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PROBLEMS REGARDING CLT IMPLEMENTATION AT HIGHER SECONDARY LEVEL: A CASE STUDY IN BOTH URBAN AND RURAL AREAS IN BANGLADESH

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Abstract
This article tries to find out the explanations behind the implementation of CLT approach in the higher secondary level and attempts to produce a real data of CLT implementation in both rural and urban areas in Bangladesh. It also looks at the factors that make this teaching approach difficult to implement. This study examined both teachers' and students' perceptions, opinions, and perspectives of the English language at the higher secondary level. To achieve the objectives of the study, a mixed-method approach has been undertaken to conduct the methodology of the study where a range of methods such as Questionnaire, Interview and Classroom Observation Checklist have been used. The outcomes reveal various types of obstacles which are: a huge number of students in CLT classroom, small size of classroom, insufficiency of modern materials. It also disclosed that maximum students are not able to understand the English lecture in the classroom, teachers are not trained to maintain the classroom by following CLT method and some of the trained teachers are refused to apply CLT approach as well. Based on the findings, this study tries to propose some processes for reversing the current situation that is happening at present within the educational system in Bangladesh.

Keywords: Communicative Language Teaching (CLT), English as Foreign Language (EFL), English as Second Language (ESL), English Language Teaching (ELT), Grammar Translation Method (GTM)

Introduction
English is the world's most commonly spoken and dominated language. In several countries around the world, it is now considered the most useful language for communication and a second language. English is used in almost every sector in Bangladesh. Despite the fact that it is not the primary language, it is permitted to be used as an official language in most private offices. Government offices are also using this language on a large scale as well. English is taught as a compulsory subject to students in this country from the primary school level to the higher secondary level. Several forms of approaches have been used in language teaching since the beginning. Communicative Language Teaching (CLT) is the most recent among all the approaches. While the Grammar Translation Method (GTM) failed

to meet the requirements and demands of authorities, Communicative Language Teaching stepped forward. According to Richards and Rodgers (2001), CLT was implemented in Bangladesh through the English Language Teaching Improvement Project, a joint project between the United Kingdom and Bangladesh (ELTIP). As a result, the National Curriculum and Textbook Board (NCTB), a branch of Bangladesh's Ministry of Education, developed CLT-oriented reading materials and a schedule for CLT implementation in schools, colleges, and madrasahs (religious institutions) with the aim of growing students' capability.

English is an international language. To interact with the rest of the world in this age of globalization, everybody must be able to communicate in English. For this reason, English has been mandated as a compulsory subject for Bangladeshi students. They must take English subject till higher secondary level. Even after all of these procedures, students were still unable to communicate effectively in English in a variety of situations. This condition remained the same for students at the primary, secondary, and higher secondary levels. Though it is commonly assumed that educational institutions are attempting to teach students communication in English using the CLT approach, the truth could be very different. The majority of private institutions tend to be in business to make money. Authorities in both private and public institutions are unaware of how CLT is applied in their institutions or whether any changes are needed. They don't worry about how students learn English or how well they interact in real life (Islam, 2011). According to Mehtab (2012) CLT aims to boost not only ESL and EFL learners' "communicative competence," but also their "communicative performance." Since then, this approach has been used to teach English at all levels. However, it is a source of disappointment that the majority of students are still unable to communicate in English. Chowdhury (2003) focuses on issues of communicative language teaching that are important to students not only in Bangladesh, but also in other Asian countries with EFL situations. He examines the cultural meaning of language teaching and learning, as well as its effects on students. He proposes that language teaching materials be reformed and updated into a new system that reflects Bangladesh's realities.

According to Li (1998), the use of CLT to teach English in Bangladesh has recently received attention. Although the CLT method aims to engage students in more meaningful and interactive learning activities that result in both comprehensible feedback and language input, English language teachers in Bangladesh still find it difficult to adopt the method and optimize learning proficiency, especially in EFL classrooms (Ali & Walker, 2014). According to Sharmeen (2008) English is a compulsory subject in Bangladeshi schools and colleges, but the majority of students suffer due to a lack of motivation. Students face many obstacles in the classroom, including large class sizes, limited opportunities to use the target language, the absence of a language lab, and a shortage of trained teachers. Several students remain unsuccessful to obtain the pass marks in English subject in SSC (Secondary School Certificate) examination after reading it for ten years. After ten years of study, English is still regarded as a difficult subject among students. Although textbooks and syllabi are designed to introduce CLT in the classroom, the majority of teachers prefer to teach English in the classroom using the old Grammar Translation Method. The CLT approach

stresses all four basic language skills equally, but only reading and writing are practiced in the classroom, as in the old GTM. Students would not have any issues relating to speaking and listening during the exam. As a result, neither teachers nor students are worried about these two communicative English skills. Ullah (2013) also points out that Reading and writing skills are emphasized in English classes because testing procedures focusing on those two skills. True communicative competence is not developing as a result of exam-oriented English study. Peyar (2011) states a large classroom is needed due to the large number of students in a single institute, which is not suitable for teaching and learning in CLT. This method necessitates a classroom in which students engage in a variety of activities, such as pair work, group work, and individual work and so on. Students only embrace their teachers' lectures in the classroom, which does not contribute to a communicative learning environment. Students are often denied the ability to share their thoughts or ideas in the classroom in this manner. At the same time, they do not have the ability to communicate with others in English.

The current study's main aim is to look at both students' and teachers' perspectives and problems with the CLT approach struggling at the Higher Secondary Level in both rural and urban areas of Bangladesh. The following are the study's key objectives:

1. To detect the problems of implementing CLT at the higher secondary level in Bangladesh.
2. To examine if the learners are motivated enough to take part in communicative learning activities.
3. To know about the activities of the CLT classroom.
4. To know if the students are benefited in practicing CLT in the classroom.
5. To find out the limitations of learning and teaching CLT in the classroom.

Research Questions

1. How CLT is conducted at H.S.C Level in Bangladesh?
2. Are all the principles of CLT maintained in the classroom?
3. What are the benefits and drawbacks of using the CLT approach at the Higher Secondary level level?
4. How feasible is CLT at the H.S.C level?
5. What are the problems found to implement CLT in H.S.C Level?
6. What kind of problems do the teachers and students face in the CLT method?

Literature Review

The audio-lingual teaching method and its unsatisfactory results prompted the development of Communicative Language Teaching (CLT) in the 1970s. The audio-lingual pattern approach is dismissed because it fails to train students for successful use of the target language in a number of communicative circumstances. Many people have reported that using CLT is difficult for most EFL teachers. Diana Ansarey (2012) detailed that teachers in Bangladesh, felt CLT was difficult to implement. The establishment of a more comprehensive instructional curriculum, old teaching methods, class size and timetables, resources and equipment, and English instructors' deficiencies in oral English, sociolinguistic, and tactical competence are all listed as limitations. In order to inspire students to focus on communicative practices, CLT in the classroom needs

a variety of facilities to produce instructional materials and teaching aids. The EFL classrooms, on the other hand, lack the requisite facilities and equipment to support CLT activities. Rao (2002) supported this assertion by arguing that most educational institutions lack the financial resources to provide audiovisual equipment, photocopiers, and other facilities and resources needed to sustain the complex teaching that communicative language teaching necessitates. Furthermore, according to Incecay (2009) most EFL schools lack the funds necessary to create an English use atmosphere in the classroom in order to inspire students and develop their communicative competence.

Many studies have shown that it is difficult for teachers, especially EFL teachers, to use CLT as a tool to help them achieve their language teaching goals in their context with their students. According to Dr. M Shahidullah (2012) who conducted a study to determine the attitudes of Bangladeshi teachers toward using CLT in the local context, the majority of teachers are not interested in using CLT because it takes too much preparation time. There is no distinction between the classes of trained and non-trained teachers. The trained teachers experienced a variety of challenges in implementing their training into practice, including limited vocabulary among teachers and students, a lack of real-world resources, a lack of teaching aids, students' irregular attendance and inability to understand English, shyness, a lack of an English learning atmosphere, and inappropriate setting arrangements Rahman (et al., 2006). CLT has been introduced at the secondary and higher secondary levels to help students develop their skills in four areas: speaking, listening, reading, and writing. However, according to Sanjaya (2014) students are not adequately taught speaking and listening skills, and as a result, they are unable to use English outside of the classroom. She also mentioned that teachers at the secondary level still use the old GTM, which does not emphasize the development of students' communicative skills.

According to Hasan and Akhand (2009) the transition from GTM to CLT took place around 2001, and it is now the official government education policy. It's been nearly a decade since CLT was integrated into the ELT sense, and it's time to consider how much it's enhanced learners' competence. Hamid and Baldauf (2008) said that English is taught by teachers who are unfamiliar with this approach, and this is insufficient for students to pass the exam or learn the language. After the implementation of CLT, a teacher training program was developed, and a few teachers were trained as a result of this program. So the most vital thing is that educational administrators should do the teachers training (Liao, 2000).

Brown (2001) claims that while CLT has the potential to be a very effective strategy for helping students improve their communicative skills, some of its characteristics make it difficult to implement in the classroom. An instructor who isn't fluent in a second language would struggle to use English effectively in the classroom. Since the teacher does not speak English, he or she may continue to use his or her first language in all classroom activities. Shahidullah (2004) stated that if the classroom size is small, it would be easy for a teacher to handle the activities. He can also clearly monitor and resolve the problems of each student. However, this is not feasible in a broad classroom because it is not conducive to teaching and learning. Richards (2006) defines CLT as a set of principles about the goals of language teaching, it includes: how students learn a language, the

type of classroom activities that help to learn; and the roles of teachers and learners in the classroom. It is an advancement of teaching technique which reflect more recent applied linguistics research and educational theory. Hymes (1972) said that language literacy alone is inadequate for students to communicate in substantive communicative contexts. He claims that language is used as a means of social interaction within society, rather than as a separate entity. As a result, he promotes communicative competence, which stresses linguistic comprehension as well as communication abilities. As a consequence, CLT follows this approach and aims to develop learners' communicative abilities so that they can use language in real-life situations (Richards & Schmidt, 2010).

Richards (2006) described CLT as a collection of principles that govern language teaching goals, including how students learn a language, the types of classroom activities that aid learning, and the roles of teachers and learners in the classroom. It is a trend of teaching methods that combines more recent applied linguistics research and educational theory. According to Barman, Sultana, and Basu (2007) there are eight factors that are considered as barriers to CLT in Bangladesh: 1) insufficient ELT practitioners, 2) financial restrictions, 3) administrative setup, 4) infrastructural limitations, 5) cultural conflicts, 6) classroom seating structure, 7) class size and language teaching and learning, and 8) exam method. They claimed that in Bangladesh, most teachers had the option of beginning their teaching careers without any prior formal training. Despite the fact that the government had sent materials based on the CLT system, the teachers did not fully comprehend the principles of communicative competence. Many language teachers are also underpaid, which has a negative impact on their mental health and has resulted in a demotivated classroom climate as they have to supplement their income by teaching as private tutors. They also noted that a large number of Bangladeshi institutions continue to be developed around result-oriented teaching, which primarily focuses on reading and writing skills. In certain cases, the classes are too big to manage; often there are as many as 150 students in a single class. In the Bangladeshi context, Hasan and Akhand (2009) clarified that a lack of classroom guidance and insufficient resources may have an effect on the CLT approach. However, the question of whether a combination of content-based techniques and CLT could alleviate the difficulties of teaching English in Bangladesh is still being debated. Hence, Nesa (2010) claims that restricted teaching/learning materials and implementation procedures obstruct CLT implementation in Bangladesh. She suggests that improving self-coordinated investigation, including more instructional resources, and encouraging teacher training in CLT, as well as the regulation of the CLT method could help students achieve better results.

Method

Instruments

A mixed-methods approach was used in the research. This approach obtained and evaluated both qualitative and quantitative data at the same time. Responses were gathered using three different types of instruments. These are: Teachers' interviews, student questionnaires, and a classroom observation checklist. Teachers' interviews and student questionnaires are the methods for explicitly

communicating with them and generating ideas for this research. Classroom observations are also needed in order to justify the study's findings.

Number of Participants

To complete the study sixty students and five teachers of higher secondary level of different colleges have taken. The students' native language is Bengali and they learn English as a foreign language. The method of learning language is CLT. The teachers who are involved in the study teaching English at the same stage. The participants include both the male and the female.

Process of Data Collection

The study's main aim is to discover the difficulties of implementing CLT at the higher secondary level. A set of questions containing a total of 9 interview questions related to the study was used for the teachers' interview. The data was collected from the students through a questionnaire that included 12 questions. Three English classes were also observed to note the overall activities, specifically to evaluate the usefulness of CLT and the classroom physical settings. An observation checklist with 11 criteria was sorted and observed to collect all of the data in detail during the classroom observations.

Findings and Discussion

Data Analysis

With the help of research instruments, various types of research areas were found. In this part of the study all the collected data are analyzed through statistical procedures.

Analysis of Questionnaire for Students

12 questionnaire were distributed among sixty (60) students. The following findings are done using the information by the students:

Statements	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
Difficulties while pair working.	35%	31%	12%	22%	0%
Unsupportive principles of CLT in classroom.	24%	38%	22%	12%	4%
Use of pictures/objects in the classroom.	8%	6%	22%	28%	36%
Teacher's movement around the classroom.	36%	24%	4%	34%	2%
Lack CLT materials in classroom practice.	18%	40%	10%	30%	2%
Absence of CLT activities in the classroom.	14%	6%	8%	52%	20%
Importance of grammatical rules in language learning.	26%	34%	22%	18%	0%
Students' opinions and	18%	48%	20%	4%	10%

Statements	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
idea about CLT.					
Teacher's use of CLT in the classroom.	38%	16%	20%	12%	14%
Teachers are not helpful in the classroom.	26%	14%	16%	32%	12%
Large classroom for CLT.	44%	26%	12%	15%	2%
Lack of instruments to assess communicative competence.	40%	18%	30%	12%	0%

Interviews with Teachers

In this section of the study consists of interviews with teachers. The interviews are taken with five teachers from different colleges. All teachers are teaching English Language at higher secondary level. A brief summary of each interview are given below:

Teacher-1 (T-1)

T-1 was asked about the overall situation of his teaching career and in response he freely answered some questions where it found that he has been teaching English courses for 6 years in this institution. He has knowledge about Communicative Language Teaching (CLT) approach and got training a long ago. He said that group work helps students to find out their faults and they can correct themselves though it takes a long time and wastes lots of valuable teaching time. To talk about the difficulties he mentioned the lack of CLT materials and the environment of the classroom is not support the CLT principles. T-1 mentioned that the problem that he faces in teaching English is that he has to speak in Bengali instead of English in the class. Sometimes he changes the sitting arrangement. So that good and less understanding students sit together and get help. He said that he uses activities such as asking questions, pair work, solving questions, reading tests etc. T-1 talked about his institution that the classrooms are suitable for minimum use of CLT.

Teacher-2 (T-2)

T-2 said that he is new in this institution and he does not have any kind of training on the Communicative Language Teaching. He also feels the importance of engaging students in group work while teaching the English course. He said that teaching English by applying the CLT approach is very difficult. Because it is very hard to maintain a large class. He complained that the students' are not good at English and they do not pay the full attention in the classroom. He noticed students face many difficulties in learning English because the teacher's acts in the classroom as a dominating figure to handle his students. He said that he always gives his students' activities such as pair work, question-solving etc. Lastly, he mentioned his classroom is not suitable for the CLT approach.

Teacher-3 (T-3)

To answer the question T-3 mentioned she has been teaching English course around 4 years in her institution. She said that she knows about Communicative Language Teaching (CLT) approach but she has no training in this method. She mentioned that teaching students by following pair work or others class activities is necessary though it talks a long time. She faces many problems such as lack of enough CLT materials in the classroom. She also said that their students face many difficulties in learning English such as the teacher do not give any chance to their students to express their ideas, they remain busy in various tasks and activities in the class because of the shortage of time. To answer about the CLT classroom she said she do not think that their classroom situation is suitable for CLT.

Teacher-4 (T-4)

T-4 said about the overall scenario of his teaching strategies and in response he quite freely answered some questions where it found that he has only 1 year of teaching experience and he has some knowledge about CLT. He mentioned that he has no training in this method. T-4 said that it is necessary to engage students with group work in the classroom. As he has no training on CLT approach he felt it difficult to practice this method in the classroom to teach his students. Finally, he answered that he does not think that his classroom situation is suitable for CLT as it was very noisy and the classroom size was big with almost 70 students.

Teacher-5 (T-5)

To answer the interview questions T-5 said she has more than 5 years' experience and she got training on the CLT approach. She said that it is a duty for a teacher to involve his/her students in classroom activities in a CLT classroom. She said that she cannot create a suitable environment for pair work in the classroom because it creates the chance for the students to talk about something irrelevant to the lesson. T-5 said that it is very difficult to teach English applying the CLT approach. Because the classroom size is too big and it's very hard to handle a big classroom with 60-70 students. The students are not active in the classroom they often talk to each other. She also said her students face many difficulties in learning English. Because teachers cannot properly help their students in the classroom although some students are curious to learn something. She mentioned that the classroom situation is suitable for the minimum use of the CLT approach. As she was trained on this method, she can handle the classroom situation by her own experience.

Analysis of Classroom Observation Checklist

This study only observed the classroom size, classroom management, number of students, physical settings of the classrooms, seating arrangements, technological support, high traffic areas, safe and orderly environment, CLT materials, students' activities (use of technology/multimedia/projector etc.), and other equipment in the classrooms. The classroom observation checklist has been provided below:

1. The study topic was English grammar.
2. The classroom size was too big. It has consisted of 50 to 60 students.

3. The classroom had been decked out. A blackboard and a table for the teacher were given in each classroom. For the students, there were benches.
4. The classroom was in an average condition.
5. The researcher did not find any technical support in the classroom.
6. The classroom was situated in a quiet place where there was no traffic noise. The area was perfect for taking any class.
7. The classroom was very safe and ordinary environment for the students.
8. The classroom did not have any CLT materials.
9. The students' benches were fixed, finding it challenging for the teachers to control each student.
10. Although it was very hard for a teacher to maintain a big class with lots of students. But the researcher found the learning goal was clear.
11. During the observation, the researcher did not notice any types of students' activities.

Recommendations

The study was designed in order to investigate the problem regarding CLT implementation. The study recommends the following suggestion as probable solutions based on the real results of this research paper.

1. The limitation of time in the classroom is not enough for teaching and most of the teachers had to face this problem most frequently. So the time limit should increase particularly for English class.
2. The authority's proper training and regulation of teachers can improve the current picture of CLT, especially rural areas. So, English teachers should be provided with a comprehensive CLT training program.
3. The exam policy needs to be systematically reformed in order to implement the CLT approach and the testing system needs to focus on both four skills (reading, writing, speaking, listening).
4. Teachers need to encourage their students and help them gain the confidence to speak English fluently. They should understand the students that making mistakes is a natural part of learning.
5. Students have a tendency of memorizing answers from their textbooks till now. It can be better that the written questions will be structured in this way that students will be compelled to think individually and independently to answer their questions.
6. Students must be involved in a range of activities in order to improve communicative ability in the English language. Teachers should engage students in a variety of pair work or group discussions and advise them to speak in English with their classmates.
7. The authority should supply necessary equipment particularly in rural colleges, such as a projector, sound box, tape recorder, cassette player, language lab, computer lab, calm and quiet classrooms with ensuring electricity supply. So that teachers can use those materials in teaching and students are inspired and interested in English language classes as well.
8. Colleges should have a movable seating arrangement available. It will help teachers in preparing a variety of activities.
9. Because of the large classroom containing 50-80 students it's better to divide the class into two or three sections which consisting of a maximum of 25-40

students. As a result, each of the students will learn properly and can be connected with the teacher in the classroom.

After all, Government should take a long-term policy for implementation of the CLT method in all the instructions.

Conclusion

To conclude, the findings of this study especially focused on the teachers' and the students' perceptions at higher secondary level in both urban and rural zones in Bangladesh. According to the findings, teachers need to make a free environment through communicative activities where students will express or share their own understanding and experiences, for example- role-play, pair work, discussions, presentation, reading in groups and so on. In this way, students can get a chance to be more independent to express anything in the classrooms. Therefore, teachers can inspire the students as their partners to overcome limitations and become friendly in order to make the students communicative. They can also play an important role in their classes by using authentic materials including the main textbook and interestingly preparing everyday tasks. For that, students will be motivated and get interested to learn more. The findings may help the teachers and policymakers to identify how to improve students' ability by using communicative activities in the classroom.

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