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*An Exploratory Study into Factors Affecting Achievement in
English among Bangladeshi College Students:
An Investigation of Teachers and Students Perceptions*

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**An Exploratory Study into Factors Affecting Achievement in
English among Bangladeshi College Students:
An Investigation of Teachers and Students Perceptions**

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Declaration

This dissertation is submitted in partial fulfillment of the requirements for the MA TESOL at London Metropolitan University, London, UK

I confirm that this dissertation is all my own work.

Date ---18/01/2013 -----signed M Rahman.....

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Abstract

The study investigated the factors that led to poor performance in English subject in Bangladeshi HSC (12th Grade) level students. The research was set up to investigate the effect of some key factors on performance in English subject of the Grade 12th Learners. The factors under investigation consisted of instructional materials, teaching methods, assessment, teachers training and social and educational background of the learners. To carry out this investigation, 40 students were issued with questionnaires and 37 completed them. 4 English subject teachers also participated in the study from two (2) colleges. The instrument used for data collection was questionnaires and interviews. Four (4) teachers and Four (4) students' interview were taken. Analysis of data revealed poor instructional materials, lack of adequate exercise on CLT in the classroom, faulty assessment systems, lack of teachers training, low basic level of the students were factors associated with students' poor performance in English. Based on these findings, recommendations were made on strategies, which will improve the quality of teaching/learning English at HSC (Grade 12) level in Bangladesh.

Keywords: Students performance, instructional materials, methods, assessment, teachers training.

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Chapter 1: General Introduction

Background of Research

In Bangladesh, a student has to study English as a compulsory subject for 12 years to pass the Higher Secondary Certificate Examinations (HSCE). A good mastery of English is required by students in order to do well in higher education, which is conducted through the medium of English: the recently established science and technology universities use English as their medium of instruction and viva voce examinations of almost all higher education organizations are held in English. Yet, according to Scribd (n.d: p. 7), after twelve years of schooling and studying English, a large proportion of students fail in English in the HSCE exam, while those who pass, mostly earn very poor marks. As a teacher of English in a secondary school in Bangladesh, I have observed to my dismay over the years that the students who pass can neither speak fluently nor write correctly because they learn little or no English at all.

Considering the important role of English in the global economy, this will affect both the economic and technological growth in Bangladesh. A sound competence in English can enable people to communicate at the international level. By Learning English, a person can become a cosmopolitan citizen and can communicate and cooperate with others. Understanding among different nationalities with so many differences can be made. Many international visitors are coming to Bangladesh. The natives (Bangladeshi) who are going abroad for higher education are continuing their education in English. New branches of knowledge are being invented and discovered in the world and Bangladesh is getting acquainted with them.

The disciplines like Business Administration, Information and Communication Technology, Fashion Design are quite new in Bangladesh. The materials used for these subjects are written in English. If technology is mentioned, one cannot move without English even there. If a person knows English, he or she can use the best of internet facilities and other telecommunication technologies like mobile phone, digital video player, iPod and so on. Even in the commercial sector, the country is developing. The garments sector, the tapestry sectors and the fisheries sector have been able to draw the attention of the international body.

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To establish a good relationship with the buyers a good knowledge of English and ability to use English are needed. At present, the young educated people in our country are doing outsourcing jobs like text editing, journalism, web development, web design, image analysis, data entry, virtual assistance and call centre agent. Even many busy executives and educators are doing thesis and taking degree through online education. English has become the important part of our life. A person skilled in English is highly evaluated home and abroad. The need for learning English has become basic and keeping it in mind, the Bangladeshi educationalists have introduced it as a compulsory subject, and been very keen to find out the expected outcome that is the practical use of English by the learners. Yet, the primary objectives of English language teaching are not being achieved and students are not learning English according to expectation.

At present in Bangladesh CLT (communicative language teaching) has been implemented from six to 12th level of all educational institutions. For classroom instructions prescribed books are being used. Students in the 12th level are assessed after each one year through year final exam. After completing college level, students enter into the level of higher education where most of the academic program is taught in English. That's why learning English at the college level is badly needed.

The introduction of communicative methods in Bangladesh in the late 1990s was accompanied by high hopes for improved outcomes in English language learning. Yet, this extract from the leading English newspaper in Bangladesh illustrates the extent of disillusionment with the HSC English exam results in 2003. Columnist Murshed (2003) expressed,

Shocking! Terribly shocking! The results of the HSC exams of six Education Boards were published on 13 October 2003. But alas! The number of failures of the HSC candidates has hurt our feelings; the strings of our heart seem to have been torn and we are shedding the blood of pain. The conscious class of our society cannot but express their utmost surprise and shock at the failure of the HSC examinees.

The result of HSC in 2009, 2010 and 2011(Appendix: H) shows gradual improvement, but the desired level of proficiency has not yet been achieved by the 12th level students'.

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Research Aim/ Topic Focus

A detailed investigation of the English teaching and learning system in Bangladesh has become crucial now for identifying the problems underlying students' failure to achieve satisfactory levels of competence in English. Some research has been undertaken in Bangladesh to investigate the problems surrounding implementation of ELT. For example, Farooqui (2008), Hamid & Baldauf (2008), Hamid (2010), Hasan and Akhand (2009), Hasan (2004) and Chowdhury and Faruki(2011), but many questions remain unanswered. With this study I intend to review and extend previous work in the area by exploring the views of secondary school teachers and students on key factors affecting the successful teaching and learning of English

Chapter 2: Literature review

2:1: Introduction

This chapter discusses the literature review giving particular attention to the factors affecting the achievements of grade twelve learners with specific reference to English subject in selected educational institutions in Dhaka Bangladesh. There may be so many factors affecting learners' performance in English such as psychological problems, cultural backgrounds, allocation of subjects to teachers without considering their areas of specialization, reading problems, curriculum changes and many others. In the following literature review the researchers have tried to identify the problems related to instructional materials or teaching aids, the teaching methods or strategies, assessment methods and assessment techniques, effectiveness of teacher education and training in CLT, students' goals and aspirations with regard to learning English and the effect of the socio-economic circumstances of students' home environments in learning English. This chapter will also include history of ELT policies in Bangladesh and finding of the previous work done in Bangladesh related to my study.

2:2: History of ELT policies in Bangladesh

To understand the status of ELT in Bangladesh it is essential to look back at the historical background. Before 1947, Pakistan (including present-day Bangladesh) was part of the British Raj or Empire. From the historical perspective of Bangladeshi people, English was not welcomed since it was the language of the colonizers as it replaced the prominence of Arabic and Persian which were thought to be sacred languages to the Bangladeshi Muslims – the religious majority. After 15 August 1947 Pakistan achieved separation from British India and became two parts: East Pakistan (now Bangladesh) and West Pakistan. In multilingual Pakistan, English held the position of a second language and was a useful lingua franca. However, this period saw a great rise in language nationalism when the Prime Minister of Pakistan wanted to impose Urdu as the state language of East Pakistan (Bangladesh). The people of East Pakistan (Bangladeshis) protested against that decision, wishing to retain their own Bengali language, and the police killed 12 students of Dhaka University in the **Language in India** www.languageinindia.com ISSN 1930-2940 14:6 June 2014
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culmination of the Language Movement of 1952. After 2 years the Pakistani government conceded and allowed Bengali as the state language in East Pakistan (Bangladesh). In the continuing emotional fervor provoked by these events, educated people called on all levels of society to practice Bengali in every sphere of life. As a result the importance of English was decreasing.

Not surprisingly, then, English was neglected when Bangladesh got independence from Pakistan in 1971. According to Khan (2004) in the early language planning efforts of the new state of Bangladesh, Bengali was given the highest priority for the emotional and inspirational role it had played in the independence of Bangladesh. As Bengali was promoted in the new nationalism, English lost its status as a medium of instruction. According to the Bangladesh education commission report (1974): Bengali was prescribed as the compulsory language up to class 12, while textbooks of the higher stages of education, especially science and technical subjects, were translated into Bengali from foreign languages (Khan 2004 p.113). According to Farooqui (2008), after the independence in 1971, Bengali played a very significant role in the education of Bangladesh and was promoted at the expense of English.

The poets, writers and politicians were arguing for implementation of Bengali as the medium of education. But even then the importance of English was not totally ignored as the country's constitution was written and published together in Bengali and English. From 1971 to 1996 English was a required subject at secondary school level and teachers taught it only through grammar translation method. So the students memorized some paragraph and essay and learned how to do translation from Bengali to English. In that time people could study university in Bengali medium without studying English. At the same time, however, Bangladesh as a new country in the world was introducing itself to the people of the world. People of Bangladesh were going abroad for business, study and for travelling as a result they felt the importance of English. Yet, at least partly because of the prevailing educational policy, reports by the Ministry of Education in 1976 and 1990 found that standards of English were declining at all levels of education (Khan 2004) and that the majority of students were not attaining required levels of proficiency (Rahman 1999, cited in Hamid & Baldauf: 2008)

In an attempt to boost levels of English achievement after this time of neglect, the education authority as a first step introduced English as a compulsory subject from the first grade of school in 1991, and also re-introduced English as the medium of instruction at tertiary level.

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In 1997 Communicative Language Teaching methodology was introduced at secondary level and it was implemented in HSC (grade 12) in 2003.

2:3: Communicative Language Teaching (CLT) and HSC level education in Bangladesh

Introducing English at the youngest possible grade level and implementing CLT were widely welcomed policy initiatives to develop Bangladeshi human capital and strengthen the government's human resources efforts (NCTB 2003). In particular, it was hoped that communicative methods would improve standards of teaching and learning English throughout the country's formal education system. The CLT program was jointly funded by the Bangladesh govt. and the UK based organization DFID (department for international development) (NCTB: 2003) and the project named as ELTIP (English language teaching improvement project). The aim of this venture was to produce CLT based textbook and to train school teacher to empower them for communicative teaching English (NCTB: 2003).

CLT represented a major shift in approach to ELT from the previously used Grammar Translation Methods, in which knowledge about the language, its grammar, and rules are focused. On the other hand, communication or the ability to perform is emphasized in CLT. CLT is a modern method as Julian Edge states: "Communication is at the heart of modern English language teaching (Edge, 1993: p17)". CLT mainly focuses on the development of the communicative competence of the learners through the practice of four skills of language i. e. listening, speaking, reading and writing. According to CLT, learning a second language is not a matter of knowing about that language only. Rather, it requires regular practice of the basic language skills in that language. For this reason, CLT emphasizes the practice, use and development of these four skills.

In the past decades EFL teachers have been encouraged to implement CLT to develop students' English abilities in context because English is the most used spoken language in the world and it is also used in various areas such as science, technology, and business. According to Littlewood (2007), to overcome the limitations of the traditional language teaching methods, CLT has been implemented in EFL settings to improve students' abilities to use English in real contexts. In the same way, Larsen-Freeman (2000), thinks that CLT advocates teaching practices which develop communicative competence in real contexts.

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According to Harmer (2009), one of the things that CLT include is the concept of how language is used. Instead of concentrating only on grammar, CLT strongly focuses on communicative competence. That means learners are encouraged to use various language forms in various real life situations. Accuracy of the language is seen as less important than communicating successfully. Savignon (2002) states that, “The essence of CLT is the engagement of learners in communication to allow them to develop their communicative competence.”

Definition of CLT

Brown (2007) presented four interrelated characteristics as a definition of CLT:

- (1) Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
- (2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather, aspects of language that enable the learner to accomplish those purposes.
- (3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- (4) In the communicative classroom, students ultimately have to use the language productively and receptively, in unrehearsed contexts (p. 241).

According to Richards and Rodgers (2001, p.161), the main principles of CLT are the communication principle, the meaningfulness principle and the task principle. That means, the authors suggest, language-learning activities in a CLT classroom need real communication, doing meaningful tasks and utilizing language, which is meaningful to the students. In the pre CLT method, the teacher-centered approach, in which teachers are regarded as knowledge givers and students as receivers, on the contrary CLT reflects a more social relationship between the teacher and learner. According to Brown (1994), this learner-centered approach gives students a sense of “ownership” of their learning and enhances their motivation. Teachers also take particular roles in the CLT approach. Larsen-Freeman (2000)

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states that the teacher facilitates the communication process between all learners in the classroom. The teacher is a co-communicator who involves in communicative activities with the participants.

The present CLT curriculum in Bangladesh aims at enabling the learners to use English efficiently both in the classroom and outside the classroom. It enhances the use of the target language in the classroom. It also initiates the students to ask questions in English. It reduces the 'Teacher Talking Time' (TTT) and invites 'Students' Talking Time (STT) more. A democratic situation in the classroom instead of the one-way authoritative teaching is suggested here. More motivation from the teacher is expected and the classroom is supposed to be learner-centered. CLT invites more pair work, group work and lesson related activities instead of huge home tasks. Memorization is completely discouraged in CLT.

According to NCTB (2003) Curriculum and English Language Syllabus for HSC Classes (11-12), has as its aims and objectives to focus on the four skills i.e., listening, speaking, reading and writing as learner-centered activities within communicative contexts. Therefore, it is not the grammar that gets priority in CLT; it is the four skills of the language.

As for listening, students should be able to understand instructions and commands, participate in short and simple conversations and discussions at an appropriately advanced level on a variety of topics like understanding narratives, descriptive text, argumentative, authentic and realistic text and listen for gist, and finally distinguishing different sounds of English and recognizing intonation patterns of statements and questions within appropriate communicative context.

In speaking, students should be able to initiate and participate in conversations at an appropriate level, give instructions and commands, describe people and objects, recount a series of events, etc, and take part any kinds of debate and discussion. For reading skills, students should be able to understand narrative texts; written instructions, descriptive texts, able to skim and scan. At last, in writing, students should be able to write narratives, simple instructions, descriptions, dialogues and summaries, formal and informal letters and organize their writing to communicate effectively.

Together with the knowledge and practice of these four skills, students should have sufficient knowledge of structures and grammar. They should receive good knowledge about these

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skills and practice with their classmates and the teacher in the classroom. Thus they will be able to use English outside the classroom and learn effective communication skills.

However, a decade after the implementation of CLT in Bangladeshi secondary schools, a review of English achievement data by Hamid & Baldauf (2008) showed no improvement at all in the performance of 10th graders. Hamid & Baldauf found that 37% students failed in his sampled school which was higher than national result (30%) (SSC Exam, 2007). In that exam only 15 to 20% students obtained grade B (GPA 3) and no students achieved highest grade A+ (GPA 5). This data only cover reading, writing and grammar not the listening and speaking test because there were no system of testing these two skills. Hamid & Baldauf also collected some data on speaking and listening skills from the 10th grade learners. The students were told to introduce themselves. Except one or two students no students could produce a meaningful chunk though those students studied English for 10 years (3 or 4 hours every day) in schools. From Hamid & Baldauf (2008) data the examples are given below.

Ramij: I am (complete name). (5.0) I read in class ten. My father name (name of father).(4.0)

Researcher: huh

Ramij: My mother name (name). (3.0) I live in small village. (3.0) I go to school regularly.

(Interviewed on 24.12.06 at 1:45in their residence)

Neeman: My name is (name). My father name is (name). (2.0). My home-home is a (name of locality). My village (name)-my village (name) is (7.0)

Researcher: huh. Keep going.

Neeman: (4.0) [silence]

Researcher: huh. Keep going.

Neeman: (5.0) [silence]

Researcher: Yes. Please go on.

Neeman: (7.0) [silence].

Hamid & Baldauf (2008: p.19)

In fact Hamid & Baldauf (2008) conclude that “No studies in the last decade have reported any improvement in the standard of teaching and learning English, as might have been anticipated by the late 1990s policy innovations” (p.20).

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In the next section I review some of the recent research conducted in Bangladesh investigating the difficulties and obstacles to successful implementation of CLT and consider the reasons identified for the continuing failure of achievement in English.

2:4: Review of research into the failure of achievement in English

A number of local Bangladeshi researchers have investigated factors affecting the achievement of secondary school learners in Bangladesh in recent years.

Hasan (2004) conducted a study on the English language curriculum at the secondary level in Bangladesh. The study aimed to look at different components of the English Language Curriculum at secondary level (from grade 6 to 10) in Bangladesh from Communicative Language Teaching (CLT) point of view. In this study, 70 teachers - 35 from urban schools, 35 from rural schools were interviewed. Teacher samples were selected from those who taught English in any class from classes 6 to 10. This researcher talked with the teachers formally and informally. The formal investigation carried out through questionnaires and the teacher samples. Informal investigation comprised observation and discussion with teachers and head teachers of different institutions. The researcher also talked with other groups of people concerned e.g., guardians and school authorities. Discussion reveals same kind of impression about English language proficiency across the country.

He also discovers that the syllabus and the curriculum of education are examination oriented that means among 4 skills listening; speaking, reading and writing students are assessed by 2 skills reading and writing. That's why the students never feel importance of listening and speaking skills. He discovers on an average 68% teachers admit that they do not spend equal time for practicing four skills of English. In the class the teachers only focus on reading and writing skills.

The present study found gaps or mismatches within and between different levels of development. Significant inconsistencies were found at the planning level itself. Certain issues like the students' actual and desired needs, students' and teachers' attitudes towards English and extent of use of English, their proficiency levels, the infrastructures of institutions, resources available, students' social backgrounds and economical conditions were not addressed.

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The curriculum statement still remained Utopian, as it did not reach many of the teachers, who work in the implementation level. Objectives set out in the curriculum, though addressed the needs of the mainstream students, did not take into account the needs of many students who leave schools early and take technical hand experience (in most cases, non-institutional), and do or opt to do jobs in home or abroad. It was argued that the contents of syllabuses of different classes were not structured or ordered. This bears crucial importance in a situation like Bangladesh where few teachers have a free hand ability to make modifications in the syllabus they are provided with.

It was observed that there were lack of resources, like teacher's book, and audio-visual aids, which is suggested by the curriculum. In fact, there were little opportunities for practicing listening skill, although it was instructed to teach 4 skills of the language in the curriculum. Examination questions were set from the set textbooks. So, the students always tried to memorize the answers from the textbooks. As a result, these examinations failed to evaluate students' ability to use English in communication.

The major factors identified by the research that most teachers failed to understand the intentions of the curriculum planners and the syllabus designers. Many teachers were aware of the modern development in the field of language teaching. They could not understand the approach of the revised *English for Today* books. They were unable to adopt a communicative method and left many parts of the books untouched. Instead of using main books they followed guidebook from the market to help the students to earn good score in the examinations. Many teachers even did not read the guideline given by the board. The condition was found worse in the rural areas than the urban areas.

Following Hasan (2004); Farooqui (2008) conducted a study on non-govt. secondary schools' (Appendix: I) CLT textbooks (Grade 6 to 12) in Bangladesh. The study employed a qualitative approach to examine teachers' perceptions of the new textbook and the teacher's guide. The author followed a case study method in which the primary unit of analysis was individual English language teachers. The aim was to gain an insight into teachers' perceptions of the new textbook and the teacher's guide. The primary data for this article was collected as part of the doctoral project of the author. 26 teachers from various schools situated in urban, semi-rural and rural areas of Bangladesh were selected as participants of

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this study. Teacher interviews formed the basis of this study in which no student's interview was conducted.

The main issue that creates time constraint for teachers is the duration of a class period. Participants talked about the shortage of time in the class and reported that the duration of class was one of the major difficulties that prevent them from doing the activities of the textbook in the manner in which they have been suggested in the guide. The classes of secondary level are usually 30-40 minutes long. Participants also believe that since only reading and writing are tested in the SSC, they do not find any reason for practicing speaking and listening skills. One participant mentioned that it is the responsibility of the teachers to prepare their students well for the examination because in Bangladesh, all that matters is the result of the students, rather than their actual learning.

The study reveals that most of the participant teachers are not in favor of teaching the textbook according to the teacher's guide. The reasons included class duration, large class size, seating arrangement, and poor proficiency of the students and the impact of SSC examination. The data highlights the fact that the teachers generally believe that the textbook is good, even though the activities of the books are time-consuming. They cannot provide the time that is needed to implement this new method since the classes are very short. The class size and the seating arrangement in typical Bangladeshi classrooms are also not appropriate for conducting communicative activities. Participants also revealed that students' poor proficiency is a major obstacle to participatory activities characteristic of communicative lessons. They feel that the poor quality of students is the cause of their failure to do activities to practice speaking skill and students do not seem very eager to participate in the class. Teachers find it difficult to go through all the activities of this book since they are always under pressure to complete the syllabus. If teachers do all the activities as has been prescribed in teacher's guide, they will not be able to make the students prepared for the SSC exam. Thus, rather than doing all the activities, teachers prefer to prepare the students well for SSC examination by focusing only on the activities important for the exam. Both Hasan (2004) and Farooqui's (2008) study identified similar problems with exam, class size and test on two skills. Along with those problems Farooqui finds problem with the CLT textbooks.

Hamid and Baldauf (2008) report on findings of a study of six rural schools' in Bangladesh. They interviewed teachers regarding their views, perceptions, believes on different aspects of

their teaching practice. In the study, they found CLT often fails to create sufficient opportunities for genuine interaction in the language classroom as most of the teachers are not familiar with the aural-oral method of CLT. All six teachers in his study admitted that they have limited understandings of designing speaking activities during practice and production. They also found that socio-economic condition of the parents and the parents' education influence success rate of the students. These factors are denied in student's achievement in English. In the study, it was identified that students of urban institute get more advantages than rural students. It was found that CLT only replaced the textbook except it all the facilities were old like socio economic facilities and same classroom features and learners. CLT training (provided by ELTIP) had hardly any effect on their (teachers) teaching though they have taken 13 days training.

The authors interviewed six (6) teachers about new ELT policy (CLT Method). All six teachers, including teachers with CLT training, admitted that they did not have a clear idea of implementing CLT in the classroom for developing learners' communicative competence. That group of English teachers lacked knowledge and understanding of CLT and most of them did not receive training or education about CLT or ELT pedagogy. However, even receiving such training could not guarantee the teacher's adoption and application of CLT based knowledge and skills. Similarly, the case study of nine secondary English teachers presented in Chowdhury & Farooqi (2011) emphasizes this point. Although all nine teachers received CLT training provided by ELTIP, classroom observation and interviews showed that their classroom practice was guided by their own beliefs and experiences of teaching and learning; CLT training had hardly had any impact on their classroom practice. The author comes to the conclusion that the teachers could not understand the CLT and they did not know how to implement CLT in the classroom. So the teachers were teaching old styles (grammar translation methods). As a result, despite the changes of policy the English language teaching system remain unchanged for the last decade.

Chowdhury & Farooqi (2011) conducted a case study on teacher training and teaching practice in secondary schools in Bangladesh. The aim of the study was to find out the factors influence teachers' teaching practice and to what extend teachers training are relevant in helping them teaching English with new communicative textbook. The primary data was collected from the individual English language teachers to gain an insight into the factors influencing these trained teachers' teaching practice. The primary data for this article was

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collected as part of a larger doctoral project of one of the authors. All nine participants of this study were ELTIP (English language teaching improvement project) trained teachers, randomly selected from schools of urban, semi-rural and rural areas in order to provide a wide range of perspective.

Data were collected from semi-structured interviews and classroom observation. Each participant was interviewed twice, once before the classroom observation and once after. The first interview was conducted to understand the teachers experience teaching qualifications, teaching context, belief about textbook and attitude to the new curriculum. The second interview focused on factors that shaped the actual observed lesson. Observation helped to get a broader picture of how teacher actually used the textbook in the class. A total of 18 classroom observation was conducted. In addition, curriculum materials were also reviewed to enhance the credibility of the study. Five factors which influence the teachers training and teaching method have been identified by the researchers. (1)The comfort zone of the traditional practice: most of the respondent believed that ELTIP training helped them develop their pedagogic skills and their knowledge about how to teach the book. But they found it difficult to apply their training. One of the teachers confessed that

The training taught us many lessons but we do not implement what we learn there. It is comfortable to teach English in the traditional method (Anjali)

Chowdhury & Farooqi (2011: p.154)

(2) Poor primary education of the students so students themselves are reluctant to participant in the interactive classroom activities: the students are not familiar with the CLT method and they like passive role in the class but teachers feel bored during communicative activities in the classroom.

(3) The burden of workload for the teachers: the data highlight that teachers are burdened with heavy work load. Every day with six or seven lessons they feel tired as a result they don't get enough time for the preparation of the next lesson. One teacher tells that

We are burdened with lot of classes. We are also engaged in other administrative work. It takes time to make lesson plans and to develop communicative materials but do we have time? (Bashar)

Chowdhury & Farooqi (2011: p: 155)

(4) Grammar based examination: the very fact that SSC exam assess students grammatical knowledge makes students reluctant to communicative activities. One teacher comments that:

The new textbook stress students ability to use the language but the SSC exam still consist mainly of grammar, reading comprehension and writing. These determine students score in examination. What then will motivate them doing the communicative activities or practice all the four skills in the class? (Rahela).

Chowdhury & Farooqi (2011: p.155-156)

(5) Skepticism about teacher training: many teachers were skeptical about training programs and were confident in their belief such training could not help them.

Like Hamid and Baldauf (2008), similar study has been conducted by Hasan and Akhand (2009) on Challenges & Suitability of TESL at the College (Grade 12th) Level in Bangladeshi Context. The study conducted among the non-government (not fully government only 60% bared by government and 40% from the students' tuition fee) intermediate colleges (11 and 12th grade) of various parts of Bangladesh. They took interview from 35 teachers who were engaged in teaching in the Higher Secondary level (grade 11 and 12th). Questionnaire was designed to find out information regarding the teaching methodology, logistic support and facility. Thirty five teachers from twenty colleges across the country (from different divisions) responded to the research questionnaire. They also hold a focus group discussion where thirteen of the thirty-two teachers participated.

Hasan and Akhand (2009) found that CLT teaching methodology is not properly implemented in those educational institutions (11 and 12 grade). They also found that the goal of those institutions is to provide education with minimum expenses because the government doesn't allocate sufficient funding for those colleges and students pay lower tuition fee. That's why the teachers have no scope for the access of good materials and technology. They also found that student's proficiency level, class size, time for the lesson and socio economic factors like parent's income and education level of the parents also responsible for the student's achievements in English. Existing exam system which emphasizes the pass and result rather than performance of the students is also responsible for the student's achievement in English. All the participants of their fact-finding sessions agreed

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unanimously that the problem lies in the implementation of the teaching methodology (CLT). The point that became highlighted is the appropriateness of some of the aspects of the CLT, but no one was against the CLT method.

All the facts that have come up mainly related to the proficiency level of students, class size (physically and in number of students), allocation of time of lessons in the class, the prevailing examination system, learners fear the loss of face, shyness and reluctant to question the teacher. Like Hassan and Akond (2009) some similar factors is identified by the study of Hamid and Baldauf (2008) for example; students' parents' education level, income level and lack of proper implementation of CLT.

Hamid (2010) in a study regarding English teacher's (Grade 6 to 12) capacity and language policy in Bangladesh found that there is a big gap between the learning objectives and the actual teaching and assessment practices. He identified that majority of the teacher did not receive the opportunity of teachers training though the CLT was implemented as a new method.

Finally, work by Hamid (2010) and Hamid & Baldauf (2008) suggests that economic factors as well as socio-cultural factors underlie the failure of ELT. Hamid (2010), investigating the language-in-education policy framework in Bangladesh, points out that comparison with other countries Bangladesh has invested far less for the development of ELT, resulting in an inadequate infrastructure, limited resources and under-qualified teachers. Regarding access policy, he argues that while in theory ELT policy in Bangladesh allows broad access to English to all students regardless of background or location, in practice about half the population is illiterate and "does not have access to literacy instruction in Bangla, let alone in English. Furthermore, it is usual that only students from a particular socio-economic background succeed in learning English"(p.293). Hamid & Baldauf (2008) argue further that the impact of the home environments of large numbers of students has been under-explored in attempts to analyze school failure. Low income levels and low levels of parental education, especially in rural areas, are highly relevant to the issue of outcomes.

From the above literature reviews it has found that all the researchers have identified factors related to the student's achievements in English. The main factors that have been identified by researchers as contributing to the failure of achievement in English in Bangladesh secondary schooling – i.e. 1) classroom practice has not changed, despite the changes in

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teaching methods and course materials(classroom instruction still follows pre-CLT methods); 2) related to this, teacher may have insufficient proficiency in English and lack confidence in their understanding of CLT; 3) assessment (SSC, HSC) is not consistent with the aim of CLT, since speaking and listening are not examined and therefore neglected by teachers and learners; 4) there is limited government investment in state schools, resulting in inadequate resources, infrastructure and training; 5) socio-economic and socio-cultural factors related to the students' home environments may impact on outcomes.

From the above summery I think this will help me contribute to an understanding of the reason for failure of the Bangladeshi higher school level students (11 and 12 grade) in English. In all studies discussed above the researchers have identified that new ELT policy of Bangladesh has been shifted from GTM to CLT. The study above shows mixed finding of the success of teachers training. Some teachers say CLT training is good and CLT method is good but some teachers say CLT method and CLT training is not helpful. Hamid and Baldauf (2008) suggest that more research is needed further and other studies like Hasan's (2004), Faruki (2008), Hamid and Baldauf (2008), Hasan and Akhand (2009), Hamid (2010) have identified in govt. and non-govt. and private schools where studies were carried out in rural, state schools where problems-especially those stemming from the socio-economic circumstances of families are likely to be more acute.

The studies reviewed have mostly relied on teachers interviews. No student's interview was taken. Therefore, my aim in this study is to contribute to the need for deeper understanding of the problems underlying the failure of ELT in Bangladesh by investigating the views of students as well as teachers in private secondary schools in an urban environment. Private school provides more facilities than govt. and non -govt. schools. My research related to private higher schools (called intermediate college 11 and 12th grade). State schools are fully funded by government, non government schools are runs by 60% from the govt. and 40% from the student's tuition fees and private schools is run by company or won by a persona as Business. In the state schools more meritorious students get admission. In the non-government schools mid level (in merit) students whose family income is low compare to other schools (govt. & private) goes there and in the private schools most of the rich and urban people study. In the private schools the discipline and opportunities are far better than state and non-government schools, but private schools are limited and it is in urban part of the country.

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Chapter 3: Research Methodology

3.1 Introduction

This chapter describes the research methodology that has been adopted by me to conduct this study. The scope of the chapter covered research design, area of study, population, sampling, data collection methods and procedure and ethical considerations. This is a qualitative and quantitative (mixed methods) study where I used a case study design and colleges formed the case under investigation. A total of forty-four (44) participants was drawn which comprised forty (40) grade twelve learners and four (4) teachers from the two (2) sampled colleges. The study used questionnaires with closed-ended and open-ended questions and semi-structure interview for teachers and students.

3.2: Area of Study

The study took place in the capital city Dhaka, Bangladesh. In Dhaka city there are about 220 intermediate colleges (up to grade 12th). The educational Institutions in Dhaka city are categorized into primary schools, secondary schools, Intermediate Colleges and Universities. The primary schools begin from grade one to grade five (grade 1-5) while the secondary schools include grade six to grade ten (grade 6-10). The Intermediate College comprised

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grade 11 to grade 12. After completing grade 11 and 12, students starts journey to university. The colleges in Dhaka are generally less distant from one another. Members of the communities in Dhaka are Bengali speakers. Most of the community members are educated and economically solvent compared to other parts of the country.

All colleges offer same curriculum and in all these colleges English is offered as a compulsory subject. English just like other subjects is assessed. Generally the grade twelve results in two colleges have been poor (below 56%) from 2009 to 2010 and 2011. The table of grade twelve results has been provided as annexure (Appendix: H). Although grade twelve results have improved in 2011, the learners' performance in English still rated very low.

This chapter deals with the approach and methodology to investigate the factors which are affecting the achievements in English of grade 12th learners in two private colleges in Dhaka. Information on the population, sample and data collection procedures have been provided. Both quantitative and qualitative (mixed methods) approach has been used in this study.

3.3: Research Questions

With a focus on 12th grade learners in two private colleges in Dhaka, Bangladesh, my study aims

1) to establish whether students' examination performance in English is in fact poor relative to performance in other subjects;

2) to investigate students' and teachers' perceptions of key factors identified by previous research as affecting performance in English, including:

- teaching methods and materials
- assessment
- effectiveness of teacher education and training in CLT
- students' goals and aspirations with regard to learning English
- the socio-economic circumstances of students' home environments

3.4: Research Design

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According to Bless and Higson-Smith (1995: p.63) research design is “a program that guides a researcher in collecting, analyzing and interpreting observed facts. It is a detailed plan that indicates all steps on how the scientific inquiry into the research problem will be conducted.” Babbie and Mouton (2001:p.75) regard research design as the road map or blueprint by which one intends to conduct a research and achieve his/her research goals and objectives.” They also highlight three qualitative research designs, namely, Ethnographic Studies, Case Studies and Life Histories (p.279). In this study, I followed a case study design. Yin, (2009: p.18) defines case study as “an empirical inquiry that investigates a contemporary phenomenon in-depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.” Barratt et al. (2011: p.329) illustrate case study as “an empirical research that primarily uses contextually rich data from bounded real world settings to investigate a focused phenomenon.”

There are various reasons why I chose the case study design. It enabled me to have an in-depth investigation of a small number of cases, namely, two sampled colleges within Dhaka city. I was able to have a clear understanding and ability to describe in detail the research problem with regard to those particular colleges. I have used the quantitative and qualitative method (known as mixed methods) of data collection. In this study, the mixed methods research have engaged the analysis of open-ended questions, close ended questions and interviews.

3.5: Population

According to Best and Kahn (1993:p.13), “a population is any group of individuals that have one or more characteristics in common that are of interest to the researcher.” In this study the population comprised 4 teachers who have been teaching English in grade 12th in two colleges for three years and all the teachers completed honours and master’s in English language and literature. Forty grade twelve learners aged 17-20 both male and female in two (2) colleges in Dhaka city were also participated in this study.

3.6: Sampling

Goosen-Elie (2004:p.53) defines sampling as a process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. The individuals selected comprised the sample while the larger group is referred to as the

population. Leedy (1997:p.211) defines sampling as the process of choosing from a much larger population, a group about which we wish to make generalized statements so that the selected part will represent the total group”. In selecting a sample for this study a simple random sampling method was used. According to Mason and Bramble (1997: p.138), “simple random sampling is a way of selecting subjects in which every element or person in the population has an equal opportunity to be chosen. Subjects could be chosen by assigning each person in the population a number and then choosing numbers to include in the sample from a table of random numbers.”

The sample was selected from a population of two (2) selected private colleges in Dhaka City. Four (4) English subject teachers for grade twelve in the selected colleges participated in the study. In each of the sampled colleges there were two teachers of English for grade twelve. All four (4) teachers were given questionnaires and they all returned the completed questionnaires. Grade twelve learners from the sampled colleges were selected through simple random sampling. 17 learners from college E and 23 learners from college G participated in the study.

All the learners from the sample comprised a sample of forty learners. 40 questionnaires were distributed to grade twelve learners and 37 were completed and collected. 40% of the learners participated in the sample were drawn through random sampling from in each of the 2 sampled colleges. The 40 percent showed a greater representation of grade twelve learners in 2 colleges. The participating colleges are referred to as colleges E and G in order to maintain confidentiality and anonymity.

3.7: Data Collection

Data were collected through – 1) Student’s Questionnaire Survey (Appendix: A), 2) Teacher’s Questionnaire survey (Appendix: B), 3) Teacher’s Interview (Appendix: B1, Semi-structured interviews, Question no 1 to 8) and 4) Students Interview (Appendix: A1, Semi-structured interviews, Question 1 to 8). In the student’s questionnaire 3 to 5 questions were designed to find out the answer of number one (1) research question (mentioned in 3.3). All these questions are related to students’ performance in English as academic subject. Number eight (8) question was designed to know about the teaching materials mentioned in research question (2), Number 9 and 10 were designed to find out the answer of teaching method mentioned in the research question (2), (mentioned in 3.3 subheading), 11 and 12 no

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questions were designed to find out the answer of the research question (2) related to the assessment system(2), number 13 to 16 questions were designed to find out the answer of research question two(2) related to the socio-economic circumstances of students' home environments. Number 6 and 7(open-ended questions) were designed to find out the answer of research question (2) related to students goals and aspirations with regard to learning English.

Teachers' questionnaire is divided into 4 parts (A, B, C, D). In section B, there are 2 questions (2 and 3) which are about performance and teachers' education and training: designed to know about effectiveness of teacher education and training in CLT mentioned in the research Question two (2). In section C, there are 8 questions (4 to 11) which are about teaching methods and materials, designed to know about teaching methods and materials mentioned in the research Question two (2).4 to 7 no questions are related to teaching methods and 8 to 11 questions are related to teaching materials. Section D (question no 12 to 14) is about assessment. These are designed to find out the answers of teachers perceptions of the present assessment system mentioned in the research question 2. In Section D,15th question is designed to know the students' performance in English mentioned in the research question one (1).

In the teacher's interview, question no 1 to 3 is designed to know the teachers perceptions of assessment and number 4 to 7 is designed to know the teachers perceptions of teaching method mentioned in the research question (2). Question 8 is designed to know the reasons of Bangladeshi students' poor performance in English to find out the answer of research question 1. In the students interview, question no 1 was designed to know students goal of learning English to find out the answer of research question 1 as goal influence the performance. Question no 2 was designed to know the students perceptions of teaching method mentioned in the research question 2. Question no 3, 4 and 5 are designed to know the students perceptions of assessment mentioned in the research question 2. Question no 7 is designed to know the socio-economic circumstances of students' home environments mentioned in the research question 2. Question no 8 is designed to know students performance in English mentioned in the research question one (1).

In collecting data from both English teachers and grade twelve learners from the two (2) sampled colleges, self-constructed questionnaires were distributed. 44 questionnaires were

distributed to the respondents and 41 were completed and returned. Questionnaires aimed to collect information regarding the factors affecting grade twelve learners' performance in the English subject. In constructing a questionnaire, guidelines for designing a questionnaire were followed. According to Leedy (1997:pp198-199), the guidelines include:

- Keep the questionnaire as short as possible
- Organize the items so that they are easy to read and complete
- Number the questionnaire pages and items
- Avoid double-barreled items that require the subject to respond to two separate ideas with a single answer
- Avoid negative items
- Respondents must be competent to answer

Babbie and Mouton hold the same view regarding the construction of questionnaires. The questionnaire for teachers and learners in this study included closed-ended questions and open-ended questions. According to Babbie and Mouton (2001: pp.233), in closed- ended questions, the respondent is asked to select an answer from among a list provided by the researcher. The closed-ended questions are very popular because they provide a greater uniformity of responses and are more easily processed. On the other hand, the respondent is asked to provide his or her own answer to the question in open-ended questions.

In this study, open – ended questions were asked to identify problem areas in order to determine strategies to improve learner performance in the English subject. The Likert type scale responses included; always, sometimes and hardly and strongly agree, agree, neutral and disagree while “yes and no” were provided in some cases. Responses had been tabulated and reported in the form of percentages (Appendix: C & D). Interviews for teachers and students have been conducted through Skype computer program (Appendix: D).I, myself administered the semi-structured interview. The teachers & students have discussed in the interview at least 6 minutes and highest 20 minutes (Appendix: E & F). I sent my questionnaires through e-mail to my colleagues who are the teachers of those sampled college. My colleagues downloaded the questionnaires and printed out more than 45 copies. Then my colleagues distributed 40 questionnaires among the students of two selected colleges and collected the questionnaires. Among 40 student questionnaires, students returned

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37 questionnaires. After collecting questionnaires my colleagues scanned all (41) questionnaires and sent the entire questionnaires to me through e-mail attachment.

The letters requesting permission to conduct the research were submitted to the principals of the sampled colleges. The letters explained the data collection procedure and the aim of the research. The appendices of the letters (Appendix: G) are attached at the back of this document. The questionnaires were delivered by my colleagues to the two (2) sampled colleges.

The learners' questionnaires were administered in a group by my colleagues at colleges E and G. All the grade twelve learners were individually seated on separate desks in the classroom. My colleagues first created a free and warm environment by introducing themselves and explaining the objectives of the study. The questionnaires were then distributed to learners. The participants took about forty minutes (40) to complete the questionnaires. When the questionnaires had been completed my colleagues collected them. All the questionnaires were completed and returned to my colleagues and my colleagues thanked the learners for their participation in the study.

3.8: Ethical consideration

When administering the questionnaire, ethical issues were considered, for example, my colleagues first explained the objectives of the research to the participants and how it would help ease the problems in the English subject. There had been no invasion of the privacy. Participants had been assured of confidentiality and anonymity. According to Leedy (1997:p.116), a Resume' of the Code of Ethics of The British Association for Applied Linguistics (BAAL) may be sufficient to indicate the ethical considerations that should govern activity associated with any research project;

- Researchers must maintain scientific objectivity
- Every person possesses the right of privacy and dignity of treatment
- Confidential information provided by a research must be held in strict confidentiality.

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- Research should avoid causing personal harm to subjects employed in the research
- Research findings should be presented without distortion.

Chapter 4: Data Analysis and Findings

4.1 Introduction

In the previous chapter, the research methods and procedures of collecting data were discussed. The main aim of this chapter is to discuss data processing and analysis. Percentages were used to analyze results. Analysis of results for the two (2) sampled colleges (E and G) has been done. The total number of grade 12th learners who participated in the study was 40. In each of the sampled colleges there were two (2) English teachers form grade 12. In all these colleges the given number of learner was found to be available and active in English classes.

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4.2: Student's questionnaire data analysis

40 questionnaires were distributed among 40 male and female students' age ranged 15 to 20 in two (2) different colleges of Dhaka Bangladesh and 37 questionnaires were collected. Result of students' questionnaires is given below.

Learner's performance in English

I wanted to find out whether the students perform poorly. Three (3) questions were designed to know this directly from the student. In the third question, among 37 students, 32(87%) students marked their ability in English as 'low' and 5(13%) students marked it as very low. In the 4th question regarding student's academic performance in English, 8(21%) students marked their performance as very low and 29(79%) students identify their performance as low. The answers reflected the student's low ability and low academic performance in English. In the 5th questions they were asked whether they were satisfied with their exam result. Among 37 students only 5(13%) students' answered "Yes" means satisfied. On the contrary 32(87%) students answered "No" which means they were dissatisfied with their exam result. (Appendix: C)

Student's aim of learning English

Regarding aim of learning English students were asked two (2) open ended questions (Appendix A: 6 & 7 questions). In the question no seven (7) students were asked about their short term goal. Among 37 students 26 answered it for passing the exam and 11 answered for learning conversation. One of the students answered that

My short term goal is to pass the exam

(Translated into English from Bengali)

In the question no seven (7) students were asked about long term goal. Most of the students answered it for business; travelling and some students answered it for research, reading newspaper and net browsing. Students answered that

My long term goal of learning English is for business, travelling, net browsing, reading English newspaper, talking with foreigner and for higher education

(Translated into English from Bengali)

Students' long-term goal has broad vision of learning English, but in short-term goal they only want to pass

Availability of English language study materials

In the 8th question about instructional materials all 37(100%) students marked blackboard as their only instructional material. Students are taught CLT methods but there is no audio-visual system. Inadequacy of study materials influences their performance in English. Students are far away from the modern teaching aids. (Appendix: C)

Present condition of exercise of teaching methods (CLT) in the language classroom

In the 9th question, 37(100%) students expressed that most of the task and activities are carried out individually in their language class. In the 10th question regarding practice of four (4) language skills, 37(100%) students marked that among 4 skills (listening, speaking, reading and writing) they only exercise reading and writing skills in the language classroom. In CLT method main focus is on the communication, most importantly communication means listening, speaking, group work, pair works etc. From the answer it has been discovered that CLT is not properly exercised in the language classroom. In the communicative method the main thing is students will learn how to communicate with each other and they will implement that in their practical life, but the data shows different picture. In the question number 11 regarding monthly and weekly test, 37 (100%) students marked that it would help to improve their performance in English. In the 12th question, 37(100%) students agreed that getting feedback from teachers on their test and exam performance would help them to improve their performance in English. (Appendix C)

Socio-economic Background of the students

In the question number 13, students were asked about their parent's education level. 13(35%) students indicated that their parent's education is up to 12th grade. 16(43%) students' showed that their parent's education level is Honours (under graduate) and 8(22%) students identified that their parent's education level is master's (Appendix C). Hamid (2011: page 43), in a study on 'Socio-economic Characteristics and English Language Achievement' found that in the rural area parents' education and incomes have influences on students' achievement in English, but my study don't find any similarities with Hamid's(2011) findings. The students

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in my study are socio-economically solvent compared to rural parts of Bangladesh, but still their achievement in English is lower compared to other subjects.

In the question no 14 and 15 regarding computer and computer use, among 37 students' 26(70%) students own computers. 20(76%) students answered they use computer for watching movies and listening music for entertainment purpose. Only 6(24%) students answered that they use computer for watching movies and learning English. In the study Hamid (2010:p.293) found that among 228 students only three (3) students had computers at their home. In my study it is found that many students possess computer but except few most of them use it other than learning English. (Appendix C)

4:3: Teacher's questionnaire data analysis:

Four (4) questionnaires were distributed among 4 male teachers from the 2 different colleges in Dhaka, Bangladesh. All the teachers who had more than three (3) years teaching experience, completed honours and master's in English language and literature.

Performance and Teachers' Education and Training:

In the 2nd question about sufficient training in CLT and understanding its methods and goals well, 4(100%) teachers marked it as 'disagree'. In the 3rd question "I feel that my own level of proficiency in English is sufficient to promote the goals of CLT." among four (4) teachers three (3) teachers showed disagreement with the statement and one teacher was neutral. (Appendix: D)

Teaching Methods

In the question no four (4), 4(100%) teachers disagreed that they spend equal time on 4 skills of language i.e. listening, speaking, reading, and writing. In the question no five (5), 4(100%) teachers agreed that in the class they mainly focus on grammar and translation. In the question no six (6), 4(100%) teachers disagreed that they give many opportunities for practicing English in the class. In the question no seven (7) regarding pair work and group work in the class, 4(100%) teachers disagreed about pair and group work activities in the class. (Appendix: D)

Teaching Materials

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In the question no eight (8), 4(100%) teachers agreed that prescribed textbooks are their main source for teaching activities. In the question no nine (9), 4(100%) teachers agreed that their choice of activities and exercises from the textbooks is strongly influenced by the requirements of the HSC. In the question no 10, they were asked whether they use any English language resources like (Novels, Magazines, Newspapers, Internet sites) other than textbooks in their classes. All 4 teachers answer that they don't use any of those in the language classes. In the question no 11, 4(100%) teachers answered that except black board they don't have any other teaching aids like overhead projector, audiocassettes, video facility etc. All those answers reflect that there are no sufficient teaching materials for the communicative language teaching. (Appendix: D).

Assessment

In the question no 12, 4(100%) teachers answered that only through written test they evaluate the performance of the learners. In the question no 13, 4(100%) teachers answered that very rarely they can evaluate the learners. In the question no 14, they were asked could they give written or verbal feedback to students after marking their work. All the 4 (100%) teachers answered "No." In the question no 15, regarding students performance in English, 4(100%) teachers answered that learners' performance in English is low compared to other subjects. The overall answers of the questions reflect that assessment system is faulty. (Appendix: D).

From the teachers and students questionnaires data analysis it has been discovered that some factors are responsible for the poor performance of students in English as academic subject. In the teachers and students questionnaires, both the teacher and the student marked that students level of English is low, about instructional materials both teachers and students answered that except black board they don't have any instructional materials. Both students and teacher agreed that they cannot give and receive feedback on their exam paper and students expressed that they will be happy if the teachers give them feedback. Both the students and the teachers agreed that they are only learning and teaching two (2) skills; reading and writing from the communicative methods instead of learning and teaching 4 skills i.e. (listening speaking, reading and writing). About teachers training all the teachers replied that they don't have sufficient training in CLT.

4:4: Teacher's interview data analysis

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Teachers' interview was conducted through Skype (Appendix: I) computer program on various topics related to students' poor performance in English. Semi –structured interview was conducted to know the factors related to students poor performance in English.

In the first question (Appendix: B) regarding language assessment procedures all 4 teachers replied that they don't agree with the curriculum guideline and the language assessment procedure. All the teachers told that in the CLT method it is supposed to assess 4 skills i.e listening, speaking, reading and writing, but the present curriculum is assessing only two (2) skills reading and writing. So they don't support the curriculum. All 4 teachers mentioned that students are assessed once in a year and after two years they participate in the final exam. As a result, the students forget many things.

They expressed that most of the students fail in English as a subject and commented that if the student could pass in English they would pass in the exam. The teachers replied that they were not in agreement with curriculum guidelines and language assessment system. All 4 teachers told me that they are teaching CLT where there are 4 skills i.e. listening, speaking, reading and writing, but the curriculum guideline only specifies for two skills(reading and writing) as a result students are not learning other two skills. Teacher R replied:

I don't agree with the curriculum guideline of language assessment process. Because, we only teach GTM that only focuses two things; reading and writing. But another two skills like listening and speaking, we could not focus on that (Appendix E2: p.71)

In the second question (Appendix: B) about changes of language assessment, all 4 teachers suggested for listening and speaking test. They told me at present only reading and writing are focused. So they suggested focusing on listening and speaking including reading and writing. Everyone suggested for implementation of CLT method properly. In the 3rd question ((Appendix: B) regarding evaluation and feedback, all 4 teachers replied that most of the students will welcome if they can give them feedback. The teachers think that if they correct students' mistakes, the student will welcome this. They suggested for weekly and monthly tests and feedback to the students.

In the fourth question (Appendix: B) whether CLT is practical, useful and relevant in Bangladeshi context, except two or three different comment all the teachers replied that CLT is a good method, but for implementation in Bangladesh it needs to develop a lot. All

the teachers mentioned for developing classroom structure, teachers training, audio and video equipment and sufficient classroom. Teacher R replied that-

CLT is a good method but for implementation in Bangladesh we need to develop a lot. We need to develop our structure, need to train our teachers, need some more instruments like audio and video equipment so that we can supply the students more listening and speaking courses. But, it is not still available in our country.
(Appendix: E2, Page 72)

In the 5th question (Appendix: B) about teachers training in CLT all the teachers replied that they took training but the training was not sufficient as the duration of the training was very short (15 to 20 days). As a result, the teachers cannot apply that in the language classroom. All the teachers replied that they have only introduced with CLT method. They need more training like six (6) months or one (1) year training. Teacher Ma replied that:

I received few days training, I think it is very primary level; I have no deep knowledge or vast knowledge. I need more training otherwise I cannot give proper teaching to the students. (Appendix E1: page 69)

In the 6th question(Appendix: B) about the main obstacles to implementing CLT, all the teachers replied that they need more trained teacher, need to improve classroom facilities and teaching aid like language lab and audio video projector. Teachers also mentioned that poor level of student, teacher's habit of teaching old methods, student's habit of memorization, lack of good assessment system and social environment are the obstacles to implementing CLT. In the 7th question (Appendix: B) about teaching methods all the teachers replied that CLT method is good but they feel more comfortable in GTM. Because they are used to this method and they have some obstacles to implement CLT method. Teacher Ma replied that:

“Very honestly we are habituated with teaching method GTM that is the reason we feel more comfortable or better with GTM. But I support CLT, because there are Reading, Writing, Listening and Speaking. These four basic skills implement all together. So, CLT method is more important also make a good future for students.
(Appendix E1:Page70)

In the question no 8 (Appendix: B) about the main reasons for Bangladeshi students' poor performance in English, all 4 teachers mentioned many reasons of students' poor

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performance in English. The teachers mentioned that students fear of English, lack of trained teachers, low back ground of the students, lack of vocabulary, lack of guide lines, lack of student communication in society, exam oriented class are responsible for students poor performance in English. Teacher Ma replied:

There are many reasons like lack of good teachers, another reason is GTM. Students just memorize only for exam, they think only for pass in exam, they do not learn properly. If the question is little bit changed but answer is same, at that time they cannot do proper answer because of their lack of understanding, they only memorize. So, they fall in trouble in exam, their result is fail. (Appendix E1:Page70)

From the teachers interview it has been found that the students' poor performance is related to teaching method, teaching aid, assessment system, social back ground, teachers training and students' level of English. All teachers mentioned that CLT method is good, but for the old habit they are still teaching GTM method. Teachers suggested for larger classroom, language lab and audio-video projector. All the teachers suggested for good assessment system that means all 4 skills should be assessed. They also mentioned that basic level of student is very low that's why, they cannot communicate in the class. If they can overcome these problems students will perform well.

4.5: Student's interview data analysis

Students Interview was conducted by Skype computer program (Appendix: I) in Bengali and in broken English with four (4) male students from two different colleges age 15 to 20 of 12th level. All data received from the students interview is translated into English from Bengali.

In the first question (Appendix: A) about students short term and long term goal of learning English, all 4 students replied that the first aim of their learning English is to pass in the exam and long term goal is travelling, business and communicating with other nation. In the second question (Appendix: A) about teachers teaching style, pair and group work; the student replied teacher teaches grammar and gives some paragraph and essay for memorization. Sometime teacher tells them to write the memorized paragraph and essay. The students also replied that they cannot take part any pair or group work in the classroom. One Student told that:

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Asole amader teacher ra amader class e muloto grammar shikhai, kisu kisu paragraph, eassy dei, Aigulu amara memorize kori. Asole amader class e erokom environment nai j amra group work or pair works korbo. Aigulu amra kori Na, r amra airokom poribesh pai Na

(Appendix F1: page 78, Student S in Bengali)

Actually in our class teachers teach us grammar and give us some paragraphs and essays for memorization. There is no environment of group work or pair works in our class. We cannot participate in pair work or group work in the class (Translated into English from Bengali)

In the third question (Appendix: A) about feedback all the students replied that getting feedback from the teachers will be very helpful. They told that when they write something they don't know whether it is correct or wrong. So if the teacher gives them feedback that will improve their learning quality and performance. One student answer that

Feedback dile amader English onek unnoto hobe kintu amader teacher ra amader feedback dei Na, jar jonno amra amader English oirokom develop korte pari na. Feedback obossoi onek, important for learning English.

(Appendix F1: page 78, Student S in Bengali)

If the teachers give us feedback we can develop our learning English, but the teachers don't give us feedback. As a result we cannot develop our English. Of course feedback is very important for learning English. (Translated into English from Bengali)

In the fourth question (Appendix: A) about assessment all students answered that they participate in the year final exam once in a year that is the only assessment system. In the class, teachers give some paragraphs or texts for memorization and the teacher ask the student to write memorized paragraph or texts. The students said that without understanding they memorized and wrote that in the class. In the 5th question (Appendix: A) about four language skills (LSRW) they all replied actually they can learn reading and writing from their teacher. Teachers never teach them listening and speaking skills. One student answered that

Ami apnak ektu agei e bollam amader classe matro dui ta assess hoy sheta holo reading & writing. Ai prothom shunlam je English e char ta assessment ase, listening & speaking: na etar kono assessment hoy na.

(Appendix F3: page 82, Student Sa in Bengali)

In our class only reading and writing skills are assessed. For the first time I have heard that there is assessment on listening and speaking skills. There is no assessment on listening and speaking skills in our class. (Translated into English from Bengali)

In the 6th question (Appendix: A) regarding language learning materials all 4 students replied that they don't use magazine or computer for learning English. They don't know that they can learn English from these resources. In the 7th question (Appendix: A) regarding family encouragement and extra lesson outside the class, they all replied their family only want to see their result so they encourage them to pass in the exam. They told they take extra lesson to learn English outside of their class. In the last question (8th) (Appendix: A) regarding the main reason of their poor performance in English, they all replied that their level of English is low and they don't have enough vocabulary and sometime they cannot understand English. One student replied that:

Amader English level ta onek low. R amader Vocabulary kubi durbol. Jarkarone English ta oirokom hoye uthtese Na. r amader English er upor oirokom somoi dewa hoi Na.

(Appendix F2: page 82, Student J in Bengali)

Our level of English is very low and we are very weak in vocabulary. For this reason we cannot understand English. Even we don't spend more time on learning English.

(Translated from Bengali speech into English)

From students' interview it has been found that CLT method is not properly implemented, there is problem with assessment system, and lack of teaching materials. Students don't use extra resources like computer and journal to learn English. Student doesn't get feedback from the teacher even they cannot participate in group work or pair work. They take extra lesson outside of the class hour. The parents of the students want to see whether they pass they never think about learning.

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From both teachers and students interview it has been found that assessment system is not good; among four (4) skills of CLT, two (2) skills are assessed. Even students and teachers mentioned that they cannot receive and give feedback. Both teachers and students mentioned that there is lack of instructional materials, like language lab, audio visual projector as a result the CLT method is not implemented effectively. The teachers and student mentioned that there are no group work and pair works activities in the classroom. The teacher told that they have lack of CLT training as they took only 15 to 20 days training. Both teacher and students admitted that students' level of English is low.

4.6: Discussion of the Findings

From both teachers and students questionnaires and interviews it has been discovered that some factors are responsible for the students' poor performance in English. In this chapter the factors which directly or indirectly affect the students' performance in English have been discussed.

4.6.1 Students poor performance

From the teachers and students questionnaire and interview data and from the HSC Exam result sheets (Appendix: H), it has been found that students' level of English is low and students' performance in English is poor as an academic subject.

4.6.2 Unavailability of Instructional Materials

From both teachers and students questionnaire and interview it has been found that the unavailability of teaching materials in colleges impact negatively on the teaching of English subject. In this modern age black board cannot serve all purposes especially for the communicative methods (CLT). The lack of audio-visual equipment and other English study material in two (2) colleges contribute to the low success rates of grade twelve learners in the English subject. With this result there is similarity with Hasan (2004) and Hasan and Akand (2009) findings. In both studies they found unavailability of instructional materials influence students poor performance in English. For the curriculum and exam system, all skills are not assessed. In this regard Boysen (1989: p.113) states that "there are four skills in a fixed order that are needed for the teaching of English as a second language. First it is heard and understood; after that, it is spoken; then it is read; and finally it is written." This implies that learners should listen to teachers' and from other component like audio and visual speech

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patterns and be able to understand them if effective teaching and learning of English is to occur. The use of teaching aids in the classroom removes learners' boredom and promotes learners' attention rates. About instructional materials Walkin (2000: p.79) states that "it is extremely difficult to maintain attention for periods longer than about fifteen minutes without involving the students in active participation."

4.6.3. Lack of adequate exercise on CLT in the classroom

From the teachers and students interview and questionnaire many factors have come out about present CLT teaching methods. Factors are discussed below.

No practice of listening and speaking skills

From the interviews and questionnaires it has been found that there is no practice of listening and speaking skills in the CLT classroom. This findings has similarity with Hasan's(2004) findings. Hasan (2004) found that there is no practice of listening and speaking in the class. CLT means learning communication and in the communication listening and speaking plays a very important role; unfortunately teachers avoid these two important skills as a result students cannot speak through their whole study life. About teaching |CLT in the classroom Deckert (2004: p.13), emphasizes that "CLT approach features the integration of the four basic skills, namely speaking, listening, reading, and writing." So it can be said that without another 2 skills i.e. listening and speaking there will be no ways for learning communication.

Regarding lack of listening and speaking skills of Bangladeshi 12th grade students Murshed (2003) observed that "the lack of suitable class environment, that is, in the classroom the teachers don't encourage the students to talk English."Practice makes a man perfect," goes the saying. Practice has no alternative. Therefore, lack of practice leads the students ultimately to fear and hesitation which they cannot overcome even in the later part of their life."

Teacher teaches GTM (Grammar Translation Method) instead of teaching CLT

From the teachers and students interviews and questionnaires it has been found that in the CLT classroom instead of teaching four (4) skills and communication, teachers give emphasis on grammar. This result finds similarity with Hasan & Akond (2009) study. They found that problem lies with the teaching methodology. They found from the teachers' interview that CLT is a good method, but problem lies with the implementation of this methodology. In this

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regard Richards (2006) observes that with the introduction of CLT, language teachers and teaching institutions all around the world soon began to reorganize their teaching, syllabuses, and classroom materials. Grammar was no longer the starting point in planning language courses within a communicative approach. It was claimed that meaningful communication provides the learner with a better opportunity for learning than through a grammar-based approach. He then summarizes the overarching principles of CLT as follows:

- Make real communication the focus of language learning.
- Provide opportunities for learners to experiment what they know.
- Be tolerant of learners' errors as they indicate that the learners are building up their communicative competence.
- Provide opportunities for learners for developing both accuracy and fluency.
- Link the different skills like listening, speaking, reading and writing together, since they usually occur in the real world.
- Let students induce or discover grammar rules (Richards, 2006: p.13).

Students don't take part any pair work or group work in the language class

Most students in this (my) study considered that group/pair work will be very helpful for them. Students easily get more support from each other and they feel much comfortable as they are confident about asking questions when they do not understand. This opportunity of working in group/pair also develops their cooperative skills, interaction ability, which in turn promotes learning. Butler & Stevens (1997) stated that a group discussion technique is useful assessment approach to develop students' creativity and interaction ability and most students feel comfortable working in a group. About group work Hyland (2003: p.118) observes that pair and group work encourage the sharing of ideas and dramatically increase the amount of interaction in planning, researching and editing and contribute to the writing task.

4.6.4 Faulty Assessment System

It has been found from the data that students are performing poorly for the faulty assessment system. Some factors have been discovered regarding faulty assessment. Factors are discussed below.

No assessment for listening and speaking skills

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All four teachers in my study acknowledged that it is better to take listening and speaking exam for the development of listening and speaking skills of the students. As there is no speaking and listening test most of the students have bad pronunciation skills as the teacher don't feel importance of teaching pronunciation. About assessment of listening and speaking skills, Begum and Farooqui (2008) states that Bangladeshi teachers rarely practice oral skills in the classroom, but focus much more on completing the syllabus. In a study on 'Oral assessment' in Bangladeshi context Horak (1999) comments that most of the teachers consider testing oral skills(listening and speaking) time consuming and in large classes they find it difficult to assess these two skills.

Teachers cannot give feedback to students work

All teachers and most students in this study believed that giving and receiving feedback is very important for learning English. Students confess that when they receive feedback they can learn from their mistakes. In this regard Black & Wiliam (2010: pp.81-90) claim that feedback is the main component of assessment. Feedback is useful for giving information to achieve the expected level of learning outcomes. The authors claim that teachers should not only give their students grades but also provide each student with specific guidance on strengths and weaknesses. Sadler (1989) claimed that both the teachers and the students can identify their difficulties and can take next steps of teaching and learning. Most students in this study emphasized that they would like more support from their teachers so that they could make better progress.

There are no Regular Tests

From the teachers and students interviews and questionnaires it has been discovered that there are no regular tests in the language classroom. No monthly and weekly test, tri-monthly or six monthly tests. Teachers take exam after 1 year and education board takes exam after 2 years so students forget all what they have already learnt. Assessment plays an important role in curriculum implementation as it helps track learner progress, diagnose learning problems, provide evidence of learners' level of achievement and provide feedback to learners. According to Kelly (2004:p.126), "It is of the essence of good teaching that one should constantly be attempting to gauge the levels of pupils' learning in order to lead them to further development."

There is no effective test on vocabulary

It is commonly known that learning a language means learning vocabulary of the target language. It has been found that students never feel pressure to learn vocabulary even they never sit for any test to measure their skills in vocabulary as a result they cannot express their views and opinion in English. For so many unknown vocabularies, English becomes difficult for them. To describe the importance of vocabulary Harmer (1991: p.153) comments that “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.” According to Pavlů (2009), “No matter how brilliantly one masters his/her English grammar, without the knowledge of vocabulary it is useless because words are the basis that creates the speech.” Thornbury (2002: p.130) states that testing vocabulary also occurs in placement tests or diagnostic tests to find out students’ level of knowledge or in achievement tests at the end of the school year.

Teachers’ emphasis on students’ memorization of text

From the students interviews it has been found that teachers gives some text to memorize and in the next class teachers ask students to write the memorized text. In this regard Deckert (2004: P13), states that CLT discourages pervasive teacher-controlled drills, quizzing of memorized material, and extensive explanation on forms of English. In Bangladeshi context, Murshed (2003) observed that “the students are encouraged to memorize some selected and suggested compositions for passing the exams. The most shocking matter is that, when the students, who memorize compositions, do not find common topic for writing composition in the exam question, they get upset and nervous, and as such cut a sorry figure in the exam frustrating everybody.”

4.6.5: Lack of teachers training

All teachers lamented that they only received 15 to 20 days training that is not enough for teaching CLT in the classroom and indicated that teachers play an important role in practicing CLT and stated that teacher’s professional training can help them overcome difficulties they face in the classrooms. On the other hand, the teachers who could not receive adequate training may have limited knowledge and skills to practice CLT. These results support previous studies, which indicated that teacher training is one of the important factors of

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practicing CLT. Chowdhury & Farooqi: (2011), Hasan (2004), Hasan and Akond (2009) and Hamid (2010) all found that the lack of teachers training influence the students performance in English.

Chapter 5: Conclusion

Some factors affecting the achievements of grade twelve learners with specific reference to the English subject have been identified and include; the non-availability of teaching aids, lack of adequate exercise on CLT in the classroom, faulty assessment system, lack of teachers training and students lower level of English. These factors impact negatively on grade twelve learners' performance in the English subject.

5.1 Main focus/findings of the study

This study showed that both the teachers and the students have been trying to emerge from a traditional approach to a new communicative approach of language teaching. Both the teachers and the students emphasized the value of more student engagement using different learning activities such as group work, pair work, role play, demonstration for more effective learning and they addressed the need for some changes in assessment process and overcome the classroom barriers by developing physical facilities. The findings revealed that both the teachers and the students are very much aware of their learning needs and they can identify the gap between the curriculum guidelines and instructional materials, the present teaching method (CLT), teachers training and assessment system.

5.2 Implication and recommendations

This thesis highlights a number of challenges that need to be addressed. The issues include the implications for resourcing, policy and implication for pre-service and in-service teacher education.

Implication for resourcing

Resource materials are the essential components for effective classroom teaching. For developing the students' motivation and to engage the students in the activities and to make the classroom more lively teachers need to use teaching aids frequently. However, the classrooms in the intermediate college (grade 12) in Bangladesh in most cases are not well equipped with resources/teaching materials. Because of financial constraints of the

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governments/institutes, the authority/teachers cannot provide/manage these materials. As a result, teachers are sometimes limited in providing effective learning opportunities.

Therefore to ensure quality in teaching more support from the part of the governments and private sectors are immediately needed. For developing listening and speaking skills of the students, the education authority could create better opportunities for the students to practice in the classroom using modern technology such as audio/video, and TV. A language laboratory where students could practice in their free time could be established in Intermediate Colleges (grade 12th).

Implication for policy

A well- defined language teaching policy should be formulated with an effective curriculum that includes the guidelines for assessing all the four English language skills(listening, speaking, reading and writing), in the intermediate colleges(grade 12th). Input from teachers, students, parents and administrators may create a greater awareness of the need to develop a more effective system for the overall development of language skills so that the students are better equipped to meet challenges of second language learning, particularly in oral competencies. A focus on the selection, recruitment and the professional development of teachers of English is crucial. It is necessary to adjust the teacher training curriculum so that teachers are equipped with the knowledge and skills to implement a range of assessment practices.

Implication for in-service and pre-service teacher education

Teacher education plays an important role in developing quality teachers. To introduce the new trends in English language teaching, regular professional development courses could be conducted for teachers of English. Some development projects have organized training program for short periods (2-3 weeks). Short training courses of three and six months duration could also be run for teachers. Therefore it is the time for policy makers to analyze the ways and means of implementing effective and cost efficient professional development training for sustainable teacher training to achieve the goals.

5.3 Limitation of the study

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The limitations of the study have been addressed in the methodology chapter. The sample size of this study is small only two (2) private intermediate colleges (up to 12th grade) which have been taken from the city. It could be better if the samples were chosen from the diverse sources like urban, semi-urban and rural areas. In the study only 4 English language teachers and 4 students from level 12 have been included for semi-structured interviews. More teachers and students from diverse groups could reflect different results for the study. In the study no samples (people) were selected from the policy level who could give more informative guidelines to improve the ELT condition in the Bangladeshi intermediate college (grade 12th) context. Beside these, classroom observation was not included in the study that could have provided rich data on classroom interactions and realities what is going in there between the teachers and the students.

5.4 Further study

From the findings of this study many unanswered questions have arisen which must be addressed. In the present study, samples have been selected from a particular area. I believe more diverse samples from different sources may give different results. I believe class observation by me could give some insight into how the English language teachers and the students interact, and how they response to a particular information. In a further study some samples (people) from the policy level could be included that may provide different insight in the study. I believe that a large sample of teachers and students from different areas of the country could provide more insight about the current language assessment situation and current practice of CLT methods in the intermediate colleges (up to 12th Grade) in Bangladesh.

From the above discussion it could be commented that some factors affecting the achievement of grade twelve learners with specific reference to the English subject have been identified and include; the non-availability of teaching facilities, lack of adequate exercise on CLT in the classroom, faulty assessment systems, lack of teachers training and students lower level in English. These factors impact negatively on grade twelve learners' performance in the English subject. To improve the ELT situation in Bangladesh, curriculum guidelines, teaching methods, teaching materials, assessment process and teachers training need to be changed. Therefore, some reforms of the examination system are required. The development of resources and more training for the teachers are integral to the success of

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these reforms. Ideally, the Ministry of Education should form a committee of the experts to identify national needs, including the development of a national language policy that will contribute to the economic, social, political and cultural development of Bangladesh.

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Appendices

Appendix A: Student's Questionnaire

London Metropolitan University

I would like to ask you to assist me by answering the following questions concerning your experiences of English Learning. This forms part of a research study undertaken for an MA degree at London Metropolitan University. It is hoped that the information given will assist in improving the performance of English in Bangladeshi College Students. On the following pages are some questions that require your response. This is not a test, and there are no right or wrong answers; I am interested in your personal opinion. Your answers will be kept strictly confidential, and there is no need to write your name on this form.

Thank you in advance for your help.

1. I am (Please tick one) *Male *Female

2. Please specify your age range

*15-20, *20-24

3. How would you rate your ability in English?

*Very low *Low *Average *High *extremely high

4. How is your academic performance in English compared to other subjects?

*Very low *Low *roughly the same *High *extremely high

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5. Are you satisfied with your English exam results?

Yes No

6. What are your short-term goals for learning English?

তোমার **English** শিখার শল্প মেয়াদী পরিকল্পনা কি?

.....
.....

7. What are your long-term goals for learning English?

তোমার **English** শিখার দীর্ঘ মেয়াদী পরিকল্পনা কি?

.....
.....

8. Which of the following teaching aids are available in your classes?

(You can tick √) more than one option)

- *Black board
- * Over head projector
- *Audio cassettes
- *Video facility
- *Others (please specify)

9. Most of the activities and tasks in my English class are carried out

- * **Individually** * **in pairs or groups**

10. Do you exercise the four skills of English in the English language classes?

Listening ... *always * sometime * rarely * not at all

Speaking ... *always * sometime * rarely * not at all

Reading ... *always * sometime * rarely * not at all

Writing ... *always * sometime * rarely * not at all

11. Taking monthly and/or weekly tests would help to improve my performance in English.

***Agree *Disagree**

12. Getting feedback from teachers on my test and exam performance would help to improve my performance in English

***Agree *Disagree**

13. What is the education level of your parents?

***grade 1-5 * grade 6-10 * grade 12 * Honours * Masters * Phd**

14. Do you have and use a computer in your home?

***Yes * No**

15. If yes, how you use it?

1. Watching movies and listening music for entertainment purpose
2. Watching movies for learning English
3. Browsing English language related site
4. Other – please specify

16. Do you take extra lessons (private lessons) in English outside of the class?

***. Yes *No**

If yes, for how long have you had private lessons?

.....

(Appendix: A1) Interview questions for Students ‘Semi-structured interviews’

1. Why do you want to learn English? What is your short term and long term goal?
2. How your teacher teach English in your classroom. Do you take part any pair or group work?

3. Do you think that getting feedback from teachers on your test and exam performance would help you to improve your performance in English?
4. What activities do the teachers use to assess you in English language classroom?
5. How are the four language skills (LSRW) assessed in English language classroom?
6. Do you use anything like magazine computer to learn English? Do you think that you can learn English from these resources?
7. How your family encourage you to learn English. Do you take extra lesson outside of the class?
8. What do you think the main reason of your poor performance in English?

Appendix B: Teacher's Questionnaire:

London Metropolitan University

I would like to ask you to assist me by answering the following questions concerning your experiences of English teaching. This forms part of a research study undertaken for an MA degree at London Metropolitan University. It is hoped that the information given will assist in understanding and improving the performance of English in Bangladeshi College Students. On the following pages are some questions that require your response. Please be aware that there are no right or wrong answers; I am interested in your personal opinions. Your answers will be kept strictly confidential.

Thank you in advance for your help.

A. Background:

1. Educational Qualifications:Teaching experience: Years..... Months...

B. Performance and Teachers' Education and Training:

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2. I feel I have had sufficient training in CLT and understand its methods and goals well.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Further comments:

.....
.....

3. I feel that my own level of proficiency in English is sufficient to promote the goals of CLT.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Further comments:

.....
.....
.....
.....

C. Teaching Methods and Materials

4. I spend equal amounts of time in the classroom on the four skills of Listening, Speaking, Reading and Writing

Strongly Disagree Disagree Neutral Agree Strongly Agree

Further comments:

.....
.....
.....

5. I focus mainly on grammar and translation work in my classes

Strongly Disagree Disagree Neutral Agree Strongly Agree

Further comments:

.....
.....
.....

6. I give my students many opportunities for practicing speaking in my classes.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Further comments:

.....
.....
.....
.....

7. I frequently use pair and group work activities in my classes.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Further comments:

.....
.....
.....

8. The prescribed textbooks are my main source for teaching activities

Strongly Disagree Disagree Neutral Agree Strongly Agree

Further comments:

.....
.....
.....

9. My choice of activities and exercises from the textbooks is strongly influenced by the requirements of the HSC

Strongly Disagree Disagree Neutral Agree Strongly Agree

Further comments:

.....
.....
.....
.....

10. Indicate if you use any of the following English language resources *other than textbooks* in your classes: (tick \checkmark as many as apply)

Novels

Magazines

Newspapers

Internet sites

11. Which of the following teaching aids and equipment are available in your teaching situation? (Tick ✓ as many as apply)

*Black board/White board

*Overhead projector

*Audiocassettes

*Video facility

*Others (please specify

D. Assessment

12. How do you evaluate the performance of your learners?

Written tests written assignments orally other (please specify)
.....

13. How often do you evaluate the performance of your learners? Please specify:

.....
.....
.....

14. Do you give written or verbal feedback to students after marking their work?

Yes No

Please elaborate if possible:

.....
.....
.....
.....

15. How do you rate your learners' performance in English exams compared to their performance in other subjects?

High Medium Low Very low

(Appendix: B1) Interview questions for teachers 'Semi-structured interviews'

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- 1: Do you agree with the curriculum guidelines on language assessment procedures?
- 2: What changes do you think could be useful? i.e. to the curriculum guidelines on assessment?
3. Do your students agree with the frequency of evaluation and feedback?
4. Do you think that CLT is a practical, useful and relevant approach in the Bangladeshi context?
5. How effective do you think your training in CLT has been?
6. What do you see as the main obstacles to implementing CLT?
7. Do you feel more comfortable with teaching methods other than CLT ? If so, why?
8. What do you see as the main reasons for Bangladeshi students' poor performance in English?

Appendix C: Student questionnaire's summary of Result

Item No	Question	Response key	Number of respondent	Percentage (%)
3	How would you rate your ability in English?	*Very low	5	13%
		*Low	32	87%
		*Average		
		*High		
		*extremely high		

4	How is your academic performance in English compared to other subjects?	*Very low *Low *roughly the same *High *extremely high	8 29	21% 79%
5	5. Are you satisfied with your English exam results?	Yes No	5 32	13% 87%
8	Which of the following teaching aids are available in your classes? (You can tick ✓) more than one option)	*Black board * Over head projector *Audio cassettes *Video facility *Others(please specify)	37	100%
9	Most of the activities and tasks in my English class are carried out	* Individually * in pairs or groups	37	100%

	would help to improve my performance in English	*Disagree		
13	What is the education level of your parents?	Grade 1-5 Grade 6-10 Grade 12 Honours/BA Masters * Phd	0 0 13 16 8 0	35% 43% 22%
14	Do you have and use a computer in your home?	Yes No	26 11	70% 30%
15	If yes, how you use it?	1. Watching movies and listening music for entertainment purpose 2. Watching movies for learning English 3. Browsing English language related site 4. Other – please specify	20 6 0	76% 24%

Appendix D: Teacher questionnaire's summary of Result

Item No	Question No	Response Keys	Number of Respondent	Percentage
2	<p>I feel I have had sufficient training in CLT and understand its methods and goals well.</p> <p>Further comments:</p>	<p>Strongly Disagree</p> <p>Disagree</p> <p>Neutral</p> <p>Agree</p> <p>Strongly Agree</p> <p>.....</p>	<p>4</p>	<p>100%</p>
3.	<p>I feel that my own level of proficiency in English is sufficient to promote the goals of CLT.</p>	<p>Strongly Disagree</p> <p>Disagree</p> <p>Neutral</p> <p>Agree</p> <p>Strongly Agree</p> <p>Further comments:</p> <p>.....</p>	<p>3</p> <p>1</p>	<p>75%</p> <p>25%</p>

4.	I spend equal amounts of time in the classroom on the four skills of Listening, Speaking, Reading and Writing	Strongly Disagree Disagree Neutral Agree Strongly Agree Further comments:	4	100%
5.	I focus mainly on grammar and translation work in my classes	Strongly Disagree Disagree Neutral Agree Strongly Agree Further comments:	4	100%
6	I give my students many opportunities for practicing speaking in my classes.	Strongly Disagree Disagree Neutral Agree Strongly Agree Further comments:	4	100%
7	I frequently use pair and group work activities in my classes.	Strongly Disagree Disagree Neutral	4	100%

		Agree Strongly Agree Further comments:		
8	The prescribed textbooks are my main source for teaching activities	Strongly Disagree Disagree Neutral Agree Strongly Agree Further comments:	4	100%
9	My choice of activities and exercises from the textbooks is strongly influenced by the requirements of the HSC	Strongly Disagree Disagree Neutral Agree Strongly Agree Further comments:	4	100%
10	Indicate if you use any of the following English language resources <i>other than textbooks</i> in your classes: (tick ✓ as many as apply)	Novels Magazines Newspapers Internet sites	0 0 0 0	
11	Which of the following teaching aids and equipment are available in your teaching situation? (Tick ✓ as many as apply)	*White board *Overhead projector *Audiocassettes	4	100%

		*Video facility *Others (please specify)		
12	How do you evaluate the performance of your learners?	Written tests Written assignments orally Other (please specify)	4	100%
13	How often do you evaluate the performance of your learners?	Please specify: Rarely	4	100%
14	Do you give written or verbal feedback to students after marking their work?	Yes No Elaborate if possible 	4	100%
15	15. How do you rate your learners' performance in English exams compared to their performance in other subjects?	High Medium Low Very low	4	100%

Appendix E: Interview transcriptions of Teachers (4 teachers)

Appendix E1: Interview of teacher Ma from college E

Conversation between Ma & Mohammad, A=Mohammad

A=Interviewer, Ma= Teacher

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A: Hello, Ma bro, how are you?

Ma: Hello, I am fine and you?

A: I am fine. You have known, I am doing MA TESOL at London Metropolitan University. I am doing my Dissertation related to Bangladeshi student's poor performance in English. So, you are an experience teacher at 11 and 12 grades. I think related to topic you will give me more information. That will help me to do my dissertation. Please introduce you self.

Ma: Hello, I am Ma, teacher of E College. I have about two years' experience as teacher. Today I am discussing poor performance in English of our student's. I try to help you. So, how can I help you Mr. A?

Azad: Thank you much. I will ask you some question regarding my Topic. My first Question to you- **Do you agree with the curriculum guide lines of language assessment procedures?**

Ma: I am sorry to say that language assessment procedures are little bit different in our country. We are following only two skills, Reading and Writing. We are not following another two skills Listening and Speaking. That is the reason I cannot agree with this curriculum and assessment procedure.

A: What changes do you think could be useful in assessment?

Ma: You know that in CLT method there are 4 skills, reading writing listening and speaking. These 4 skills go together, so this is very important and more effective for students. That is the reason I am following this on but the Government do not following. They are following only two skills.

A: So you want changes that Government should take assessment on four skills.

Ma: Yes, also I request Government to follow four skills of CLT method.

A: So, you are suggesting Government should take assessment on four skills of the language not the two reading and writing. That is great! I think you evaluate your students. So far as we know teacher takes six month test and yearly test. **Do you think your student agree with the frequency evaluation and feedback?**

Ma: Yes, it is true if we give them feedback, then student will be happy. Unfortunately our government takes half yearly and final exam. Students and guardians are not happy on this system. In our college teacher thinks that taking half monthly or monthly exam, also when we take half monthly also monthly exam will be more helpful for the students.

A: You think that student will be very happy if you evaluate them more frequently, like weekly, monthly test. **If you give them frequent feedback, will they be happy?**

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Ma: Yes, I think they will be happy.

A: That is great! Thanks you. So, now I will ask you some question regarding the CLT method, you know that in our country 2003 CLT method has implemented in the grade 11 and 12th level in higher Secondary level. **Do you think that CLT is practical, useful and relevant approach in Bangladeshi context?**

Ma: I am sorry to say that there are some problems in our country. You know that it (CLT) was implemented in 2003 that is long time, but unfortunately at present we don't have proper trained teachers. Some obstacles are: lack of sufficient classroom, audio video system, plenty student in a class room, these are the main reason CLT method is not properly implemented in our country.

A: Ok, still CLT is not practical in Bangladeshi context. **Do you think it is good method?**

Ma: yes, definitely!! It is a good method also it is good for students.

A: Ok, that is great!! **Have you taken any training on CLT?**

Ma: Yes, I have taken 2 times.

A: **How effective do you think your training in CLT has been?**

Ma: It is very important for our teacher. Without training how can we give them proper teaching. I received few days training, I think it very primary label, I have no deep knowledge or vast knowledge. I need more training otherwise I cannot give proper teaching to the students.

A: You suggesting for long duration training not short term training. You have basic primary label idea of CLT. So, **what do you see as the main obstacles to implementing CLT?**

Ma: Here main obstacle is GTM, that is the reason students memorize and they sit for exam. They think that if they pass in English they pass in whole. They have not proper basic level of English in primary, high school and higher secondary level that is the reason they fall in trouble in future.

A: So, you are thinking CLT method is good. **Why we can implement CLT in Bangladesh? What are the main problems? What is the reason?**

Ma: Government did not implement properly CLT method in our Country. Government suggesting CLT but the system is our previous context that is GTM method.

A: **What you need to implement CLT in our Country?**

Ma: We need government help, trained teachers, Audio video system, good class room also environment. Another is an more important that is feedback system, monthly exam or three monthly exam system.

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A: You are suggesting that you need the trained teacher, the infrastructure, government help, the resources related to CLT method. That's great!! You are teaching now CLT method, **do you feel more comfortable with teaching method other than CLT?**

Ma: Very honestly we are habituated teaching method with GTM that is the reason we feel more comfortable or better with GTM. But I support CLT, because there are Reading, Writing, Listening and speaking. These four basic skills implement all together. So, CLT method is more important also make a good future for students.

A: What you teach in GTM method?

Ma: only structure, the student memorize only for exam, they do not know except grammar.

A: You are supporting CLT method, but you are habituated and you know more about grammar translation method, that's why you are in GTM.

Ma: Yes!

Azad: You know after the implementation of CLT, many students failed in English in SSC and HSC exam. The media, all guardians were anxious about their failure, as a teacher what do you think? **What do you see as the main reasons for Bangladeshi students' poor performance in English?**

Ma: there are many reasons like lack of good teachers, another reason is GTM. Students just memorize only for exam, they think only for pass in exam, they do not learn properly. If the question is little bit change but answer is same, at that time they cannot do proper answer because of their lack of understanding, they only memorize. So, they fall in trouble in exam, their result is fail. At the same time CLT method is very good, there have no chance to memorize anything, here only understanding and writing on the exam paper.

A: They cannot write from their own but have habit of memorization. That is why they are failing. The level is not up to the standard mark.

Ma: Yes, Yes

A: Ok, that is great. Thank you very much!

Ma: Thank you very much.

Appendix E2: Interview of teacher R from college G

Conversation between R & Mohammad, A= Mohammad

A= Interviewer, R = Teacher

.....

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Mohammad Mahbubur Rahman, M.A. in TESOL

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A: Hello Rony vi, how are you?

R: I am very good. How are you?

A: fine, today I would like to talk with you regarding my dissertation. You know I am doing my MA in London met university. I wanted to do my dissertation related to Bangladeshi student's poor performance in English. You are a good teacher of G College. Related to student's poor performance, methodology, I would like to ask you some questions and I hope you will give me more informative answers.

R: I will try my level best.

A: Thank you very much. So, my first question regarding my research...you know in our country we have curriculum guideline, so , we asses students in intermediate level , eleventh and twelve level students. **Do you agree with the curriculum guideline with the language assessment procedures?**

R: Hello

A: Hello,, so my first question to you ...

R; Hello

A: Can you hear me?

R: yes, I am listening.

A: my first question ...can you listen /

R: I think there is some problem in internet .Now it's a bit clear.

A: ok ok, my first question regarding the assessment of eleventh and twelve level students in your college. You know we follow a curriculum and we follow a assessment system. So, **do you agree with the curriculum guideline with the language assessment procedures?**

R: Ok. Let me introduce first myself. My name is **M** and I have been teaching in **G** college for last 2 years and through my experience I think I don't agree the curriculum guideline of language assessment process. Because, we only teach GTM (Grammar Translation Method) method in our country that only focus two things; reading and writing. But another two skills like listening and speaking, we could not focus on that. So, I don't agree with the curriculum guide line. You know the system here, because they don't focus on listening and speaking.

A: Ok .In our existing curriculum there is a CLT method

R: yes

A: and in CLT method we have four skills, listening, writing, reading, writing, but you can only assess two skills those are reading and writing. For this reason you are not agreed with

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the procedures. Ok. So, **what changes do you think could be useful to the curriculum guideline of language assessment?**

R: You know in the modern world CLT method is very common and frequently used whole over the world. So, if we use this method it will be useful....I think so.

A: You want CLT method implementation properly.

R: Yes, if we implement that method in our country that can develop our students listening and speaking rather than writing and reading at a time.

A: So, you want to assess all the four skills. Listening speaking reading and writing not only two skills.

R: Yes. What I want to say we usually focus 2 things in GTM method. If we can implement the CLT method it could help the students learning, learning in a good way in case of listening and speaking.

A: Ok, that's good. So, you know in your college you evaluate your students. **Do your students agree with frequent evaluation and feedback? Will they be happy if you evaluate them frequently or give them feedback?**

R: ok, most of the students will welcome if we can give them feedback. If we correct their mistakes, they will welcome the thing. Students like feedback frequently.

A: that's great...now regarding the CLT method. You know CLT is a very new in our country so, **do you think CLT is practical, useful and relevant in Bangladeshi context?**

R: As I told you CLT is very common in the world and even in Africa and India and even in Sri Lanka and they use that method frequently and there students learning more than our students because we follow the GTM method. **IT'S GOOD BUT WE NEED TO DEVELOP A LOT.** We need to develop our structure, need to train our teachers, need some more instruments like audio and video equipment so that we can supply the students more listening and speaking courses. But, it is not still available in our country.

A: Ok, that's great, so, you are supporting the CLT method. It's a good method and you don't have facilities.

R: Yes, it's a good method but we need to improve our whole system.

A: Ok. Thank you very much. **Have you taken any training?**

R: Yes, I have been training twice but, the training was not that much effective.

A: **why you think the training is not effective?**

R: The training is not effective because, they only train us only for a short period of time and most of the students are not familiar with this system. So, we cannot apply what we got in our training. That is why it's not that much effective.

A: ok. So, you prefer long term training like 6 months one year. That is helpful. So, **what do you think as a main obstacle in CLT method in Bangladesh? Why you cannot implement?**

R: As my own opinion that I told you, we need to improve the structure. Most of the teachers are not trained. So, if the teachers are not trained how to teach the CLT method, it will not work on that way. So, we need to train the teachers, supply the equipment to the schools. Our government should think more about that.

A: So, you are demanding more equipment more allocation for this method. So, we need more investment. As you are facing the problem implementing CLT method in modern context in Bangladesh, **do you feel comfortable with any method other than CLT method?**

R: All right, as we have been teaching the GTM method for long, though CLT method is good teaching English in proper way but, I still feel comfortable in GTM method.

A: Why you feel comfortable with GMT method?

R: It is coming generation by generation. We taught the same way and the students like this method, but through this method we are not able to help the students develop there listening and speaking skills.

A: ok. In GTM method you cannot teach the students listening and speaking but, in communicative method you can teach. **Do you feel uncomfortable in CLT method?** That means the teacher cannot understand the method properly?

R: It is not the matter of uncomfortable but we are not used to it. That's the main problem.

A: Ok

R: If we become used to it, may be at first we will struggle but later we can cope up with the situation.

A: Ok. Do you feel you have a lack of understanding in CLT METHOD? Or lack of training that is why you feel uncomfortable?

R: To be honest, at the beginning we felt uncomfortable in teaching CLT METHOD rather than GTM method.

A: ok ok, that's great. **So what are the reasons of poor performance of Bangladeshi students in English?**

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R: there are a lot of reasons, but to me the main reasons are when the students want to learn English they always fear English inside their heart. But there are other reasons like we don't have trained teachers

A: Ok

R: Even the basic background in primary education, we don't teach them proper way

A: Ok

R: and even the students, their background is very bad. They are not good in English. They have lack of vocabulary

A: Ok, hmm

R: even lack of practice

A: They emphasis other subject rather than English?

R: Yes

A: Thank you very much Mr Rony for your time .Have a good day.

R: It's my pleasure to be with you and my little effort could help you to do your dissertation in proper way

R: Thank you very much

A; Thank you very much

Appendix E3: Interview of teacher H from college E

Conversation between R & Mohammad, A= Mohammad

A= Interviewer, H=Teacher

.....

A: Hello H how r u

H: I am fine. What about you?

A: I am doing my Masters in TESOL at London metropolitan university and doing my dissertation my dissertation topic is Bangladeshi students' poor performance in English. I know you are an experience teacher. Related to my topic I will ask you some questions you will give me answers.

H: I will try my best to give you answer.

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A: My first Question to you **Do you agree with the curriculum guidelines on language assessment procedures?**

H: No I don't agree with the curriculum guide line. Among 4 skills only 2 skills are assessed that is reading and writing. There is no assessment on listening and speaking skills so I don't agree with the present curriculum assessment.

A: ok thank you very much. So **what changes do you think could be useful? i.e. to the curriculum guidelines on assessment?**

H: I think it is better to take exam on listening and speaking skills.

A: Ok and you think that will be very helpful. My next question **Do your students agree with the frequency of evaluation and feedback?**

H: Yes I think that my students will love the frequency of evaluation and feedback.

A: Ok, and they will be happy if you give them more feedback.

H: yes

A: that's nice. My next question to you. **Do you think that CLT is a practical, useful and relevant approach in the Bangladeshi context?**

M: I think that CLT method is good in the modern world but for Bangladesh we have some limitations to implement this method like train teacher classroom and infrastructure

A: Ok, you are thinking that we have lack of trained teachers, lack of environment in the class. Ok that's great. But you are thinking CLT method is a good method.

M: Yes

A: My next question to you. **How effective do you think your training in CLT has been?**

H: We took only 15 days training on CLT it is not enough for us. It is an introductory lesson on CLT. So I think this training is not useful

A: ok you think you need more time that means 6 months or 1 year training

H: yes, that will be better

A: ok thank you very much. My next question to you **what do you see as the main obstacles to implementing CLT in Bangladesh?**

H: We find something like lack of trained teachers, classroom environment and student number and social environment.

A: ok, these are the problem to implement CLT in our country. My next question, **Do you feel more comfortable with teaching methods other than CLT ? If so, why?**

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H: To speak the truth we are used to with grammar translation method. So we feel comfortable with this method. But CLT is a good method but for some obstacle we cannot implement this method.

A: Ok, thanks, my next question; **what do you see as the main reasons for Bangladeshi students' poor performance in English?**

H: Low level of students, lack of vocabulary and exam oriented class; these are main problems in our country. These are the main reason of students' poor performance in English.

A: ok, do you have any suggestions that will help the student to do good performance in English

h: we need train teachers, larger classroom, language lab, and teaching aid like audio video projector.

A: thank you very much for giving me time. Have a nice day, bye

M: bye

Appendix E4: Interview of teacher S from college G

Conversation between S & Mohammad, A=Mohammad

A= Interviewer, S=Teachers

.....

A : Hello, Sumon vi, how are you

S : I am fine. How are you Mr Azad?

A: I fine

S: how could I help you today?

A: Today I will talk with you about my dissertation. I am doing my M.A from London Metropolitan University

A: I am doing my dissertation related to Bangladeshi student's poor performance in English so you are experience teacher of G College. I think you will give more information about student's performance.

S: my teaching experience just last two years. In between two years I don't know how much I got experience from my college. I should try to help you.

A: Mr Sumon vi, I am going to start the 1st question to you, in our country there is curriculum on language assessment. **Do you agree with curriculum guide lines on language assessment procedure?**

S: actually I am not agreeing with that if you go for exam, there are only 2 skills reading and writing. We are not thinking another two (listening and speaking skills). There are four skills in curriculum i. e. listening, reading, speaking and writing. We do only reading and writing. So I don't agree with that curriculum.

A: ok, thank you very much, so, you are not agreeing with our present assessment system. As it is only assess two skill reading and writing not listening and speaking. That's good.

A: so my second question to you. **What change do you think could be use full to the curriculum guideline on assessment?**

S: For curriculum guideline change, we need to do four type of skill. If you visit to IELTS course that another English language course. They're not doing reading and writing. They do speaking, listening, reading and writing as well. So most of the time our student in our country they are just learning reading and writing. Out of their study they don't do listening and speaking as well. So I think we need four skills teaching in our curriculum.

A: so you want include all the four skill in our assessment listening ,speaking, reading and writing

S: yes

A: so that will be help full for our student and for English teaching. My 3rd question to you, **Do your students agree with the frequencies of the evaluation and feedback , do they like it?**

S: yes. Hopefully they will like it, they will because we have to evaluate them, most of the time when study finish like exam finish. We don't give them any feedback and evaluation. Like one of student they did mistake we just point like 6 out of 10.we never show him what he did? What's their mistake? What's his lacking? When we show him like this you some problem with this line, you did mistake with grammar, you did with vocabulary, synonyms, antonyms, and we can do slowly because we are used to other type study last 20 to 30 years. We have to put them slowly and they accept that one.

A: they will very happy if you give them feedback?

S: if we give them feedback that will be good for them.

A: so they will be happy if you give them feedback and evaluate them frequently.

S: Confidently they will be happy. They always wait for that; in our Bangladeshi teacher we never do that one.

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A: So 4th question to you, in our country there is CLT teaching method everywhere, from school to college everywhere. **Do you think that CLT is practical, useful, relevant approach in the Bangladeshi contest?**

S: Actually CLT is good for Bangladesh but you know we are used to Grammar translation Method. But if we go to the neighboring country such as India they have already started the CLT system. In my country if we want to start that for that we don't have enough class room. And you know for CLT class you need lot of equipment like.....

A: like projector, video audio lab,

S: thanks for help, we need teaching aid and practically also. Some time government sent us for CLT (training) to another English language institute for 15 days training. In 15 days we got only two hour that is not enough not for a teacher. For one teacher they need three to six month or more time (on training).

A: Your are talking CLT training that only less time, few days or few week is not enough to prepare for CLT training.

S: that also doesn't have teaching aid class room and class set up,

A: ok, you have already given answer of question of No 5th. How effective do you think your on training CLT has been? I think you have taken so much training. More or less training on CLT. Is it good for you?

S: well, if that one (training) is for long time that is good for me. But I already told government sent us for 15 day or something. Some college also send us for 14 or 15 days and I told you 15 days is not enough for a teacher at least they need like 6 month or 8 month course.

A: so you are thinking CLT is good method but in your country you don't have more resources, more equipments and more trained teacher. **So my next question is what you see as the main obstacle to implementation of CLT. Why we cannot implement CLT in our country? What are the problems?**

S: we have many obstacles if you want to tell me specifically, we don't have trained teacher, teaching aid, we don't have good assessment system, and also we are used to GTM method, for solving that one, we need good teacher and we have to reduce the old method. If we want to stop that one, we have to send teacher for CLT course (training).

A: so new method for old teacher, they are not used to CLT method. That's why they are facing the problem.

S: Actually they need trained teacher and lot of equipment which are need for CLT.

A: now my next question to you. **Do you feel that and do you feel more comfortable with teaching method other than CLT.**

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S: its good but I told you we are used to GTM method. We always prefer old one, if I want to go for CLT. It will take lot of time.

A: you are habituated with GTM method, you can easily teach the student with that method.

S: student like GTM as well, we teach them this way that's why we are used to GTM.

A: That's why; you cannot implement CLT, that's the problem,

A: In Bangladesh you see, student are failing tribally in English. They are doing bed result compare to other subject, everyone knows that, even this media as teacher know the student are failing in English, so **what do you see as the main reasons for Bangladeshi students poor performing in English?**

S: Actually the reason is, we don't have enough trained teacher, student basic is not good, lack off guide lines, lack of vocabulary, lack of student communication in society you know, they use only reading and writing. They don't do another two skills, we can recover that one for that we need good teacher and equipment. You know in our country students use English for pass not for using outside the class room and at society as well.

A: ok that's the great point, so in their society, friend circle and family they don't use English.

S: yes they use only Bengali language, i told you before they just stopped that when their exam is finished.

A: thank you very much for giving me the time.

S: Is there any question for me.

A: thank you thank very much you have already gaven me enough information.

S: Have a nice day.

A: Have nice day.

Appendix F: Students Interview transcription (4 students)

(Interviews are conducted in Bengali and some broken English)

Appendix F1: Student S interview

A= Interviewer, S=Student

.....

A: Hi S, How are you?

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S: Hi Sir, I am fine, thank you and you?

A: Fine. Ok S. Ami London Metro Politan University te TESOL e Masters kortesi. Amar Masters er dissertation hosse Bangladeshi student der poor performance in English. So jehetu tomra college level er student ta ami tomader Interview nissi, ami tomader k kisu topic related question korbo , tomara answer koraba.

S: Assa

A: My first question, why do you want to learn English? What is your short term and long term goal? Tumi kno Enreji shikte chaw? tomar enreji shekar solpo meyadi abong dirgo meyadi porikolpona ki?

S:Actually amar enreji shekar aim hosse porikkhai pass kora. tarpor shorterterm plan hosse **exam e pass** kora ... porikkhar exam gulate r **long term plan** hosse **Computer, Internet browsing** kora, **travelling**. bideshidertsathe kotha bola, in **future business** kora.

A: ok ok, thank you very much. So my second question to you. How your teacher teaches English in your class room? **Do you take part any pair or group work?**

tomar teacher ra tomader classroom e kivabe enreji shekhai? tomra ki kno group work or pair work e participate koro?

A: Asole amader teacher ra amader class e muloto grammar shikhai, kisu kisu paragraph ,eassy dei, Aigola amara memorize kori. Asole amader class e erokom environment nai j amra group work or pair work korbo. Agula amra kori na r amra airokom poribesh pai na.

A: Teacher a eigula arrange kore na.

S: Na... teacherra aigula arrange kore na.

A: ok ok ok, thank you very much. So my third question to you. Do you think that getting feedback from your teachers on you test and exam performance would help you to improve your performance in english? Tumi ki mone koro teacher ra jodi tomra ja lekhla, ja porikkha dila oitar upor jodi feed back dei, oitar vul ta jodi dorai a dei... Aita tomader enreji improve a sohayota korbe?

S: Obossoi obossoi, **feedback** dile amader enreji onek unnoto hobe kintu amader teacher ra amader feedback dei na, jar jonno amra amader enreji oirokom develop korte pari na. Feedback obossoi onek important for learning english.

A: So **teacher ra kono feedback dite pare na...** ok ok... thank you. So my fourth question to you... what activities do the teachers use to assess you in English language classroom? Ki ki podokkhep grohon kore , karjo krom grohon kore teacher ra tomake assess korar jonno mullayon korar jonno English language?

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S: Asole...Amader assess korar jonno teacher ra yearly one exam nei,Avavei tara asole bosor sese 1 ta final exam er maddome amader k assess kore.

A: ok ... sudu 12 tai exam ,, only one exam in a year. ok,, Thank you very much

A: Now fifth question is tomader syllabus ta hisse communicative method. communicative method er mul kotha hosse 4 ta skill... Listening, speaking, reading and writing. Ai 4 ta skill kivabe teacher ra tomader k assess kore tomader language class room e? how the 4 skill are assessed?

S: Asole 4 ta skill amara sune si ,,teacher kokhuno bole nai j english e 4 skill, Just class e amader **k 2 ta skill porano hoi... Reading and writing but writing taw oivabe shikano hoi na**, amara nije theke kono eassy ba paragraph likhte pari na, amara just memorise kori, Sadaronto ai 4 ta skill amader kokhuno sekhano hoi na.

A: Only Reading and writing... No listening no speaking. ok ok,, thank you very much.

A: My next question number 6... Do you use anything like magazine, computer to learn English? Do you think that you can learn English from these recourses? tumi ki computer ba magazine ba onno kisu use koroEnreji shekhar jonno ja tomader enrejo shikte help korbe?

S: Asole i am sorry j Magazine pora hoi na. but i use computer for learning english, movie dekhar jonno, gan sonar jonno.

A: ok ok, Thank you very much. So not for learning english. ok

A: My next question is ...How your family encourage you to learn English? tomar familyly tomake kivabe utshahito kore enreji shekhar jonno?

S: Asole amader family maderk oivabe encourage kore na english learning er jonno. Just tara sudu dekhe result , final exam result. Avabei tara assess kore, result dekhei tara suntusto.

A: ok...k kotutuko enreji kothe bolte parla, shikte parla, likhyte parla ta tara bother kore na. only pass.

S: Only pass.

A:Do you take extra lesson outside of the class room? Class er baireo ki tomra kono teacher er kase poro , kono extra lesson naw?

S:Asole porikkhar 2/3 mass age theke extra lesson newa dorkar hoi. teacher der kas theke amara extra lesson nei. but just porikkhar 2/3 mass age ,, porikkhai passer jonno.

A: ok... only before 2/3 months.

S: Yes

A: So my last question. What do you think the main reason for poor performance in English? tomar kase ki mone hoi j student der j result kharap, poor perfortmance, tar reason ta ki? tar karon ta ki?

S:Amar kase mone hoi 1st reason lack of vocabulary, 2nd reason english environment otoba teaching system valo na.... Enreji shekar jonno na just memorize korar jonno,, Aitai hosse amader poor english er mul karon.

A:ok ok ok... Thank you very much for your time. have a nice day.

S: You too sir.

A: Thank you bye,

S: bye

Appendix F2 :Student J

(Interviews are conducted in Bengali and some broken English)

A= Interviewer, J=Student

A: Hi J, How are you?

J: I am fine and you?

A: I am fine. J Ami London Metropolitan University te TESOL e masters kortesi, Amar dissertation ta hosse bangladeshi student der poor performance related. jehetu tomra college level er student Tai amar topic related kisu question ase jeguli ami tomader jigges korbo abong tumi answer diba.

A: My **First question** to you, **why do you want to learn English? What is your short term and long term goal?** Tumi kno Enreji shikte chaw? tomar enreji shekar solpo meyadi abong dirgo meyadi porikolpona ki?

J: Asole amra english shiki muloto pass korar jonno. Short temr porikolpona hosse pass korar jonno r long term porikolpona hosse Boi porar jonno, **travel** korar jonno, **communication** korar jonno.

A: Ok, thank you very much. So my **second question** to you... **How your teacher teaches English in your class room? Do you participate any pair or group work?** tomar teacher ra tomader classroom e kivabe enreji shekhai? tomra ki kno group work or pair work e participate koro?

J: Muloto class e amader **grammatical** e besi jor dewa hoi. Oirokom vabe amader participate kora hoi na.

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A: Ok. **So no pair work, no group work**

J: Paragraph, essay te jor dewa hoi.. oita amader porikkhai ase final porkkhai.

A: Ok ogulo basai aisa mukhosto kore likhta hoi. Ok, Thank you very much.

A: My third question... Do you think that getting feedback from your teachers on your test and exam performance would help you to improve your performance in English?

Tumi kimone koro tomar teacher ra jodi tomar exam er upor, daily classe er upor feedback dei, ata tomar english improvement e sahajjo korbe?

J: haa obossoi ata hole to kub valo hobe. karon jodi feedback dei tahole mara amader vul kothai ase amara dorte parbo. Atavjodi hoi tahole amader english e onek improve hobe.

A: teacher ki **feedback** dei? dite pare?

J: Ata dwei na , jar jonno amader English e improve hosse na.

A: Ok. Thank you very much. So **my fourth question** to you, what **activities do the teachers use to assess you in English language classroom?** Teacher ra Ki ki podokkhep grohon kore tomake assess korar jonno, ebreji shekhar jonno, tomake mullayon korar jonno?

J: Asole amader oibave kisu na. Sudu amra **finally exam** dissi r ki.

A: mane **year final exam**. onno kno exam hoina er modde.4

A: Ok thank you very much. So you are learning in a **communicative method**. Tomader k communicative method shekhano hosse. Communicative method er 4 ta skill... Listening, Speaking, Reading and Writing. Ai 4 t askill kibave teacher ra assess kore tomader class room e?

J: Asole amader class e hosse aita 2 ta . amar jani ata 4 ta seta hosse Reading and writing. **Speaking and listening** ta hosse na amader class e.

A: Ok, Ok, Thank you very much. My next **question ... Do you use anything like magazine, computer to learn English? Do you think that you can learn English from these recourses?** tumi ki computer ba magazine ba onno kisu use koro Enreji shekhar4 jonno?

J: Asole amader internet oirokom nai. English oirok Magazine ase na. Jar jonno hosse na.

A: Ok ok. That's why tomra oita theke shikte paro na. Good. **my next question... How your family encourage you to learn English? Do you take extra lesson outside the class room?** tomar familly tomake kivabe utshahito kore enreji shekhar jonno?

J: Family to sudu result er jonno chap dei.English shikhanor jonno kisu hosse na. basai English e kotha bolte parsi na. So ami nije nije kisu ta English chorchha kori.

A: Ok ok ,So tomra ki kno extra lesson naw? class er baireo teacher der kase ki private poro?

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J: maje maje newa hoi, onek somoi family goto babe oibave dewa hosse na.

A: Ok, Family oivabe help kore na. Ok ok Thank you very much... So **my last question** to you. **What do you think the main reason for poor performance in English?** ki karon asole aije student ra Enreji te kharap kortese, result kharap kortese, Whats the reasons?Karon gula ki asole?

J: Amader English level ta onek low. R amader **Vocabulary** kubi durbol. Jarkarone english ta oirokom hoye uthtese na. r amader english er upor oirokom somoi dewa hoi na.

A: Ok... So tomader level tarpor onnano basic class e thik moto na jawai hosse enrejir main karon. Emonki hosse communicative method o seta shekhano hosse oita tomara bujte partaso na.

J: Hmm.. Ji Tai...

A: ok Thank you very much for your interview. Have a nice day, bye.

Appendix F3 :Student Sa

(Interviews are conducted in Bengali and some broken English)

A= Interviewer, Sa=Student

A: Hi. How are you?

Sa: Hi sir, I'm fine thank you & you?

A: Fine. So salman ami amar dissertation kortesi London metropolitan universityte. Amar dissertation er ekta part hosse studentder interview neya. Se hisabe ami tomar interview nissi. Ami kisu amar dissertation related question korbo, tumi ans korba.

Sa: Jee sir.

A: Ok thank you. My 1st question:- **“Why do you want to learn English? What is your short term and long term goal?”** Keno tumi engregi shekhte chao? Tomar sholpo mayadi & dirgho meyadi porikalpona ki?

Sa: Amar sholpo meyadi uddeshsho hosse porikhay pass kora & dirgho meyadi porikalpona hosse vobishshote business kora & forenorder shathe engregite communicate kora.

A: Ok, thank you very much. My 2nd question **“How your teachers teach English in your classroom. Do you participate any pair or group work?”** Tomar teachera ki vabe engregi shekhay classroom e. Tumi kono pair work ba group work participate koro classroom e?

Sa: Na amara kono pair work ba group work e participate koki na. Amader teacher ra amader grammar shekhay r majhe majhe kisu essay & paragraph memories korte dey ja amara basha theke memories kore ani & class e likhi.

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A: Ok. Thank you. Thank you very much. My 3rd question:- “**Do you think that getting feedback from teachers on your test & exam performance would help you to improve your performance in English? How it can help you to improve performance in English?**” Tumi ki mone koro teacherder kas theke feedback paile, ai feedback ta tomar engregi shekhar khetre help korbe?

Sa: Ha oboshsoi, kivabe ami English kortesi na kortesi ami Jodi jante e na parlam. Amar improvement ki hosse na hosse ami jodi jantei na parlam. Tahole ami kivabe improve korbo. Eta amar dorkar kitu amader deshe eta hoy na. Unfortunate but true eta amader deshe hoy na.

A: Taile **feedback** paile ki happy hoba. Teachera Jodi tomake feedback dey.

Sa: Haa obosshsho e . **feedback** paile jeta hobe sheta holo. Amar durbolota gula poroborti shomoye katiye utar chesta korbo.

A: Ok. Thank you. So my 4th question:-“ **What activities do the teachers use to assess you in English language classroom?**” Teachera ki ki poddhoti abolombon kore tomake mullaon koara jonno class e ba assess korar jonno.

Sa: amader class e shudhu writing hoy r reading hoy. Majhe majhe amara class e vibinno passage pori . R sir ra je shob mukhosto dey shegolo amara mukhosto ba memories kore eshe class e likhi ba write kori.

A: Assa porikhhkha ta koto din por por hoy?

Sa: Porikhhkha ta hoy bosore dui bar. Ekbar hoy moddile of the year. Final porikhhkha ta hoy end of the year.

A: Final porikhhkha ta hoy end of the year. Ok. Evabe teacher assess kore tomader. Amader deshe ekhon tomader je method sheta holo communicative method. Communicative method hosse charta skills four skills listening, reading , writing & speaking. “**How are the four language skills (LSRW) assess in English language classroom?**” Teacher ra kivabe ai charta skill assess kore.

Sa: ami apnak ektu agei e bollam amader classe matro dui ta assess hoy sheta holo reading & writing. Ai prothom shunlam je English e char ta assessment ase, listening & speaking. na etar kono assessment hoy na.

A: Ok thank you. “**Do you use anything like magazine computer to learn English? Do you think that you can learn English from these resources?**” Tumi ki magazine ba computer ba extra boi use kore engregi develop korar jonno. Tumi ki mone koro je ai jinish gulo engregi shikhte shohayota korbe.

Sa: Ami use kori nai but ami mone kori je e gulo te engregi shikhte shohayota korbe.

A: Assa tumi mone koro je egulo te vobishshote help korte pare. Ok, Good. **“How your family encourage you to learn English. Do you take extra lesson outside the class?”** Tomar family ki tomake utshahito kore engregi shikhte.

Sa: Amar family chay je ami class jeno English e pash kori.

A:Ooo tara shudhu pash dekhte chay.Ok . So **Do you take extra lesson like extra privet from your other teacher?** Extra kono privet ki neo onno teacherder kas theke.

Sa: Ha .Karon Pass korte hole amader extra kisu help dorkar hoy. Shee jonno amar majhe majhe privet tutorder kase jai.

A: Ok. Sometime you go. Majhe majhe tumi jao. Tik ase. Thank you. My last question. Amar shorbo shesh question :-**“What do you think the main reason of your poor performance in English?”** Tomar ki mone hoy je tomader je engregite poor performance er resone ta karon ki?

Sa: Amader je English shekhar je way ta eta onek vul truti ase. Eta valo na English shekhar jonno.

Ditioto hosse amader English level ta onek niche. Tititoto amara vocabulary aoto jani na. jetuku jani shetuku jani kivabe use korte hoy. Jodi amader speaking thakto tahole amara jantam how to use vocabulary in speaking English ba how to use grammar by the way of communication. Amara oi gulo jante parbo. Jegulo amara jani na sheei vocabulary shikhte parbo.

A: Thank you salman for interview . Have a nice day.

Sa. Thank you very much. Have a nice day.

Appendix F4 :Student I

(Interviews are conducted in Bengali and some broken English)

A= Interviewer, I=Student

.....

A : Hi I , how are you ?

I : Im fine how are you ?

A : to Imran ami London metropolitan university te relation desertation kortesi setar ekta part hoche student interview neaoa. So shei hishabe ami grade 12 er student er interview niche. Ami question korbo tumi answer diba .So my 1st question to you **why do you want learn English? What is your short term and long term goal ?** tumi keno engrezi shikhte chao , tomar engrezi shikhar solpo meyadhi porikolpona ki dhirgho meyadhi porikolpona ki ?

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I : Engrezi ...hmm shikte chai karon engrezi onek important amader life.....day to day life as well...

A : Acha

I: Thik ase . R engrezi shikhar pichone short term plan amader school college er shavabik just pass the exam

A: Thik ase ..r long time plan English obviously ...hmm 1st language in the world .

A :hmm ..hmm

I: ami jekono kiso korte jai....

A: hmuuuu

I: deshe kori bahire kori jekhonno higher study join kori amar english ovoshoi lagbe

A: Hmu hmu..

I: amra jekhon e higher study MBA korte jabo English laghbei kothao ghurte geleo karo satho communicate korte jai english lagbei...

A: ok so ei karone English shikte chao. Good. So 2nd question **how teacher in your classroom teach in your class room? Do you do any pair work or group work?** Tomar teacher ra kivabe class e engrejita shikhai ?tomra ki pair work ba group work koro ?

I: Na bhai pair ba group work bole scholle kiso nai ba college e ..r amader classroom er jei teaching process seta hoche je passage ba je kono ekta kiso diya dibe as a home work ghore jabo eta korbe abar kalke niya ashbe .r hoitoba jhokhon exam e jabo hoitoba sekhane ektowritten hobe that's it ...kono par ba group work nai

A: ok No group work no pair work in the class ok thank u very much .My 3rd question **do you think that getting feedback from teacher on your test and exam performance would help you to improve your performance in English ? How it can help you to improve performance in English? Tumi** ki mone koro tomar teacher ra Jodi feed back dei tahole tomar engreji shikhar shajjo hobe ?

I: seta ovoshoi seta mone kori

A : je eta help hobe ..so tomar teacher ra Jodi tomar exm paper feed back dei ba class er kono lekhar opor feed back dei ?

I: ha ovoshoi ami happy hobo karon eta ami amar dhorbolota kothai sta dhorte parbo ebong seta improve korte parbo

A: ok. **What activities teacher uses to asses you in English language classroom?** tomar teacher ki poddhoti obolonbon kore tomader mullaion kore

I : amader main jei mullaion poddhoti seta written jeta amader exam e hoe r classroom e jeta hoi amader mullaion hoe reading r witting ei dhuita poddhoti hoibasically written tai amader beshi ..ei ekta amadr obolonbon kora hoi

A:ok so tomar porikkha kotodin porpor hoi tomder college e je porikka gelo

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I: colleg e dhuita exam hoi ekta mid term ekta year final exam

A: so after year final exam you give final exam .So my 5 th question related to question 4 .
How are the four language skills assessed in language class room? tomader jei method porache eta communicative e listening , reading writing , speaking ei charta method nei tomader tomader classroom e

I: amader 4 ta skill asses kora hoina shudu reding writing assess hoi listening speaking er jonno amader kono activity nei amader shudu reading hoi classe r wrtting exam e .ei duitai amader hoi onnogula hoina .

A: ok no listening no speaking. ok **6th question tumi ki kono extra magazine ba computer use koro enlish shukhar jono** . tumi ki mone koro je tomar ei jinish gula tomar English shikhar jono help korbe ?

I : ami mone kori egula help korbe . But amra magazine use korina r computer use kori seta engreji shikhar jonno na amra evabei use kori .but eta kisota shahajjo kore English shikhar khetre .

A: Ok .Evabei tomra computer use koro but English shikhar jonno na . **How your family encourage you to learn English?**

I:Amar family tea mar papa encourage kore English pore amar hogher study te lagbe tai .

A: ok . **Do you take any extra class in outside of class?**

I: ha amar midterm exam er or amar final exam er jonno ...

A: Teacher der kase lesson naookk. My last question **what do you think main reason of your poor performance in English?** tumi ki mone koro ashole eije English e eto student result kharap hoche er main karon ki ? **What is the main reason?**

I: Amader main reason jeta hoche amra..basically amader 1st language bangla ...english hoitoba choto kal theke shikhtesi but apply kortesina .jar karon e amader etar basic jeta mane amader kotha bolbo b akaro sathe communicate korbo seta hochena

A: ok

I: amra shudu book r exam e asi .. amra practical jhokhon theke apply korbo nijer lyf e tokhon hoito amra eta improve korte parbo

A: Ok tumi ki mone koro tomader enough vocabulary ase

I: na

A: jothesto grammar jana ase ebong tumi chuto class gula par korso oghulate jei English shikso ?

I : Na amar hoito kiso rules shikha ase but proper way te shikha hoina ...

A; Emonki tumi English poro tumi ki shob bhujjo ?

I: Na

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A: so you cannot understand

I: Cause English e onek vocabulary asesobgula to janina

A: ok .**vocabulary problem.** So Imran thank you very much to give me time and have a nice day

Appendix G: Letters requesting permission from the principals of sampled colleges (E & G) to conduct research.

Appendix G1: Letter to the principal of college E

Date: 1st December 2012

To: The Principal, College E

From: Mohammad M Rahman

Request for a permission to undertake research

Dear Sir

I am currently registered for the degree of MA TESOL at London Metropolitan University. My studies related to the factors affecting achievement in English among Bangladeshi college students.

The aim of this study is to find out the factors affecting the achievements of grade twelve learners with specific reference to the English subject. Participation of the respondents will be voluntary with the option of withdrawing at any stage of the process and there will be no negative consequences to non-participation. An informed consent will be requested before the respondents' participation in the research process.

Confidentiality will be ensured. Information obtained will be used for the purposes of the study only and I undertake to ensure that the information will be used in such a way that the respondents cannot be identified. Therefore the final report will not include identifying information. Questionnaires will be used to collect data from selected grade twelve learners and English teachers. Respondents will be informed that they are not obliged to answer all questions, if they feel uncomfortable to answer certain questions they may not answer them. By participating in the study, respondents could contribute towards the identification and elimination of factors negatively affecting the achievements in English of grade twelve learners.

Your co-operation in this regard will be highly appreciated.

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Yours sincerely

Mohammad M Rahman

Appendix G2: Letter to the principal of college G

Date: 1st December 2012

To: The Principal, College G, Dhaka

From: Mohammad M Rahman

Request for a permission to undertake research

Dear Sir

I am currently registered for the degree of MA TESOL at London Metropolitan University. My studies related to the factors affecting achievement in English among Bangladeshi college students.

The aim of this study is to find out the factors affecting the achievements of grade twelve learners with specific reference to the English subject. Participation of the respondents will be voluntary with the option of withdrawing at any stage of the process and there will be no negative consequences to non-participation. An informed consent will be requested before the respondents' participation in the research process.

Confidentiality will be ensured. Information obtained will be used for the purposes of the study only and I undertake to ensure that the information will be used in such a way that the respondents cannot be identified. Therefore the final report will not include identifying information. Questionnaires will be used to collect data from selected grade twelve learners and English teachers. Respondents will be informed that they are not obliged to answer all questions, if they feel uncomfortable to answer certain questions they may not answer them. By participating in the study, respondents could contribute towards the identification and elimination of factors negatively affecting the achievements of grade twelve learners in the English subject.

Your co-operation in this regard will be highly appreciated.

Yours sincerely

Mohammad M Rahman

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Appendix H: HSC result of 2009, 2010, 2011 of two colleges (E&G)

Appendix H1: HSC (Grade 12 exam result) ---2009, College –E

(Result sent by teacher Ma from college E).

Subjects	Number participated in the exam	Number Passed	Number Fail	Pass Rate (%)
English	74	30	44	40%
Bengali	74	74	0	100%
Physics	48	30	18	62%
Chemistry	48	31	17	64%
Biology	51	50	1	98%
Mathematics	48	35	13	72%
Psychology	60	52	8	86%
Economics	37	30	7	81%
Geography	25	21	4	84%
History	25	24	1	
Agriculture	17	17	0	100%

Appendix H2: HSC (Grade 12 exam result) ---2010, College –E

(Result sent by teacher Ma from college E).

Subjects	Number participated in the exam	Number passed	Number fail	Pass Rate (%)
English	70	35	35	50%
Bengali	70	70	0	100%

Physics	44	30	14	68%
Chemistry	45	31	14	68%
Biology	49	45	4	91%
Mathematics	46	35	11	76%
Psychology	56	52	4	92%
Economics	35	30	5	85%
Geography	23	21	2	91%
History	26	24	2	92%
Agriculture	15	15	0	100%

Appendix H3: HSC (Grade 12 exam result) ---2011, College –E

(Result sent by teacher Ma from college E).

Subjects	Number participated in the exam	Number passed	Number fail	Pass Rate (%)
English	72	40	32	55%
Bengali	72	72	0	100%
Physics	46	30	16	65%
Chemistry	43	31	12	72%
Biology	46	45	1	97%
Mathematics	47	35	12	74%
Psychology	55	52	3	94%
Economics	32	30	2	93%
Geography	26	21	5	80%
History	23	20	3	86%
Agriculture	16	16	0	100%

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Appendix H4: HSC (Grade 12 exam result) ---2009,

College –G

(Result Sent by Teacher R)

Subjects	Number participated in the exam	Number passed	Number fail	Pass Rate (%)
English	81	38	43	46%
Bengali	80	80	0	100%
Physics	50	40	10	80%
Chemistry	50	38	12	76%
Biology	42	41	1	97%
Mathematics	50	35	15	70%
Psychology	52	52	0	100%
Economics	39	35	4	89%
Geography	29	22	7	75%
History	27	26	1	96%
Agriculture	20	20	0	100%

Appendix H5: HSC (Grade 12 exam result) ---2010,

College –G

(Result Sent by Teacher R)

Subjects	Number participated in the exam	Number passed	Number fail	Pass Rate (%)
English	85	44	41	51%
Bengali	85	85	0	100%
Physics	47	42	5	89%

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Chemistry	47	41	6	87%
Biology	40	40	0	100%
Mathematics	46	37	9	80%
Psychology	50	50	0	100%
Economics	41	32	9	78%
Geography	31	27	4	87%
History	30	28	1	93%
Agriculture	27	27	0	100%

Appendix H6: HSC (Grade 12 exam result) ---2011, College –G

(Result Sent by Teacher R)

Subjects	Number participated in the exam	Number passed	Number fail	Pass Rate (%)
English	80	42	38	52%
Bengali	81	81	0	100%
Physics	40	36	4	90%
Chemistry	40	37	3	92%
Biology	37	37	0	100%
Mathematics	39	37	2	94%
Psychology	48	47	1	97%
Economics	31	27	4	87%
Geography	27	24	3	88%
History	28	27	1	96%
Agriculture	28	28	0	100%

Appendix I: Explanation of some terms

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NCTB---National Curriculum & Textbook Board, CLT-----Communicative Language teaching, GTM----Grammar Translation Method

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