

Meeting the Challenges of Reconstructing English Proficiency to the University Students Fossilized By the Inapt CLT Implementation at School and College Levels in Bangladesh

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Abstract

In Bangladesh, the state of English is rather in puzzling position as the context for using it cannot be fully termed as either ESL or EFL. On one hand, the social context allows for no use of English in everyday communication, and English is taught as a subject in schools and college rather than being used as a language for medium of education which defines it as an EFL context. On the other hand, English is used as a means of education in the universities and communication in the offices which gives it more of an ESL status. Now, in schools and colleges the CLT based syllabuses have been included with an objective of improving learners' communication skills. However, paradoxically, this has resulted in disrupting students' language proficiency even worse than before for the inappropriateness of various factors. As the students have long been exposed to a wrong learning environment till college level, it has caused to the fossilization of their learning process. When these students get into universities, where they have frequent exposure to English, it becomes really difficult on the part of the teachers, to deal with them as to which way their proficiency in English can be improved.

Therefore, my paper focuses at identifying various aspects, affecting the students at school and college levels and consequently, leading to the challenges faced by the teachers at university level to improve their proficiency in English. Accordingly, it provides probable solutions by which the challenges can be met.

Key Words: EFL, ESL, CLT, fossilization, motivation, grammar, Task- Based Language Teaching, Integrated Skills, UGC (University Grants Commission).

Introduction

Being parts of global world, Bangladesh and many other countries use English either as a foreign language or as a second language. But unfortunately the state of English in Bangladesh is still in confusing position as it can be called neither a foreign language nor a second language here. The reason is that, though it is used as official language and as a language for means of education in universities, it is not at all used for communicative purpose as the second language of Bangladesh. Despite the fact that English is taught from the primary stage, very few students can acquire the knowledge of communicating in English as there is no real life usage. With a motto to improve students' communicative competence in English, English Syllabus has been designed by concentrating on CLT in both school and college level. But, paradoxically, learners' efficiency in English has been more in alarming position than before since the inclusion of CLT in the curriculum. The problem arises from the facts that the syllabus is not designed for communicative purpose as a whole and though recently Communicative English has been added to the syllabus, it is much focused on examination rather than using in real life situation and most importantly the teachers are not well-trained to create contexts for motivating the students to communicate.

As a result, the students cannot develop their communicative competence. The poor quality of the teachers at remote or rural areas due to the lack of proper training for teaching English for the communicative purpose leads to the poor learning scopes for the students. These very students when enter into university level, the university teachers meet with a real challenge to improve their English for such a really high context which is in true sense communicative. Here also, for the lack of time and inappropriateness of the syllabus assigned, the teachers, though competent enough, cannot execute their own strategies and methodologies to improve the condition of the students. In countries like Bangladesh, where there is no communicative context for using English in real life situation, it is the responsibility of teachers to make the students interested in acquiring English as a second language to communicate with rather than only to focus on passing the exams and to establish Communicative English syllabus accordingly and they can be successful in reaching their goal if supported by the policy maker.

1. Objectives of the Study

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My paper aims at identifying the problems related to teaching CLT based English Syllabus at school and college levels in Bangladesh context where there is no exposure to English as a second language for communication purpose and as a consequence how students are adversely affected in achieving their proficiency in English and how the teachers at university level find it difficult to improve their English to be benefitted in the long run. For this reason, the objectives of my paper are discussed under the following subtitles:

- To give a contrastive analysis of teaching CLT in a communicative context and without communicative context.
- To identify the problems related to teaching English for communicative purpose in countries where there is no real-life situation of using English for communication with special reference to the present state of teaching Communicative English in Bangladesh.
- To establish a syllabus specially designed for teaching Communicative English in situations without having context for using English.
- To discuss various strategies for developing teachers' aptitude in creating contexts and motivating the students to acquire communicative competency in situations where there is no real-life usage of English.

2. The Difference between Teaching CLT in Communicative Context and Without Communicative Context

According to Richards & Rodgers (2001:155), Communicative Language Teaching is now seen as an approach that “aims to (a) make communicative competence the goal of Language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.” The focus of teaching CLT has not only been on ‘what to teach aspect’, rather the emphasis has been shifted to ‘how to teach aspect’. And this very aspect of CLT approach, as stated by Harmer (2001:85), is “closely related to the idea that language learning will take care of itself and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student’s development of knowledge and skill.” (cited in Kalanzadeh, Bakhtiarvand, 2011, p 4)

Therefore, the Communicative language Teaching is effective where there is communicative context because students get the opportunity of performing whatever communicative competence they have achieved or learned. Through regular performance in the communicative context, they gradually develop their skills which in turn reach to the acquisition level. And they naturally acquire the language on which they are exposed to. But in a situation where there is no communicative context, students do not have any exposure to any particular event where they can use their learning. And for the lack of exposure they gradually become inefficient or pidgin in using their learning which cannot be turned into competence for lack of performance.

3. Problems Related to Teaching Communicative English in Situation Without Having Communicative Context: With Special Reference to Problems in Bangladesh

Therefore, problems related to teaching CLT in contexts like Bangladesh, where there is no scope for using English in real life communication, are not one faced, rather they are many faced, which can be described under the following categories :

Problems with:

- # The syllabus
- # The teachers
- # The assessment
- # The students

3.1. Problems with the Implication of the CLT Based Materials in English Syllabus

As already mentioned above, English had been taught to the students by Grammar-translation method for a long time before the implication of CLT based syllabus. CLT based syllabus was established without proper consideration whether it would be a successful method for teaching English in such a context where English is not at all used for communication. And it was wrongly interpreted by many as having one-to-one oral communication and not including grammar though Littlewood (1981: 1) states, “One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as

structural aspects of language” (Cited in Richards & Rodgers, 1986, p 155). Savignon clarifies the misinterpretation of CLT by saying that “CLT is not concerned exclusively with face-to-face oral communication. The principles of CLT apply equally to reading and writing activities that involve readers and writers engaged in the interpretation, expression, and negotiation of meaning; the goals of CLT depend on learner needs in a given context...Finally, CLT does not exclude a focus on metalinguistic awareness or knowledge of rules of syntax, discourse, and social appropriateness” (Savignon, 2006, p 213). But, due to lack of proper understanding of what CLT implies, unfortunately syllabus and materials both were taken from the sources, based on ESL contexts which are not at all relevant for the students in our schools and colleges who actually cannot get or relate to those contexts and, grammar was highly ignored in these materials.

4.2 Problems with the Teachers

Teachers in Bangladesh had been in practice of teaching grammar and translation. They themselves were not much exposed to Communicative context, and for this very reason, most of these teachers lack in their communication skill in English. Therefore, they themselves feel stress to speak or guide the students for communication. They were not prepared enough to implement CLT based syllabus in their classes because most of the school and college teachers were not given any training by the Government before including it in the syllabus. As a result, though they were initially positive about the CLT approach, when they got practically involved in teaching, they found it very difficult to execute, and gradually distanced themselves for the lack of creative methods and materials to apply for making it successful. As Li (2001) and Carless (1999, p.23) both stated, “Without sufficient retraining, even teachers initially enthusiastic about an innovation can become frustrated by problems in implementation and eventually turn against the project” (cited in Koosha, Yakhabi, 2012).

The most problematic issue with CLT is that the materials should be prepared in such a way so that all the skills can be simultaneously made practice. And for that, teachers are encouraged to prepare their own materials. But due to unfamiliarity with the approach and the lack of time they cannot prepare such materials for the students. Based on a study that assessed

the attitudes of Hong Kong educators toward using CLT in the local context, Chau and Chung (1987) reported that teachers used CLT only sparingly because it required too much preparation time. In rural areas, they are not even provided with logistic supports to aid themselves and the learners. As a result, they base their evaluation on written exam and become lenient by overlooking the mistakes the students repeatedly make. Therefore, they cannot properly teach students what they ought to teach. They cannot engage students in various activities for the purpose of communication. They cannot properly assess students whether they have developed their communication skill. All these resulted in affecting the students in a negative way.

4.3 Problems with the Ways Students are Evaluated

If we carefully observe the examination papers of English at PSC, JSC, SSC and HSC levels, we can easily notice that the examinations are based on written test, there is no separate question for evaluating students' listening and speaking skills. These exams do not allow for correcting the mistakes and showing them to the students with proper explanations which could be an effective method of paving the way for improvement. For example, many students in Horwitz's study (1988: 290) "found it difficult later to correct the errors they are allowed to make in the beginning stages." (Cited in Savignon, Wang, 2003, p 225). This very picture reflects the ways students are taught English as their target language in school and college levels despite the fact that the syllabus is based on CLT. Though the aim is to improve all the communicative skills, it largely ignores the other three skills. The written copies are also checked liberally overlooking the grammatical mistakes. As this becomes a long time practice, students are ignorant of the mistakes they make and consequently cannot make improvement.

4.4 Problems with the Students

Whatever problems arise out of the CLT based syllabus, these all end up in affecting the students negatively. Ultimately, students are made the scapegoats. As stated above, CLT is most effective, where there is plentiful exposure to the language which is taught. But in countries like Bangladesh, where Bengali is the only language for communication, there is hardly any scope for students to use English for communication purpose in school and college level. Moreover, they do not have to face any situation where they can use English. In schools and colleges, the medium of education is also Bengali. They are not given any proper context to use English by

the teachers. Though in some renowned schools and colleges, CLT based syllabus is taught with proper supervision by the teachers, but in most schools and colleges, students are not properly guided by the teachers. Students do not feel interested for communicating in English for the lack of contexts, supervision and knowledge of the language. Adi (2012) pointed out that “In a setting where English is a foreign language, students usually learn with low intrinsic motivation; English may be deemed irrelevant with students’ needs because the language is not part of their everyday life.” Apart from that, due to some misconceptions regarding CLT, grammar is ignored for the proper understanding of the structure. They cannot develop their competence in any of the skills. Though reading and writing are done to some extent, listening and speaking are totally ignored. As a result, though they are exposed to the language from their childhood, yet, cannot acquire it. Ultimately they become shy, frightened to use English lest they should make mistakes.

4. Changing Scenario Resulting from the Inclusion of CLT Based English Syllabus: Negative Impact on the Students

In Bangladesh, Grammar Translation Method had been in long time practice for teaching and learning English. The teachers were more concentrated on teaching all the grammatical rules through deductive method and students were compelled to memorize all the rules. Though there was no practical usage, yet it was advantageous in a way that students had scopes for practicing or drilling a lot of exercises in writing, based on those rules. The evaluation was done by focusing on their writing skill as there was only written exam. In this way, they might not have achieved communicative competence, but grammatical accuracy in writing was there. They at least had knowledge of the basic sentence structure of the language i.e. English. But to go with the trend of using English for communicative purpose like most of the countries,

In Bangladesh also CLT based English Syllabus was included in the curriculum with the objective of improving students communicative competence without taking into consideration whether it is an effective method for improving learners’ English proficiency in a context where it is used only occasionally. To go along with the syllabus, the paradigm of teaching English then shifted from teaching grammar to teaching CLT based materials. But the problem was that the teachers were not prepared enough to implement this syllabus in effective manner and also there

was lack of materials and scopes for using it by the learners. As a result, teachers along with the students lost track of what and how to teach and learn. Earlier, students at least knew how to construct a sentence correctly, but now they cannot even write a proper sentence because grammar is not taught seriously or with least importance. It seems difficult to incorporate all the skills or teach all the four skills simultaneously due to lack of materials, proper training for implying creative methods of learning, and though the objective is to improve all the skills, evaluation is done based on written exam. Therefore, the teachers also focus on completing the syllabus within the limited time-frame by focusing on written materials and overlooking other skills. Since, the grammar is not strictly taught as before, their writing skill also cannot reach to the proficiency level.

5. An Increase in Further Difficulties after the Enrollment in the University

When these very students enter into University, their problems amount to multiplicity. They step into a more difficult situation. Since, the medium of education is shifted to English, they are put more to an ESL context than to an EFL context. They have to write applications in English for various purposes, they have to listen to the class lectures in English, they have to understand the texts and materials they read in English, they have to communicate with the teachers in English, most importantly they have to develop their proficiency in English considering their future career, where they have to face Interviews, deal with foreign delegates or to make reports in English. But for long time detachment from English as a means for communication, they really cannot cope up with the situation. Another problem is that this much English is only needed for their education and to some extent for their career, but not again for their everyday real life communication. Therefore, the exposure to English is not wholly for communicative purpose in real sense, but partially centered in their education and career. And here also they feel least motivated as stated by Koosha & Yakhabi (2012) "Without an English-speaking environment, motivation becomes more a product of curricular demands, pressure from exams, and academic and professional success, instead of demand for communication." One of my students nicely described the situation by saying, as if they were thrown in the sea to swim without being taught how to swim. Therefore, it becomes really difficult to motivate them, to make them understand and to develop their proficiency as they lack in very basic knowledge of English.

6. Challenges that a University Teacher Faces Dealing with These Students

University education is the last stage for students' learning which forms the ground or the base of their knowledge and leads them to a possible future. Now the present situation demands students' excellent communication skills both in English and Bengali. Bengali, being their mother tongue, is not needed to be taught extensively. But English should be taught in such a way that students can meet the present demand. At least, they should have competence in productive skills i.e. speaking and writing skills. Therefore, in most of the universities in Bangladesh, some preliminary English courses are made compulsory to improve students' communicative English. And it is the duty of teachers, teaching these preliminary courses, to develop students' proficiency in English. But generally, most of the students' English background knowledge is very poor due to the negative impact of CLT based SSC and HSC syllabus. Therefore, the university teachers are put in real challenge to develop students' English proficiency because they had long been exposed to inappropriate learning environment where most of the language elements they learnt are incorrect. Teachers are in real dilemma of what to teach or from which point to start. Some samples of students' level of poor English knowledge are provided in Appendix 1.

Now the challenges, that a university teacher can face while teaching English to these students, are discussed below:

1. In schools and colleges the students are mainly from the same locality and mostly the students study in the same institution for a long time. Therefore, teachers, learners and teaching environment remain constant and there, teachers do not have to deal much with the variety. In contrast, students enrolled in both public and private universities come from different parts of the country, and their basic knowledge in English also differs. Specially, in writing, some may lack in vocabulary, some may lack in basic sentence pattern, some may lack in grammar usage, or some may lack in all the skills. As a result it becomes very difficult for the teachers to teach from one fixed point or to focus on individual problem to improve learners' writing skill as a whole.

2. In respect of teaching listening and speaking skills, it becomes very difficult to boost up their motivation. Though the students find it interesting to listen, they cannot comprehend it. Ultimately, the teachers end up in telling them all the information. When it comes to their speaking, the situation becomes worse as the students feel least interested. As many researches find “Although all aspects of using and learning a foreign language can cause anxiety, listening and speaking are regularly cited as the most anxiety provoking of foreign language activities” (Horwitz; Horwitz ; Cope, 1986 ; MacIntyre, Gardner, 1994) (as cited in Koosha, Yakhabi, 2012). So, on the part of the teachers, it is a tough job to trigger them out. Teachers, after constant effort, when fail to make someone speak on a specific topic, become impatient and frustrated and at one point, start speaking themselves.
3. Though reading is meant for reading comprehension, teachers cannot get enough time to practically teach the reading strategies in details and make the students practice accordingly so that the students can implement those strategies while reading.
4. The syllabus of these preliminary English courses, though meant for improving students’ English proficiency, paradoxically, include more or less the same materials, which they already learnt in SSC and HSC levels. Though the students may not have achieved competence in using these materials, yet they become bored and discouraged to learn the same material. By seeing the negative approach of the students from the very beginning, university teachers also become frustrated, although they may come up with creative methods to effectively teach the materials.
5. The syllabus is also meant for exam purpose and focused in scoring grade. Therefore, the teachers are under stress to complete the assigned syllabus within the limited time-frame by the authority and the students. Ultimately they cannot implement their own materials and own strategies for improving learners’ communication skill which might otherwise take time.
6. The time provided for these courses is not sufficient to improve their English. Each course span is four months a semester. And in one semester if one teacher is assigned, then for the next semester another teacher is assigned. Therefore, teachers do not get enough time to focus on individual student’s weakness and every semester they have to

deal with different students. So they never can properly start and properly finish with a specific target to improve their skills.

7. As the students did not have exposure to English medium teaching environment, it becomes really difficult to make them understand each and every point through English, sometimes teachers are compelled to use Bengali in their classes which actually hinder the ways for their self-improvement.
8. Students' acquisition of a language is a long time process as suggested by the Critical Period Hypothesis in which Penfield and Roberts (1959) argued that "the optimum age for language acquisition falls within the first ten years of life. During this period brain retains plasticity, but with the onset of puberty this plasticity begins to disappear." (cited in Ellis, 1985, p 107) Therefore, most part of language is acquired from their childhood to till adolescence, the period which they spend in schools and colleges. But, unfortunately, during this long period of almost 12 years, they acquire nothing, or wrong language elements, which in effect fossilize their learning ability as fossilization is " (in second or foreign language learning) a process which sometimes in which incorrect linguistic features become a part of the way a person speaks or writes a language. Aspects of pronunciation, vocabulary usage, and grammar may become fixed or fossilized in second or foreign language learning." (cited in Richards, Platt & Weber, 1985, p 111) . And it would be almost a herculean job on the part of the teachers if they are expected to improve learners' English proficiency in three semesters which is in length one year only.
9. Teachers, though wish to engage students in real life activities where they can have exposure to English, cannot execute as planned, because of the learners' tendency to skip extracurricular activities, the lack of co-operation from the authority and most importantly, the lack of context.
10. Teachers are not given freedom by the UGC (University Grant Commission) to create their own syllabus and follow their own strategies with the only objective of improving learners' English proficiency. Teachers are only subjected to the fulfillment of the University laws and orders though these might not be appropriate for a healthy teaching-learning environment for both teachers and learners.

7. Possible Ways, the Teachers can Meet the Challenges

Now in this critical situation the university teachers should make the best use of all probable methodologies and strategies to make the learning of the students most effective. They should keep in mind that this is the last place where the students can learn the best and the most. And if the students can place themselves by showing their caliber, obviously the credit goes to the teachers. In the present context, though the students have knowledge, if they cannot express through good communication skill, they cannot get a better job. We cannot expect that a student will achieve native –like competence in the target language i.e. English. But teachers while teaching basic English courses should teach it such a way that students can manage to have the language skills necessary for their better understanding of the courses they study and for their better future career. Therefore, teachers should come up with the effective materials and implement them successfully. They should also be well-focused of what to teach i.e. what will be the syllabus like, how that syllabus can be taught within the time-frame so that the end result can be achieved that is after certain time they will be able to acquire the skills they need to communicate in target language. And the university authorities, UGC should aid the teachers in every possible ways.

Ellis (2005) suggested some general principles for successful instructed learning which the teachers can follow:

Principle 1: Instruction needs to ensure that learners develop both a rich repertoire of formulaic expressions and a rule-based competence.

Principle 2: Instruction needs to ensure learners predominantly focus on meaning.

Principle 3: Instruction needs to ensure learners also focus on form.

Principle 4: Instruction needs to be predominantly directed at developing implicit knowledge of L2 while not neglecting explicit knowledge.

Principle 5: Instruction needs to take into account learners’ “built-in syllabus”.

Principle 6: Instruction needs to require extensive L2 input.

Principle 7: Instruction needs to also require opportunities for output.

Principle 8: Instruction primarily focus on creating opportunities for interaction in L2.

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Principle 9: Instruction needs to take into account learners' individual differences.

Principle 10: Instruction needs to assess learners on the ground of Examine free as well as controlled production.

Therefore, for meeting the challenges, following steps should be taken:

1. To follow the natural order of acquisition of a child of his/her mother tongue in acquiring the second language as Ellis(1985) suggested through the L2=L1 hypothesis which states that second language acquisition is quite similar or paralleled to first language acquisition wherein they are first exposed to a variety of language input, and then gradually produce.
2. To design the syllabus, of these preliminary courses, according to the Natural Order Hypothesis, which suggests “that children acquiring their first language acquire linguistic forms, rules and items in a similar order, which shows a natural order of development,... and in Second Language and Foreign Language learning grammatical forms may also appear in a natural order.(cited in Richards, Platt & Weber , 1985, p 189). Syllabus should also be designed in such a way so that all the four skills can be simultaneously taught.
3. To develop materials freely from any sources. No specific book or material should be recommended or used. Teachers should be given full freedom to use or create their own materials appropriate for the purpose. While selecting the materials, teachers should incorporate all the four skills to be taught. A sample material of integrative task is given. (Appendix 3)
4. To implement techniques and activities in the classroom by following the Natural Approach of Second Language Acquisition as “the Natural approach adopts techniques and activities freely from various method sources which can be regarded as innovative only with respect to the purposes for which they are recommended and the ways they are used. Krashen and Terrell (1983) provide suggestions for the use of a wide range of activities, all of which are familiar components of Situational Language Teaching, Communicative Language Teaching, and other methods.” (cited in Richards & Rodgers, 1986, p. 188)

5. To make the learners familiar with the language in such a way so that they can understand the message conveyed in the target language which will enable them to acquire the language. As Krashen and Terrell (1983) pointed out "acquisition can take place only when people understand messages in the target language." (p. 19)
6. To recognize and make groups of students according to the level of their anxiety in learning foreign language and treat accordingly so that they can get rid of their anxiety and enjoy learning/ acquiring the target language i.e. English. Teachers have to keep in mind that learners' acquisition may be hindered resulted from these anxieties as Krashen's Affective Filter Hypothesis suggests "the learners with low motivation, little self-confidence, and high anxiety have high filters and so receive little input" (cited in Ellis, 1985, p. 285) and use Horwitz'(1983) Foreign Language Classroom Anxiety Scale (FLCAS).(cited in Horwitz; Horwitz;& Cope, 1986, p.129). The questionnaires for identifying the students' Foreign Language Learning Anxiety are provided.(Appendix 2). By working on these issues teachers have to make the teaching-learning environment stress-free so that students really can enjoy the process of acquiring the language.
7. To make opportunities for the students of such activities which will engage them for communicating in the target language for a longer period of time such as working with a foreign customer in any international organization, dealing with foreign guests, guiding the tourist to visit Dhaka. We should also promote presentations, seminars, and workshops to enhance students' participation. As Savignon (1972) suggested that spontaneous conversational interactions play a vital role in developing communicative competence, and this communicative competence, in her opinion, can be observed, developed, maintained and evaluated only through performance.
8. To provide them list of vocabulary and the various contexts in which they can be used. Then we have to provide such materials, which will be combination of sounds and action and in which they can find many of the words. Vocabulary should also be taught with correct pronunciation and spelling as Ur (1996) pointed out "the learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be

- perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned.”(p 60)
9. To make them practice more on productive skills i.e. speaking and writing. For example, “Wang (1990) reports “....the success of communication-based teaching with particular attention to oral competence in a foreign language school in China. Although the goals of communicative language teaching are not limited to spoken language, Wang reports that in this particular setting an emphasis on oral communication was seen to contribute to learners’ development of skills in not only listening and speaking but also in reading and writing.” (as cited in Savignon, Wang, 2003, p 224)
 10. To teach grammar and spelling with reference to the context. Grammar in no way can be ignored specially while teaching writing. And for improving learners’ grammatical competence along with communicative competence, Nunan (2003), suggested that teachers should integrate both inductive and deductive methods into teaching, use tasks that make clear the relationship between grammatical form and communicative function and focus on the development of procedural rather than declarative knowledge.
 11. To correct as well as show the mistakes to the learners and make them drill till they reach to the level of accuracy as this will pave the way for students’ feedback and improvement. “Ramsden (2003) argues that effective comments on students’ work represent one of the key characteristics of quality teaching. Hounsell (2003, p. 67) notes that ‘it has long been recognized, by researchers and practitioners alike, that feedback plays a decisive role in learning and development, within and beyond formal educational settings. We learn faster, and much more effectively, when we have a clear sense of how well we are doing and what we might need to do in order to improve’.”(As cited in Carless, 2006). Most language learners, in Horwitz’ (1988) study and Kern’s study (Kern 1995; Yang 1993) on students’ views on language learning and teaching, expressed a desire for error correction, that is, they wanted

- teachers to note and correct their “errors”.(cited in Savignon, Wang, 2003, p 225). They should also encourage the learners to review, edit their own writing.
12. To extend the time limit according to the necessity of both the teachers and learners as the teachers need to move step by step to achieve the goal of improving English proficiency. And the time may differ according to the level of students’ comprehending and adapting the skills.
 13. To teach them professional languages relevant to their courses.
 14. To create English speaking environment at least within the campus.
 15. To make the evaluation independent of any examination because that will add to the anxiety or pressure both to the teachers and learners. Rather teachers have to evaluate each of them on the basis of monitoring their everyday performance.
 16. Last but not the least, to develop the system, supported by the UGC and the university authorities. The government and university authorities should have real interest in supporting the teachers in all possible ways that will help them developing students’ competence in communication because that will make the way for their better future career. Wang (2002), based on her study describing the use and teaching of English in Taiwan summarizes that for attaining the goal of communicative competence, “further improvements can be stratified into three interrelated levels related to teachers, school authorities, and the government. Each is essential to the success of the other efforts (Wang, 2002:145)(as cited in Savignon, 2007).

8. Conclusion

In Bangladeshi context, it is quite difficult to teach students English after they enter into universities after long been taught CLT in an inappropriate matter from childhood to till adolescence which actually resulted in affecting them adversely. However, it is not impossible as the recent research suggests that second language acquisition can be made at any stage and it does not require the students to have much exposure to the target language. As pointed by McLaughlin (1992) “The research suggests that younger children do not necessarily have an advantage over older children and, because of their cognitive and experiential limitations when compared to older children, are actually at a disadvantage in how quickly they learn a second

language--other things being equal.” And “Over the length of the program, children in bilingual classes, where there is exposure to the home language and to English, have been found to acquire English language skills equivalent to those acquired by children who have been in English-only programs (Cummins, 1981; Ramirez, Yuen, & Ramey, 1991).” (as cited in McLaughlin, 1992). Therefore, being teachers of ELT at university level it is our responsibility to take the initiatives for making our teaching process fruitful so that the learners can achieve or acquire English for communicative purpose they need, after entering into the university or tertiary level. We should make the learners interested in considering English as another language which they can acquire for communication purpose as they acquired their mother tongue. And therefore we have to prepare our syllabus in such a way which will fulfill all the demands of techniques, teachers training program, materials, etc., so that the learners, though having no exposure to the language can acquire it for communication purpose.

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Appendix 1

Some Samples of writing from the students of the first semester when they were asked to write paragraphs on either “Our Country” or “ The Person I Like Best” in the First Midterm Exam:

Our Country

Our country name is Bangladesh. Bangladesh is
 the most population country in the world. Most
 of the people in our country is poor. They
 don't get proper education from the nation.
 Most of the people in our country they don't
 know how to read and write. In our country
 traffic jam is another problem. In our vast
 population our land is not sufficient to
 live. Our country have many rivers the
 name of Padma, Meghna, Jamuna, Surma.
 Our have a sea that name is Cox's Bazar.
 This is the most beautiful place in the
 world. In our rural area most of the
 people are poor. Their prime work is
 farm. They cultivate rice, paddy, Jute, vegetables
 etc. Our main food is rice. So we are
 dependant to our farmers. Our have
 many industries. Most of the industries
 located in industrial area. Our have
 many universities which are popular in the
 world. Bangladesh cricket team is known
 in the world day by day. Our educa

Our Country

Our country name is Bangladesh. Bangladesh is
 the most population country in the world. Most
 of the people in our country is poor. They
 don't get proper education from the nation.
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 We have a sea that name is Cox's Bazar.
 This is the most beautiful place in the
 world. In our rural area most of the
 people are poor. Their prime work is
 farm. They cultivate rice, paddy, Jute, vegetables
 etc. Our main food is rice. So we are
 dependant to our farmers. We have
 many industries. Most of the industries
 located in industrial area. We have
 many universities which are popular in the
 world. Bangladesh cricket team is known
 in the world day by day. Our educa

Ans. to the Q. NO-3

My Country

my country is a very Beutifull country.

there are many pepol and small

country. There are many many

village and town. Dhaka is all

city's father. when Dhaka is my

city Rajdhani of my country.

my country is very nice. my

country discovered ~~199~~ 1971. and

my country name Bangladesh.

Bangladesh out country is ind

Bangladesh is Beutefull

Ans. to the q. no. 03

(a) our country

~~Our country is most co~~

Ans. to the q. no. 03

(a) our country

Our country is very wonderful
country of ~~the~~ world. our country is
the small country. but now are here
many people of our country. our
country of area 1,47,570 ~~and~~ but now
are ~~are~~ fifteen billion people.

then are my country is ~~poor~~
are people is honesty. our country

country But there are many
 problems. my country is small
 But problems is now when
 Big big problems in my country.
 problems, traffic jam is on of
 them. my country all year yes
 summer is many times go for
 go all times bidut. no lait no
 Pakha denzan life divert. or on
 big problems is ~~Ben~~ my country.
 This is a traffic jam. traffic
 jam is big problems is big
 city's and town's. Dhaka city's
 is must none of them.

Am to the No-3
The Person I Like Best
 I like most and best of my parents. In my
 life which are I am now that's help only
 my ~~parent~~ parents. I am not a well students
 but I am other thinks are good. When
 I am child that time my parents are
 give me all everything what I need that
 time. ~~my~~ Nowadays Few students few
 people are go the wrong way. But I go
 and meet some of them but never do
 anything. actually my ~~parents~~ parents are
 give or teach something the real world
 old. They say me must come a hon
 len sunset. they have help to my

Appendix 2

The 33 questionnaires provided for identifying students' anxiety level measured by FLCAS (Foreign Language Classroom Anxiety Scale) (Collected from Horwitz, Horwitz & Cope,1986,p.129)

TABLE: FLCAS Items provided with five alternatives to choose from, to identify the criteria and the extent of their anxiety level and accordingly make groups of the students to treat them differently as per their needs:

SA A *N *D *SD

1. I never feel quite sure of myself when I am speaking in my foreign language class.
2. I don't worry about making mistakes in language class.
3. I tremble when I know that I'm going to be called on in language class.
4. It frightens me when I don't understand what the teacher is saying in the foreign language.
5. It wouldn't bother me at all to take more foreign language classes.
6. During language class, I find myself thinking about things that have nothing to do with the course.
7. I keep thinking that the other students are better at languages than I am.
8. I am usually at ease during tests in my language class.
9. I start to panic when I have to speak without preparation in language class.
10. I worry about the consequences of failing my foreign language class.
11. I don't understand why some people get so upset over foreign language classes.
12. In language class, I can get so nervous I forget things I know.
13. It embarrasses me to volunteer answers in my language class
14. I would not be nervous speaking the foreign language with native speakers.
15. I get upset when I don't understand what the teacher is correcting.
16. Even if I am well prepared for language class, I feel anxious about it.
17. I often feel like not going to my language class.
18. I feel confident when I speak in foreign language class
19. I am afraid that my language teacher is ready to correct every mistake I make.

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20. I can feel my heart pounding when I'm going to be called on in language class.
21. The more I study for a language test, the more confused I get.
22. I don't feel pressure to prepare very well for language class
23. I always feel that the other students speak the foreign language better than I do.
24. I feel very self-conscious about speaking the foreign language in front of other students.
25. Language class moves so quickly I worry about getting left behind.
26. I feel more tense and nervous in my language class than in my other classes.
27. I get nervous and confused when I am speaking in my language class
28. When I'm on my way to language class, I feel very sure and relaxed.
29. I get nervous when I don't understand every word the language teacher says.
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.
31. I am afraid that the other students will laugh at me when I speak the foreign language.
32. I would probably feel comfortable around native speakers of the foreign language.
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

*SA = strongly agree; A = agree; N = neither agree nor disagree; D = disagree; SD = strongly disagree.

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Appendix 3: Sample material for teaching integrated skill

There is an audio about interviewing a ghost hunter named Carlene Belfort. The material is collected from http://www.examenglish.com/FCE/fce_listening4.html

Teaching Listening

Pre listening task: First of all we have to engage them in an open discussion about what they understand by ghost hunting as in Asian subcontinent it is a very common phenomenon that people tend to believe and many people also claim to experience the presence of ghost. Therefore it is an interesting topic for the learners to hear about and also to discuss. We can also discuss briefly of different listening strategies they can employ for listening to any specific information or getting a general idea.

While listening task: Now we will ask them to listen to the audio and answer some multiple choice questions while they listen to the audio.



Cambridge English First (FCE) Listening Part 4 - free practice test.mp3

1. How did Carlene become a ghost hunter?
 - ☐ she wanted to contact her dead grandmother
 - ☐ she grew up in a haunted house
 - ☐ her parents encouraged her

2. What, according to Carlene, do ghost hunters need most?
 - ☐ a special gift
 - ☐ equipment
 - ☐ an adventurous mind

3. Who does Carlene mostly work for?
 - ☐ people who want reassurance
 - ☐ people who want to contact loved ones
 - ☐ people who want to find a ghost

4. How does Carlene detect when ghosts are present?
 - ☐ She feels cold.
 - ☐ She gets evidence from her equipment.
 - ☐ She feels them touching her hair.

5. When is Carlene most afraid?

- ☐ when her equipment breaks
- ☐ when things move on their own
- ☐ when bad spirits are nearby

6. What does Carlene think about people who don't believe her?

- ☐ She doesn't understand why they think that.
- ☐ She thinks they don't have enough evidence.
- ☐ She wants them to experience it for themselves.

7. What does Carlene feel about her business?

- ☐ She realizes she is taking advantage of customers.
- ☐ She feels she is providing a service.
- ☐ She wants to expand and make more money.

Speaking Task

After they listen to the audio twice or thrice, I again engage them in discussion of what they listened, I ask them to tell the summary, or any information they gather or collect from the audio or even whether they can relate to any of their experiences about ghost hunting. They really feel interested to share their experiences or any story they hear about ghost hunting. Although, the students are not that much efficient in expressing their experiences fluently and accurately in English, and sometimes they even shift to Bengali, yet I ask them to share the experiences using fragments or incorrect sentences. This really helps them to overcome their shyness. Gradually, they develop their speaking skill.

Or, I can ask them whether they believe in ghosts and divide them in two groups of who believe and who do not. Then I can engage them in argument in favor of their belief. This can be an open ended discussion in which individual opinion can be shared.

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Teaching Reading

Then, I provide the students the script of the audio they listened, and ask them to look for the information they missed. They really feel engaging or interested to find out whether the audio, the way they listened, could match or to what extent they matched or which point they missed.

The Script

Interviewer: Well, we're privileged to have in the studio with us today Carlene Belfort who is a professional ghost hunter! Carlene, that's an unusual hobby, how did you get into it?

Carlene: Well, when I was about 8 years old, my grandmother died and my family moved into her house. And I kept hearing all sorts of strange noises in the night. I told my parents, and they told me I was imagining things, but I knew it was ghosts. So you could say I started ghost-hunting whenever I walked around the house alone at night!

Interviewer: So, what do you need in order to be a ghost hunter? Do you have some special psychic powers?

Carlene: Well, some people, mediums that is, have the gift to communicate with people who have passed away, or at least they claim to do that. But, no, I don't claim to have any special powers. Ghost hunters aren't the same as mediums. We use audio recorders, cameras and electromagnetic devices to detect the presence of ghosts. But I think it helps if you have an open mind and a spirit of adventure.

Interviewer: So what sorts of people ask you for your services?

Carlene: Well, as I said, I don't claim to communicate with ghosts. I do get phone calls from bereaved people who want to communicate with their lost ones, but I have to turn them away. That's not what I do. No, my clients are those people who hear or see things in their homes and are worried they might be going crazy. They call me in, and I can put their minds at rest. Of course I also get the odd few who are desperate to have a ghost in their homes and interpret every creak in their house as a possible visitor.

Interviewer: So you don't find ghosts everywhere you look.

Carlene: No, not at all.

Interviewer: So how do you detect the presence of ghosts?

Carlene: Well, sometimes it is just a feeling. Something that makes you hair stand on end, or there may be a sudden drop in temperature. But the most conclusive way to do it is to get some sort of proof, so we take photographs, voice recordings and meter readings.

Interviewer: And what has been your scariest moment?

Carlene: Oh, there have been so many! I mean, there was one time when I was with my team, and my team-mate's camera stopped working. My camera was still functioning, so I took a picture of my colleague so that we could find out whether it was spirits causing the malfunction. When we looked at the pictures later, we could see three streams of energy attacking the camera around my colleague's neck! That was certainly very spooky, but of course we didn't know that was going on when we took the picture, and when we looked at the photograph we were far away. There are some hair-raising moments when you see things flying across the room on their own accord. But to tell the truth, there's nothing more frightening than being in the presence of true evil.

Interviewer: So there are evil ghosts out there?

Carlene: Oh yes, most definitely.

Interviewer: Now, as I'm sure you're aware, there are a large number of sceptics out there, and I'm sure there'll be people among our listeners, who believe that ghost hunting is a lot of nonsense and that you have no scientific basis for your work. What do you have to say to them?

Carlene: Well, I can see why people with more scientific minds are unconvinced, as there have been a lot of hoaxes in the past. But now, with better technology we're able to take a lot more data and evidence to back up our sightings, although I realize that some scientists are still not convinced by that. But, well, if they're not satisfied with the data, well I'd like to invite them on a ghost hunt and see how they explain furniture flying across a room!

Interviewer: So it's not just a big con? You're not just filling up people's mind with a lot of nonsense in return for their money?

Carlene: Well, I realize that some people see it like that, and that's a shame. But as I see it, I'm no different from a plumber or an electrician. If someone has a problem in their house,

they call me, and I come over with the right equipment and some skills, and I can solve their problem and put their minds at rest.

Interviewer: So what do you recommend that people should do if they feel their house is haunted?

Carlene: They can contact me via my website and arrange for a consultation. And I'm also happy to take people out on hunts if they want a spooky experience!

Interviewer: Well, Carlene, it has been most interesting talking to you. Thank you very much for coming in.

Then I also give them some questions from the script to evaluate students' reading comprehension.

For example:

1. When did Carlene Belfort start hunting ghost?
2. How does Carlene detect the presence of ghost?
3. What was the scariest experience faced by Carlene?
4. What does Carlene say about the scientific basis of her work?
5. How can people contact with Carlene?

Teaching Writing

Then I ask students to write the summary or the experience or story they heard about ghost hunting or to relate to any movie they watched on ghost hunting.

So, in this manner, I can make the learners practice and also check their level of competence of all the four skills.

Teaching Grammar

We can ask them to enlist the wh- questions from the script. And also ask them to notice how they are formed and what they mean and how the answers are given accordingly.

Teaching Vocabulary

We can ask them to enlist all the words and phrases like privileged, spooky, hoaxes, con, malfunctioning, of which, they do not know the meaning. Then we can tell them the meanings

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with proper reference to where they are used. And then can ask them to use those words in similar situations to which they can relate.

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