), students' low motivational factors (Bashu and Bhowmik: 2005), lack of teachers' technical, practical and professional knowledge (Sultana, 2005), lack of teachers' commitment (Widdoson, 2008), failure of addressing the socio-cultural and economic factors (Imam, 2005), non-existence of an authentic communicative syllabus which has properly addressed the learners' needs (Saleheen, 2009), failure of applying effective testing methodology, gap between theory and practice (Yasmin, 2005), and so on have affected the success rate of CLT in Bangladesh.

Methods and Materials

The survey includes the learners and the teachers at the S.S.C and H.S.C levels who are directly involved in the process of communicative language teaching and learning (CLT) under the current syllabus prescribed by NCTB. As the study is focused to determine the success rate of

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Communicative (English) Language Teaching (CLT), survey has been used as the basic design for data collection. Both the primary and the secondary sources of data have been used for the research. Primary data have been collected by providing questionnaires that contain questions relevant to the CLT to the respondents and taking feedback also through face to face interview. It involves both the teachers and the learners of Communicative English Language Teaching at the S.S.C. and H.S.C. levels under the current curriculum prescribed by the National Curriculum & Text Book Board (NCTB). Each respondent has been interviewed either at home or at the educational institution on the basis of availability. Respondents have answered 10 positive statements in the form of various levels of agreement under Likert Scale ranging from 1 to 5. Personal interviews have also been given to justify the answers given by the respondents. Internet websites dealing with education, relevant research papers, journals and articles on CLT, census report from the government and the non-government sources have been evaluated for secondary source of information. Systematic random sampling method (Malhotra: 2006) has been followed to carry out the research. From the target population of 12,373 learners and 580 teachers, only 100 learners and 50 teachers have been chosen for the study. The study has recorded positive as well as negative opinions of the concerned parties (learners and teachers) who are working at the implementation level of the said program. Negative attitude towards the practices of CLT indicates that both the learners and the teachers encounter numerous problems.

The research has been conducted at the Fakirhat Upazila under Bagerhat district which is located in the lower southern part of Bangladesh. To form a preconception about the feasibility of the study, some sort of demographic information is needed. The total population of this area is about 1, 23,956, which may be divided into different homogenous groups: male 51.12% and female 48.87%; Muslims 71.55%, Hindus 28.43%, and others 0.02%. The average literacy rate of the people of this area is 43% of which 49% are males whereas 36.7% are females. There are 3 non-government colleges, 1 technical college, 2 government high schools, 24 non-government high schools, 27 madrasas, 53 government primary schools, and 20 non-government primary schools in the study area (Fakirhat Upazilla Statistics Office:2005). A list and the percentage of the participant institutions are shown in Table1 in the Appendix.

Analysis of the students' questionnaire: The mean value of students' questionnaire no. (QN.) 1 shows a neutral picture of the success rate of CLT and the mean value of QN. 2 is indicative of the learners' minimum awareness regarding CLT. The mean value in the questionnaire no. 3 refers to the poor knowledge of the learners about CLT whereas QN. 4 and 5 give us the frustrating picture of teaching-learning situation prevailing in Bangladesh, especially the teaching-learning aids available in the schools and colleges. The mean value of QN. 6 points towards the positive awareness of the learners about CLT, but QN. 7 and 8 show the learners' dissatisfaction about their syllabus and teachers' role. The mean value of QN. 9 is indicative of the wrong methodology adopted by the teachers while implementing CLT whereas QN 10 speaks of the learners' misconceptions about CLT (see Appendix, Table 2). The mean values of the students' questionnaire have been shown in Fig. 1 in the Appendix.

Analysis of the teacher's questionnaire: The mean value of the teachers' QN. 1 gives a dismal picture of the CLT program in Bangladesh whereas QN. 2 the teachers' poor knowledge about it. The mean value of QN. 3, 4, 5, 6, and 7 gives evidence of a good picture of teachers' awareness about CLT, but QN.8 shows a low opinion of the success rate of CLT in Bangladesh. And, the mean value of QN. 10 clarifies the teachers' awareness about the recent trend in the business and entrepreneurship world in Bangladesh (see Appendix, Table 3). The mean values of the teachers' questionnaire have been shown in Fig. 2 in the Appendix.

Results and Discussion

The study shows that there are hardly any language laboratory, and audio-video and computer amenities in the study area. And the classrooms seem less favorable for interactive English

teaching and learning. Interestingly, neither the learners nor the teachers have a clear idea about CLT. Only a handful few teachers have received CLT training. But the teachers who have fairly sufficient knowledge of CLT do not at all apply or cannot apply its techniques while conducting a language class. So, there is a big gap between theory and practice. This happens because either for the constraints of logistic support, i.e. proper teaching-learning situation or that the teachers are simply reluctant to apply those. While collecting the data, the authors found that the number of learners in a CLT class in almost all educational institutions is over 40-50 which is not at all favourable for the acquisition of the target language. However, the learners opine that the class size does not hamper their learning the target language. It is indicative of the teachers' and learners' poor knowledge about CLT. Besides, while interviewing the students, the authors came to know that many of the learners suffer from English as a foreign language phobia. The commitment of the teachers is also questionable. Moreover, learners' need at the time of syllabus design has grossly been overlooked. Most of the learners have negatively responded while passing opinions about their syllabus. This study obviously indicates that the study area lacks proper teaching-learning environment. Nonetheless, the study found some of the prerequisites for implementing CLT have partially been fulfilled. However, the students' responses refer to the dismal condition of CLT that prevails not only in the study area but also across the country, especially in its remote and rural areas.

Recommendations

From the analysis and findings of teachers'-learners' questionnaire the following suggestions may be adopted to make the CLT program in Bangladesh effective. As communicative syllabus helps learners enhance their communicative skill in English, learners must be given a proper environment in the language class so that they get ample opportunity for listening, speaking, reading, and writing in English. For the improvement of speaking skill, learners will have to be exposed to talking, group discussion, conversation, dialogue, debate competition and speech contest. For listening skill, tuning tape scripts and film shows may be organized. For reading and writing skills, learners are to be taken to various kinds of tests, trials and drills.

It is also excavated that teachers play the major role in imparting knowledge while learners play the role of passive listeners in the study area. So, the authors suggest that the teachers should act as facilitators rather than authoritative pedants by following the authentic way of CLT prevailing all over the world for second language acquisition. Teachers should create a student-friendly environment in the classroom and create a situation in which they feel quite enthusiastic about learning skills which they can use in their practical life situations. Learners should be given enough scope to practice a lot either individually or in groups which will help them build up their confidence level to achieve the desired communicative skill in the target language.

Teachers must have a first hand knowledge of the learners' caliber as well as their psychological, socio-economic, and cultural factors. Materials and syllabus should be handled in such a way so that they become learners-friendly, relevant, useful, easily accessible, and related to learners' socio-cultural and real life activities. Learning should be made contextually pragmatic, syllabus-oriented teaching and learning must be in conformity with the learners' partial life situations.

Besides, teachers should give importance to the use of modern teaching aids, such as charts, maps, colorful posters, authentic books, multimedia, overhead projectors, tape- recorders, audio-cassettes, video-clippings, documentaries, film shows, etc. Steps should be taken to ensure a healthy physical environment for teaching-learning situations, such as moderate class size consisting of at best 30 students, language lab, computer lab facilities, etc. If a language class becomes enormously large in size, i.e. suppose crossing forty or fifty students and noisy, it can be divided into two or three big sub-sections and those big sub-sections into several small groups to ensure a sound environment and effective teaching learning situation.

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Moreover, a CLT teacher must have a clear idea about the task s/he is going to deal with, internalize the elements s/he is going to teach and a solid command over all the skills of the target language. And, the teacher's quality must be coupled with proper, perfect and regular training (Maniruzzaman, 2007).

As the majority of the learners have got a growing dissatisfaction with the syllabus and materials, the authority should dive deep into the matter and handle the situation much more carefully. During material design, necessary and problematic aspects are to be taken into account which can truly address the learners' level, need, interest, attitude, and aptitude. And, the duty of a CLT teacher would be to make the task more interesting and attractive by applying innovative ideas and thus, allowing the learners feel free to get themselves involved in language learning activities spontaneously. To make the learners get involved in the language learning activities, motivation is of massive importance. The teacher will have to encourage and inspire the learners repeatedly. Reward and punishment policy may be applied in persuasion of the teachers' continuous striving for making the learners self-motivated.

Of course, feedback of the learners' performance necessarily be taken and a record of the performance should be preserved to tally recent development of this performance with the previous ones.

Conclusion

In the developing countries a large number of students is pursuing university and technical education by taking such subjects which require students' adequate knowledge how to read those text books in English efficiently (Widdoson, 2008). But, in Bangladesh the quality output the at S.S.C and H.S.C levels depends mostly on the successful implementation of the CLT. So, the corrective measures suggested in the study should be taken into consideration to surmount the learners' deficiencies to use English language in normal, communicative, written, or spoken modes. Quality output will be able to render a greater service for the nation which will ultimately help us build an economically healthy nation. Since all the problems cannot be solved overnight, priority-based solutions would be the most appropriate alternative to maximize the effectiveness of CLT. Education runs on two wheels depending on two living and active exponents such as teachers and students. So, they can be the key factor in meeting out the problem. But, it is true that learners cannot automatically shoulder the responsibility of the learning task. Therefore, the teachers are the right persons to equip the learners with the capability of taking the responsibility of learning task (Maniruzzaman, 2007).

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Appendix: 01

Table 1. Types of institutions surveyed

Types of Institutions	Number of Institutions
Govt. High Schools	2
Non-Govt. High Schools	22
Govt. Colleges	0
Non-Govt. Colleges	5

Table 2. Analysis of students' questionnaire

Questions:	NP	SA	MA	N	MD	SD	Mean
1. Do you believe that communicative language helps you to communicate better in English in any practical life situation?	100	30	10	20	20	20	3.1
2. Do you think that your CLT class combines all the 4 skills of a language (Listening, Speaking, Reading, and Writing)?	100	28	22	25	11	14	3.39
3. Do you feel that your class-size hampers your learning the target language?	100	15	15	19	20	31	2.63
4. Is your CLT classroom equipped with some audio-visual support like speakers, maps, models, pictures, computer, multimedia, and overhead projector, etc?	100	1	4	5	40	50	1.66
5. Does your CLT class offer you an English environment?	100	9	20	17	19	35	2.49
6. Do you believe that learning from practical situation is long-lasting and more effective?	100	40	21	10	14	15	3.57

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7. Do you think that your syllabus under the current course curriculum is enough to gather the 4 skills (Listening, Speaking, Reading, and Writing) of language?	100	20	15	20	5	40	2.7
8. Do you feel that your language teacher inspires you enough to achieve good command in English?	100	15	15	19	20	31	2.63
9. Do you think that your language teacher does every thing in the class room while the students listen to him/her all the while?	100	40	21	10	14	15	3.57
10. Can English be learned through one's mother tongue?	100	42	11	20	4	23	3.45

Fig. 1. Mean value of students' questionnaire

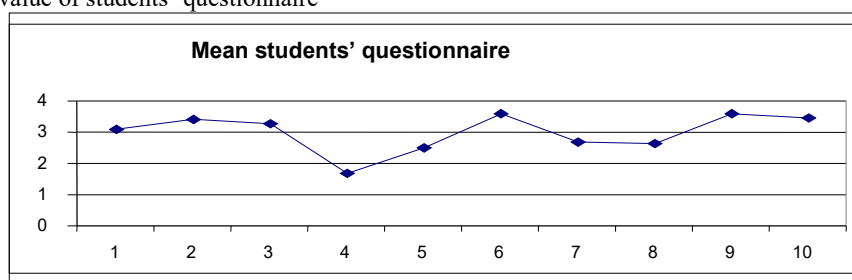
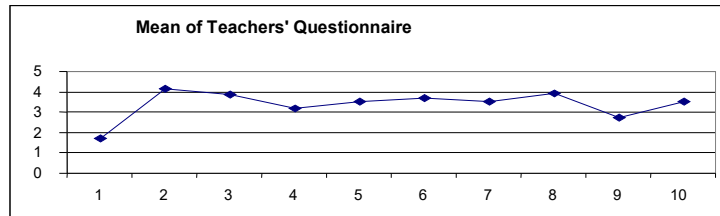


Table 3. Analysis of teachers' questionnaire

Questions	NP	SA	MA	N	MD	SD	Mean
1. Did the government provide you with any training on CLT?	50	2	3	8	2	35	1.7
2. Do you feel that the success of Communicative Language Learning (CLL) largely depends on classroom practice?	50	30	9	5	1	5	4.16
3. Do you believe that taking students' feedback is an integral part of CLT?	50	20	15	4	10	1	3.86
4. Do you think that role playing can offer greater exposure in CLT classroom?	50	20	15	4	10	1	3.18
5. Do you think that in Communicative Language Teaching the teacher/ instructor has to deal with mixed intelligence and mixed mental ability groups?	50	21	4	14	1	10	3.5
6. Do you feel that motivation is at the heart of effective language learning?	50	26	4	9	2	9	3.72
7. Do you believe that the goal of CLT is not to teach grammar but to let the learners use the language in real-life situation successfully?	50	23	5	8	2	12	3.5
8. Do you agree that English language teaching is traditionally written -English focused but CLT is more spoken-focused?	50	31	5	2	4	8	3.94
9. Do you think that only a few students are able to apply the 4 skills (Listening, Speaking, Reading, and Writing) in English language?	50	11	3	15	4	17	2.74

10. Do you feel that many of the services provided by govt. and non-govt. organizations require good command over English?	50	20	7	11	4	8	3.54
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Fig. 2.: Mean Value of Teachers' Questionnaire



Appendix: 02

List of the schools and the colleges surveyed:

a. Govt. High Schools at Fakirhat

1. Mulghar Govt. High School, Fakirhat, Bagerhat
2. Khodeja Khatun Govt. Girls' High School, Fakirhat, Bagerhat

b. Non-Govt. High Schools at Fakirhat

1. Bhabna High School, Town Nowpara, Fakirhat, Bagerhat
2. Banga Bandhu Girls' High School, Town Nowpara, Fakirhat, Bagerhat
3. Subhadia K. B. M. L. High School, Subhadia, Fakirhat, Bagerhat
4. Deapara M. L. High School, Bhanganpar, Fakirhat, Bagerhat
5. Tekatia M. L. High School, Bhanganpar, Fakirhat, Bagerhat
6. Naldha M. L. High School, Naldha, Fakirhat, Bagerhat
7. Mulghar Girls' High School, Mulghar, Fakirhat, Bagerhat
8. Hazi A. H. M. L. High School, Satsaia, Fakirhat, Bagerhat
9. Shirinhogue Girls' High School, Fakirhat, Bagerhat
10. Kalkalia G. C. M. L. High School, Kalkalia, Fakirhat, Bagerhat
11. Mulghar Girls' High School, Mulghar, Fakirhat, Bagerhat
12. Faltita S. S. W. High School, Kalkalia, Fakirhat, Bagerhat
13. Dwadash Palli PK Girls' School, Kalkalia, Fakirhat, Bagerhat
14. Bahirdia High School, Mansa, Fakirhat, Bagerhat
15. Attaka K. A. Pilot High School, Attaka, Fakirhat, Bagerhat
16. Gabkhali High School, Piljanga, Fakirhat, Bagerhat
17. Piljanga M. L. High School, Piljanga, Fakirhat, Bagerhat
18. Shah Auliabag M. M. High School, Shah Auliabag, Fakirhat, Bagerhat
19. Betaga United M. L. High School, Betaga, Fakirhat, Bagerhat
20. Betaga A. M. Girls' School, Betaga, Fakirhat, Bagerhat
21. Baidanga M. L. High School, Baidanga, Fakirhat, Bagerhat
22. Lokhpur A. A. I. Girls' High School, Banidanga, Fakirhat, Bagerhat

c. Govt. Colleges at Fakirhat

Nil

d. Non-Govt. Colleges at Fakirhat

1. Kazi Azhar Ali College, Fakirhat, Bagerhat
2. Shaheed Smriti College, Town Nowapara, Fakirhat, Bagerhat
3. Fakirhat F. N. Mujib Womens' College, Attaka, Fakirhat, Bagerhat
4. Sakina Azhar Ali Vocational College, Fakirhat
5. Betaga United College, Betaga, Fakirhat.