**Introduction:**

This study aims to investigate to what extent CLT is implemented in Primary level’s classrooms and what are the difficulties or challenges teachers face in implementing it in context of Bangladesh. The first three sections of this chapter outline the background,context of the research and its problem statement. The next sections describe the purpose and significance of the research. In this assignment I wrote introduce CLT the effective approach of teaching English throughout the world .I analyzed and discussed add subject-points according to the need of this topic. In the last stage of the assignment I gave my opinion and recommendations Perspective of this topic.

**Abstract:**

Due to the importance and necessity to communicate in English many EFL/ESL countries including Bangladesh adopted Communicative Language Teaching (CLT) approach for teaching English. After many years of its launch learners’ unsuccessful proficiency level raises the question on its effective implementation. This study attempts to provide a real picture of CLT implementation. It also investigates the factors which challenge the implementation of this teaching approach.In this qualitative research data was collected through teacher interview, student’s group interview and classroom observation.The findings indicate CLT is not implemented here as it is in the theory. It shows that classrooms are still teacher centered, learners are not engaged enough, and fluency is still

out of concern and classroom activities are not communicative.The implementation has been challenged by several factors included: power of exam, students’ English phobia, lack of facilities to support CLT, classroom environment.The study also provides a range of practical recommendations for the authorities and teachers of primary educational institutions, ministry, educators and policy-makers to further improve implementation of CLT and to help ensure the success in implementing this approach in Bangladesh.

**Background:**

Communicative Language Teaching (CLT) is the most influential language teaching methodology in the present world. It was originated in 1960s while Audio lingualism in United States and Situational Language Teaching in Britain are questioned by the European educators. They noted the need to focus in language teaching on communicative proficiency rather than mastering linguistic structures showed a learner needs to understand and express rather than describe the core of language through traditional concepts of grammar and vocabulary. At the same time Dell Hymes first coined the term ‘communicative competence’ which referred ‘aspects of our competence that enables us to convey and interpret massages and to negotiate meanings interpersonally within specific contexts’ Such observations contributed to a shift in the field in late 1970s and early 1980s from a linguistic structure-centered approach to a Communicative approach or simply Communicative Language Teaching Due to the

needs of international communication in the early 1990s the CLT approach was adopted in many countries like Bangladesh where English is learnt and spoken as a foreign language. With a hope to enable students to use English in their practical life, Ministry of Education (MOE) introduced Communicative Language Teaching (CLT) in Primary, Secondary and Tertiary level of Bangladesh in 1997 replacing traditional Grammar Translation (GT)method. MOE authorized National Curriculum and Textbook Board (NCTB) for preparing English teaching and learning curriculum, syllabus, materials based on CLT approach.

**Context of the study:**

In Bangladesh CLT is a ‘buzzword’ now which roams in and around English classrooms, with English teachers, ELT professionals, both government and NGO teacher training sectors, in English departments of both public and private universities. The reason behind it is that the worldwide popularity of CLT as successful language teaching method. Our primary curriculum suggests CLT approach so that students should get enough opportunities for practicing four basic skills of language listening, speaking, reading and writing.

**The objectives of English curriculum in primary schools are:**

1. Understand simple commands/instructions/request in English and carry them out.

2. Speak and understand simple English according to their age level.

3. Read and comprehend text books according to their level.

4. Write alphabets, words, numbers, simple sentences, passages, paragraphs, informal letter according to their level.

However, most of the students of primary level are unable to attain the above mentioned competencies. Because the curriculum is not implemented properly in the real classrooms.

**Problem statement:**

After passing many years in Bangladesh how much change CLT has brought to the learners to use English in real life that remains a big question. The situation points to effective implementation of CLT in classrooms. Though it is believed that educational institutions are trying to follow the CLT method to teach the students communication in English, the reality may be different. Most of the private institutions seem to work for earning profit. The authorities of both private and government institutions do not know how CLT is implemented in their institutions, whether there is any need to bring change in the implementation. They do not concern

how learners learn English and how far they are successful in real communication.So I want to investigate how CLT is implemented in the classrooms and what are the obstacles behind the implementation. I have worked with Primary level because it is the root level for teaching and learning English in Bangladesh. But still it is under negligence.

**Purpose of the study:**

The objective of the study is to investigate how far CLT is implemented by looking at its principles, teacher-student roles and activities practiced in the classroom. Moreover this study figures out the difficulties in implementing it at Primary level’s classroom.

**Significance of the study:**

The Ministry of Education (MOE) and National Curriculum and Textbook Board (NCTB) introduced CLT expecting that students would achieve mastery of English. But after completing 12 years learning of formal English most of students are not able to use English outside the educational boundary. Under this circumstance the realities of classroom practices are needed to be exposed. This study exposes the real scenario of primary level’s classrooms whether CLT is implemented there or not.The result of the study will place a significant emphasize on teachers and students. They will able to understand that the purpose of teaching and learning English is not only passing the examinations but also using it in real life. Teachers will concern about their teaching methodologies and practices in class. Students will be motivated for learning English effectively.

It is also expected to draw the attention of Ministry of Primary and Mass Education (MOPME) to formulate policy, evaluate and execute plans and National Academy for Primary Education (NAPE) to provide proper training to primary English teachers and conducting valuable research in case of implementing CLT and overcoming the obstacles in primary level’s classrooms. Guardians will also be conscious to look after their children and will be careful about how their children learn English language from the institutions.

**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’. 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. 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.

**Characteristics of CLT:**

Classroom goals are focused on communicative competence. The target language is a vehicle for communication not only the object of study.

1. Language techniques are designed to engage learners to use the language for meaningful purposes.
2. Fluency may have to take on more importance than accuracy in order to keep the learners engaged in language use. Accuracy can be judged not in abstract but in context.
3. Students have to use language productively and receptively as these are needed in authentic communication.
4. Students should be given opportunities to be coached on strategies for how to improve their comprehension, their learning style and process.
5. The teacher acts as a facilitator in setting up communicative activities and as an advisor or guide during the activities. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

**Communicative activities:**

There are two kinds of communicative activities. They are: pre-communicative activities and communicative activities. Through pre-communicative activities, the teacher isolates specific elements of knowledge or skills which compose communicative ability, and provides the learners with opportunities to practice them separately. The learners exercise

some parts of skills rather than practicing the total skills. The learners learn different structures of target language through pre-communicative activities. For example, the learners must produce the correct form of simple past. Then the learners learn to relate structure to communicative function. These activities give importance to not only the structures but also the meanings. After that the learners learn to relate language to specific meanings. Question-and-answer activity based on the classroom situation is a part of situational language teaching.In communicative activities, the learners have to activate and integrate their pre communicative knowledge and skills in order to use them for the communication of meaning. Then they practice the total skills of communication. In functional communicative activities, the learners are placed in a situation where they must perform a task by communication as best they can; with whatever resources they have available. The criterion for success is practical: how effectively the task is performed. In social interaction activities, on the other hand, the learners are also encouraged to take account of the social context in which communication takes place. They are required to go beyond what is necessary for simply `getting the meaning across’, in order to develop greater social acceptability in the language they use. At first a learner gathers grammatical accuracy and later he produces speech which is socially appropriate to specify situations and relationship.

**Language Classroom Based on CLT:**

An ideal arrangement of a classroom promotes interaction, involves arranging the desks in a semicircle. This type of arrangement is most feasible in getting students involved in acquire communication competence in English Language students need to participant in different activities. They reflect natural use of language.

1.They focus on achieving communication.

2.They require meaningful use of language.

3. They require the of communication strategies.

4. They produce language that may not be predictable.

**Teachers’ Role:**

In CLT classroom teacher has to play dimensional role. She/he has to know when it is high time to play which role. Facilitator- who facilitate the communication process in the classroom.

1. Independent participant- He/she has to participate within the learning- teaching group.
2. Resource- He/she organizes the resources of the activities or can acting the role of resource being helpful and by giving information to students.
3. Researcher- He/she is a learner or researcher with much to contribute in terms of appropriate knowledge and activities, actual and observed experience of the nature of learning and organizational capacities.

**Students’ Role:**

The emphasis in CLT leads the students to different roles in classroom. These can be mentioned in following terms

1. Negotiators for meaning: The learner as negotiator between the self, the learning process and the objective of learning emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertaken.

2. Communicators: They need to communicate with each other and share their opinions in the class.

3. Discoverers: They have to discover how to improve their learning.

4. Contributors of knowledge and information: the implication for is that learner should contribute as much as he gains and thereby learn in an independent way.

**Class size:**

The EFL classrooms are often not well-equipped or convenient with a lack of resources to support CLT activities and the classroom may also be inconvenient due to the large number of students and immovable desks and chairs which hinders the maximum students’ participation and successful implementation of communicative activities like role-play, group-work and games. Class size can make the implementation of CLT difficult in an EFL setting . In addition, many language teachers hold a negative view on teaching English in large classes, it is very “hard to organise class activities”, “out of

control” or “impossible to communicate” Similarly, these

concerns are also shared by many researchers. It is difficult to control what happens when the number of a group passed a certain number. The ideal size of a language class maximum is 30 because only under such a scale, can a teacher offer enough chances for the students to communicate with each other. Hayes classifies the problems associated with teaching in large classes into five categories as follows: discomfort caused by the physical constraints, control problems , lack of individual attentions, difficulty on evaluation, and problems of charging learning effectiveness. These problems can be physical, psychological and technical In relation to this issue, Harmer also finds out in his study that large classes create difficulties for both teachers and students. It is difficult for teachers to have contact with the students sitting at the back and for students to get individual attention.

**Financial implication:**

In adopting CLT into the classroom, it requires variable facilities to create teaching materials and teaching aids in order to motivate students to concentrate on communicative activities. On the other hand, the EFL classrooms lack facilities and equipment to support CLT activities.Rao supported this argument by stating that most educational institutions do not have enough financial resources to provide the audiovisual equipment, photocopiers and other facilities and resources that are required to support the dynamic teaching necessitated by communicative language teaching approach. In addition, Incecay and Incecay stated that most of EFL schools have a lack of funds to build an English usage environment in schools in order to motivate students and to improve their communicative competence.

**Limitation:**

All research has limitations associated with the process involved and this applies to this study as well. There are a number of limitations that have been identified and considered as constraints in the study. Firstly, the challenge was to take permissions from the Headmasters. Headmasters of two schools directly denied and other two schools told that they would let me know later but they did not inform. Secondly, sample size for teacher interview was limited because of difficulties to make appointments with teachers. Finally for the time constrain I collected data only from the schools of Dhaka city.

**My Recommendations:**

Based on the findings some recommendations have been made below.

1. English teachers need training in CLT and material development: There has been a dying need for a well-structured training program for the English teachers of Primary level. Although some of the teachers I interviewed have training to teach English as one of the compulsory subjects, a few of them are trained in CLT. Some of them do not have clear idea about CLT approach and how to apply it in classroom to develop learners’ communicative competence. The students can pass in the exam with the help of a teacher who has no idea about CLT but they will not be competent in four skills in English. Teachers need proper materials from the school authority to guide students properly. They should also make materials for communicative task. Proper training can

teach them how to use CLT in their classrooms and how to create or use materials in class. For training they can be motivated to overcome the difficulties.

2. Evaluation of teaching process: Teaching approaches and techniques should be regularly evaluated to see the achievement of students and the improvement in teaching.

3. Following textbook instruction: The current textbook includes some instructions related to communicative task. Teachers need to follow these instructions and tasks to make students more creative and communicative. If the activities are confined within gap-filling, matching, ticking and teach them grammatical structure, the learners will not able to acquire communicative competence. The teachers should arrange much activity which will be helpful for the learners to develop their listening and speaking skills. Whatever the lessons are related to the exam or not but teachers need to follow the textbook.

4. Arrangement of the materials regarding communication: School authority need to provide all the equipment related to increase the four skills among the students like- audio-video and visual materials, tape-recorder etc. so that teachers can use those materials in class and students also be motivated and feel interested in English language classes.

5. Changing the classroom environment: Large class is the core of all the problems. As there are too many students teachers could not give emphasis on listening and speaking skills. Instead of having one or two sections of 50 to 100 students, it is better to make four or five sections of one class consisting of a maximum of 20 to 40 students. The students of last benches cannot listen to the teacher’s

lecture. Schools should provide movable chairs also so that group and pair work can be possible to arrange.

6. Arrangement of student-centered classroom: For a long time, English classrooms at primary level are dominated by the teachers in Bangladesh. They always stand in front of the blackboard, talk all the time and students listen to them. This kind of classroom setting is in favor of using Grammar-Translation Method. There is no interaction between teachers and students in these classes. Most of the classes I visited have these problems. In order to acquire communicative competence in English language; the students need to participate in different activities. The students can play role or present a topic after discussion with other students given by teachers. Teachers need to assign students in different types of group or pair work or group discussion and tell them to discuss in English.

**Conclusion :**

Communicative Language Teaching (CLT) is the most influential language teaching methodology in the present world. It was originated in 1960s while Audio lingualism in United States and Situational Language Teaching in Britain are questioned by the European educators. They noted the need to focus in language teaching on communicative proficiency rather than mastering linguistic structures. In Bangladesh CLT is a ‘buzzword’ now which roams in and around English classrooms, with English teachers, ELT professionals, both government and NGO teacher training sectors, in English departments of both public and private universities. The reason behind it is that the worldwide popularity of CLT as successful

language teaching method. Our primary curriculum suggests CLT approach so that students should get enough opportunities for practicing four basic skills of language

listening, speaking, reading and writing.

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