Development Of English Language Teaching In Bangladeshi Universities: Context, Problems And Implications

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Abstract: Teaching English to all students is indispensable for any university which aims to internationalize. Teacher attitude and competence, student mobility, classroom materials, teaching approaches plus methods, conference participation and international recognition of research are all integrally connected with ELT. The study aims at analyzing the development of English Language Teaching in Bangladeshi Universities in regard with its context and problems. The data were accumulated using a behavior and instructional management scale inventory and direct class observation. There are survey questionnaire for students which are utilized as tools for data collection. The finding showed that English language teaching in Bangladesh has a number of problems since the country's emancipation in 1971. The problems include the use of native language (Bangla) in classroom, class interactions approach, teachers' error correction strategies and so on. Through the thesis, the researcher would like to demonstrate such problems in the perspective of Bangladeshi universities.

Key Words: Bangla, ELT, Methods, Problems, Strategy

Introduction

Teaching English to all students for any university which aims to internationalize. Student mobility, conference participation, and international recognition of research are all linked integrally with the development of teaching and learning English language. English is used all over the world not out of any obligation but because of the comprehension that it has firm advantages. Formal and institutionalized education (English) system started in Bangladesh during the British rule. In the college level and university level after 1971 the government tried to patronize Bangla and implement it by replacing English in the education sector but this did not come into reality because of some basic problems including there were not enough books of any field particularly science and technology in Bangla language. At present, English is taught as a major/non-major courses under honours programmes in Bangladeshi universities. This paper focuses on the development of English language teaching (ELT) in Bangladeshi higher educational institutions; its present provision, problems and finally refers some implications regarding the shortcomings.

Objective of the Study

The study is not only fruitful without specific objectives. So, it can be said that the paper also has particular objectives. They are discussed here shortly.

Broad Objectives

➢ To evaluate and assess the development the English language teaching in Bangladeshi higher educational institutions.
➢ To find out the shortcomings/problems of teaching and learning English language in the classroom to make recommendations for the improvement of English language teaching.

Specific Objectives

The author has divided the two broad objectives into several specific objectives. They are:

➢ To find out the present provision of ELT in the classroom.
➢ To find out the relationship between the teachers and the students.
➢ To find out the percentage of native language (Bangla) usage in the classroom.
➢ To find out whether the students interact in English/ take part in classroom activities or not.
➢ To find out the teachers' error correction strategies.
➢ To find out the approaches to teach English followed by the teachers.

Literature Review

The readers can find out several researches regarding this topic. Such as; "English Language Teaching in Russian University" by Tatiana Rasskazova, Maria Guzikova and Anthony Green and "The Relationship between EFL teachers Beliefs & Actual Practice of Classroom Management" by Mohsen Heidarzadi and Mohammad Aliakbari. Both of the researches are developed in different contexts; first one is based on Russian University and other is on the university in Iran. Several problems, like students are reluctant to interact, teachers' dominating role, lack of sound relationship between teachers and students, lack of classroom materials and so on are focused on both papers. They make comments to improve such condition, such as group works should be more varied, should conduct class more lively and interactively and so on.[16] Fauzia Shamin, in her research entitled "English as the language of development in Pakistan: Issues, challenges and possible solutions", says that language planners, policy makers, linguists and practitioners should to take up the challenge of drafting practical language polices and workable implementation plans for language-in-education programmes that aim to promote individual, societal and national development. [10] Harunur Rashid, in his research entitled "Learning English Language in Bangladesh: CLT and Beyond" denotes that our students need not only improve communication strategies but also strategies to examine and critique received ideas in terms of

international influences. [1] R. Johnson, in his article entitled "English in higher education in South Africa: inclusion or exclusion" has shown that the majority students of the university level (first/second grade) are unable to communicate smoothly in English because their language courses are not relevant to practical. He talks about language classrooms which are teacher-centered and discusses on the use of Zulu (African language) in the classroom. He believes that if students are got enough opportunity to practice and if students have enough classroom materials, their learning can be effective. [9] However, this paper is designed in a bit distinction than others as the author develops the research in the perspective of Bangladesh focusing on teacher-students' classroom interaction, whether Bangla is used or not in the class, the strategies finding errors attempted by teachers and so on which are distinctive than other researches. Analyzing teacher-student behaviors and observing classroom activities, the author develops the study in a practical manner.

Context

As the world is getting globalized, there has been a sense of English as a global language, not just a language of the UK or the USA. So, the curriculum of the Bangladeshi universities of ELT are designed to formulate it internationalize. Bangladeshi universities think about their students' English language development in terms of complying with the international expectations of the English language proficiency of different universities overseas.

ELT in Bangladesh

English teaching in Bangladesh has had many ups and downs. After the emancipation of Bangladesh in 1971, Grammar Translation Method (GTM) became popular among different teaching and learning methods of ELT. However, English teaching and learning in the Bangladeshi higher educational premises have been come together with the 'Communicative Approach' in the late 1990s aiming to facilitate the students to be proficient in communication in English. But after two eras of launching the communicative approach, the pedagogists, teachers, students and educational researchers are in big bewilderment, thinking the concrete result of the approach. It is evident that to most of the students taking an endeavor to learn English is like facing the ghost in the dark. Most of the students think English as a 'subject' to pass rather a language. In addition, there have been little considering the condition of English language development among bachelor degree students in relation to international standard in the Bangladeshi higher education perspective. This verity leaves us unable to speak about the situation in one university to the wider context of English language teaching. Selim and Tasneem (2011) have criticized ELT teachers by saying that "When CLT came to Bangladesh the traditional English teachers vehemently opposed it because they were not ready for something new (p. 141)". [14]

ELT Class in the University

The normal duration of English programme (one course) is 48 hours or one semester during the first year of their study programme. Students are given a small number of opportunities to build up teaching and learning as academic literacy focuses primarily on getting good grades in the content based examination. The students work hard to memorize the text contents and language forms to get high marks, yet the majority are unable to acquire even minimum competence in the. In addition, there are a small amount of expectations that students will use English in the classroom. In the same way, there is only a low level of feedback, both written and oral, on assigned written work. Consequently, opportunities for learning English to the high levels of proficiency requisite both for higher education and professional effort are pretty limited.

Provision of ELT and Techniques of Teaching

The overall condition of English in Bangladesh is undeniably in a moribund state as the educational system is designed to generate more GPA 5s (or 4) rather than building up a future generation skilled at the language. Recently, two students qualified at the admission test of Dhaka University (B unit; session 2016-17) because most of the test takers failed in English and 2.5% students passed in English at the admission test under B unit (session 2016-17) of Jagannath University. Under such depressing circumstances classroom teaching practices require thorough review with the aim of creating new scopes for adopting and adapting to new teaching techniques to promote learners language skills. The teachers are habituated to deliver lectures having the students as passive listeners. Students are accustomed to the traditional teacher-fronted classroom atmosphere; they still feel comfortable to maintain silence all through the class and to passively listen to what their teachers say. Moreover, the courses of ELT programmes are designed focusing on academic literacy not for the benefit of the real life activities.

Research Design

A two-stage research design was used. In the first stage, an assessment of the present provision for the teaching and learning of English was conducted in some renowned public and private universities of the country. In the second stage, case studies were conducted on teaching, learning and evaluation practices for English in these institutions.

Background

The research has been designed based on different research questions. To assemble the data, the researcher prepared an open ended questionnaire and a close ended questionnaire for doing qualitative and quantitative research. The researcher also planned to do ELT class observation of several universities (first year and second year), interviewing teachers, students and focused grouped discussion with students to collect data. The findings were analyzed based on the data found from the investigation. As a final point the data were analyzed to find out the results.

Description of the Teacher Interview

To get the information about different tasks that teacher use in language classroom, the researcher prepared an interview questionnaire consists of a close ended question and a open ended question (where the teachers can express their personal opinion) for the teachers. There are ten close ended questions and five open ended questions. The questionnaire for teachers is designed in such way that teachers can give their opinion for each and every skill of language.

Description of the Class Observation Checklist

For collecting data, the researcher also observed several classes of ELT. Before going to observe the classes, the researcher prepared the observation checklist that actually

helped to collect the data in a systematic way. For example, the author observed setting and environment of class; number of students, the relationship between teachers and students, their use of language, interaction patterns, teachers' error correction strategy, task completion, classroom management and students' classroom activities - all these data were analyzed based on the research problems.

Description of the Students Interview

The investigator prepared an interview questionnaire for the students to get the information about different tasks that teacher use in language classroom. There are nine close ended questions and three open ended questions. The students were also asked about their likings and disliking about activities so that the author could understand the types of activities chosen by learners for language learning purpose. After analyzing the data researcher interpreted the results for coding the data.

Participants

The researcher visited five universities including Jagannath University, Dhaka University, Jahangirnagar University, Dhaka International University and International University of Scholars for research purposes, where eight classes observations took place, fifteen teachers interviews, about one hundred and fifty students' interviews and five focus group discussions with students were done. Students during the class observations were 85, 98, 60, 75, 55, 92, 85 and 78 in these eight classes. The researcher took several interviews of teachers on the views of teaching and learning experience while teaching at the university level. Students from different universities participated in the focus group discussions to share their reflections about their teacher`s teaching methods, activities and techniques. All the teachers had either a linguistic or a pedagogical background, with proper higher education in these fields. Among 150 students, 60% were male and 40% female and most of them were first year or second year students.

Questionnaire

The interview questions for teachers were designed having some parts like 'language skills', 'different types of activities' 'error correction strategies' and opinion based questions. The focus group discussion questions for students were prepared based on activities (pair work, group work, peer work and individual task). Classroom observation checklist was prepared keeping some points in mind like types of activity, lesson plan, learning objectives and physical structure of the classroom and participation of task by students. Teachers and students questionnaires were governed in the classroom in a paper based format. All the questionnaires were unsigned to provide respondents the autonomy to represent their point of views. The majority of the questionnaire topics consisted of questions with Likert-scale response options (strongly agree, agree, not sure, disagree, and strongly disagree). A limited number of open ended questions were included to allow the respondents the chance to remark further. These research instruments were designed based on the research topic.

Research Instruments

For collecting data, the researcher went through different processes and used varied instruments like, classroom observation checklist, teachers' interview and students` interview and focus group discussions. There were open and close ended questions in the interviews and FGDs, so that participants could provide their opinions and views. The findings were entered into an Microsoft Excel spreadsheet and afterward, developed with SPSS to find out the distinction and connection between the students' and the teachers' answer. The researcher used both quantitative and qualitative methods for data collection.

Data Study

Different techniques have been used to analyze the two types of data. The quantitative data for students is analyzed by following the style in the study of Horwitz et al. (1986) [7] and Cebreros (2003). Data are analyzed by finding the percentages of students' agreement and disagreement with the items of the questionnaire along with a table has been shown to indicate the percentages of students' agreements and disagreements. Again, the qualitative data is gathered from students and teachers thematic discussion following the percentages according to the theme. The researcher collected data from 150 students and 15 teachers. Among 150, the researcher took 142 data to analyze the quantitative questionnaire, because only those students could properly complete the quantitative survey portion. During the analysis of teachers' qualitative questionnaire, the researcher analyzed all the 15 data found from the participants as all those were completed with a lot of information and opinions.

Limitations

Though the research was done in a systematic way, the researcher could not conduct research in a broader sense. The research would be more worthy if researcher could conduct it in all over the country including all the universities' students and teachers.

Research Procedure

The research study was carried out in the following manner:
1. Permission was taken by the researcher and then the study was obtained from the Chairman of the Department of English.
2. The significant literature was reviewed to set up the theoretical background of the study.
3. The questionnaire was designed based on the development of ELT in Bangladeshi universities perspective.
4. Interview questionnaire and focus group discussion were prepared and validated.
5. The questionnaire was administered before and after the study. The results of both instruments were analyzed.
6. The research data were collected for a period of four weeks through qualitative and quantitative way and the findings of the study were analyzed and discussed.

Findings

Problems

The study observed that ELT programme faces several problems which hampers smooth environment of English language teaching and learning. For this reason, students do not get fruitful result from language courses. Some problems that the researcher found are:

Heterogeneous Class
Since each student come from a different family, different region and different environment, it may be tough for the teachers in approaching the students, which ultimately results in effective learning. It is said that every student has a different way of learning and progress at his/her own pace. Besides, the students are unable to cope with materials and contents of the courses at the very outset of their ELT programmed as majority of the students are from remote area.

Use of Mother Tongue
Mother tongue or L1 is used vastly in ELT classroom. Both teachers and students use Bangla during text explanation. Since classroom is teacher centered, students are reluctant to interact. Besides, students do not take part in the activities based on ELT for shyness. Most of the students prefer Bangla to communicate with each other.

Teaching Methods and Materials
Many of the teaching materials at present used in language classroom are quite unfamiliar to the students, as most of them are from rural area. Some of them find test books are boring and very hard, as language courses teaching materials are based on content based syllabi. In addition, many of the teachers are not update themselves with advance teaching techniques. So, they are not able to create effective learning environment. The study was also observed that teachers tended to focus instruction on the written language, using an obsolete GTM. Teacher-dominated classroom decorum and natural shyness impede the students to speak out, to share or interact in ELT classes.

Congested Classroom
The ELT classrooms are generally overcrowded particularly in public universities. The number of students in each classroom varies from seventy to eighty and sometimes even to hundred. Hence, a teacher cannot concentrate on linguistics need of each individual and cannot do justice to all students in developing their linguistics skills. When a teacher attempts to divide such a large class into groups it finally gives rises to managerial difficulties. Eventually, the teacher would face complications in monitoring the pair or group activities ensuring the "importance of meaningful, purposeful language and communication, which in turn must allow the student to give vent to creative possibilities" (Brown 181). [3] To "circulate among the groups, listen to students and offer suggestions and criticisms" (Brown 181) would demand more time and effort than a teacher can usually afford.

Prescribed Books and Syllabus
Most of the universities running the professional courses are prescribing syllabus and course books for English language and conducted examination on those books only. Questions in English language papers include the summaries of the lessons prescribed in the course book. So, students show their interest only in getting good marks in the examination not in getting linguistics skills.

Inaccurate Dealing of students' Error
Along with the monitoring problem of large classes inaccurate dealing of the student-errors should be added. In a large class "students will simply reinforce each other errors

(Brown 181) where the teacher gets bare chances of correcting them being the victims of the other unpleasant administrative and managerial circumstances.

Lack of Practice Environment and Language Club
While learning English in the classroom, the students do not use it at all outside the classroom. There are no opportunities to practice newly-learned linguistics skills beyond the few periods in their classrooms. Moreover, due to lack of language club in the universities, students are not able to practice English based on their real life. On the other hand, Barman, Sultana and Basu (156-60) identify eight basic limitations that hamper the practice of ELT: [15]
1. Inefficiency of ELT
2. Economic constraints practitioners
3. Administrative set-up
4. Infrastructural limitations
5. Cultural conflicts
6. Class size and language teaching
7. Testing

Financial Reason
Teachers are paid poorly for non-major courses in ELT programmes which demotivate them very much. The demotivation of the teachers is equivalent to the demotivation of the students which affect greatly in learning. Moreover, the authority does not provide any opportunities for establishing language club, for arranging international seminar regarding ELT and so on.

Particular problems exposed by the classroom observations included the following:
- ❖ In class, students were primarily listening to the teacher and not interacting with each other.
- ❖ The proportion of teacher talk to student talk was very high.
- ❖ Teachers aimed at focusing on the more dynamic students, ignoring the more reserved students of the class.
- ❖ Some teachers were more meticulous than others in setting self study tasks while in some cases, students had not accomplished the self study tasks.
- ❖ In almost all lessons, teachers used blatant on the spot oral correction techniques entirely.

Classroom Observation
The author went to different universities to collect data by ELT class observation. A total eight classes had been observed. Among the eight classes, here the researcher depicted threes as sample.

Classroom Observation 1
As part of the research, the author went for data collection to one of the universities. The author entered a classroom where the teacher was teaching English and the topic of the class was 'asking and giving suggestions'. The report of the observation is as:

Interaction
The teacher was friendly and cooperative with the students while teaching. The writer observed that he was asking students whether they understood the lesson or not. He also encouraged students to participate in the class. During the lesson most of the students participated in the tasks.

Use of Language
The teacher used both Bangla and English for teaching his students; he used English most of the time, but when students did not understand, he explained in Bangla. Students also used English as their teacher encouraged to speak in English.

Skills Taught
The teacher taught English, especially speaking skill (asking and giving suggestion). During class time, the teacher encouraged students to speak in English inside and outside the classroom.

Materials
The teacher used reading handout among the students based on (asking and giving suggestion). He also designed the activities based on speaking skill like conversation in pairs, dialogue in front of the class performed by students.

Task Cycle

Pre-Task
The teacher used task cycled to perform the activities in the class. In pre-task phase he asked his students how to make a cup of tea though he did not mention the topic of the lesson. He actually asked suggestions about making tea from his students.

While Task
The teacher introduced the topic to the students and he taught the difference between "asking for suggestion and giving suggestion". After that he gave them a reading and during that time they were supposed to underline the sentences that referred giving and asking for suggestions.

Post Task
When students finished the reading, the teacher asked them what they had underlined. Then the teacher gave them another task, a 'matching activity'.

Students Participation
The teacher gave them both the tasks (individual and pair work) for the given topic. As they were given individual and pair work task, most of the students participated in the task. The author found that most of the students were doing the activities actively, they enjoyed pair task more and the teacher monitor them.

Error Correction Strategy
The teacher corrected students' mistakes on the spot during the students' performance in front of the class and induced them to start over.

Teacher's Role
In each step, the teacher gave clear and easy instructions so that students could understand them. He provided help to the weaker students roaming around the class. The shy students did not talk much, the teacher noticed the students and while students were doing the group tasks, the teacher encouraged students to participate in the tasks. Students got the opportunity to present their tasks in the class; so in this way the teacher helped them to participate in the tasks. Finally, he gave feedback to students.

Classroom Observation 2
Again the author went to another university to collect data observing an ELT class. The classroom was a big one and there were almost 100 students there. There was little space in the classroom to roam around. The teacher did not get much scope to walk in the class except in the middle place, so he could not reach each student to look over what they did.

Interaction Pattern
The classroom size was big and there were many students in the class. Though there were many students in the class, very few students interacted and participated in the class activity.

Use of Language
In the class, the teacher used English and translated things in Bangla so that students could understand. Students did not respond in English, though some students in the class tried to do that.

Skills Taught
In the beginning of the class the author found that teacher gave them a reading from the textbook. Students read the passage thoroughly and the teacher selected some sentences to teach grammar.

Materials Used
The teacher used the textbook and the marker board for explaining the grammatical rules and sentence structures. Students tried to follow their teacher.

Task Sequence
The author noticed that teacher did not have any pre-task or warm up session to prepare the students for learning. He just started reading from the text and taught grammar and gave relevant examples so that students could understand better.

Participation
Some students were not attentive during the class time. They could not respond well in the discussion, only some front bench students responded in the class when teacher asked.

Error Correction Strategy
The teacher encouraged the students to read out from the text. He did not hinder students' flow when they made mistakes during their performance. After their reading, he corrected their mistakes. Later, the teacher gave them home work based on the reading.

Teacher's Role
Teacher gave a clear instruction while giving the activity to the students like he explained what he wrote on the board. He induced the students to communicate with him in English.

Classroom Observation 3
The observed the third class in a varsity where the seating arrangement of the class was quite well and decorated gracefully. The teacher started the class giving some paragraph topics to the students.

Interaction Pattern
The interaction between the teacher and students was not pleasing because, mostly the teacher talked during the one

hour class time. Only few students responded to the teachers` words. So there was no student-students interaction and a few teacher-students interaction.

Use of Language
In the whole session the teacher used English. Students were speaking both in Bangla and English with each other.

Skills Taught
The teacher was teaching 'communicative competence' from the textbooks (reading class). He read the passage from the book. He announced time (five minutes) for reading and in that time he roamed around the classroom.

Teaching Materials
The teacher used the textbook and wrote on the marker board. Students wrote down the topics from the board in their note books.

Task Phase
While observing the class the author noticed that the teacher did not follow the task cycle (pre-task, while task and post task). He just arbitrarily talked about some discrete ideas for example; he talked about importance of communicative competence.

Participation
Only five or six students participated in the class discussion when teacher encouraged them to talk but rest of the students did not respond during the class time.

Error Correction
The teacher encouraged students' flow allowing their mistakes. He induced them to interact with each other in English whether it could be right or wrong.

Teacher's Role
When the author was in the classroom, the author found that teacher tried to support students during that time. But the students were nor very responsive and they kept silent. However, some of them whispered among themselves. The teacher controlled the class to maintain time. For example, he first gave them some topics of paragraph writing, but some of the students could not finish their task.

Teacher Interview
When asked about difficulties in the classrooms, some teachers said that they faced problem while doing different tasks in the class because of unequal merit of students, different proficiency level, and weak foundation of English. They could not use English in the class because students did not understand lecture in English. The reason behind it is students` shortage of vocabulary, lacking of proper environment in their home, large classroom. "We have less resources for example we do not have microphones, projector, podcast and other modern equipments", teachers said. Some other teachers said that most of the students came from rural areas and did not know how to speak in English. During class period, they remained silent and were not attentive. The teachers also said that the base of English should be established from primary school and the teachers should be very conscious about teaching, they should teach more vocabulary. "If students are taught English from the very beginning they can remove their shyness and anxiety",

they said. Most of the teachers said that they use native language to explain new words and grammatical rules. Some other said that they used L1 during instruction and to translate text for students' better understanding. Few teachers said that they did not use native tongue in the class at all. The teachers talked about methodology of teaching and learning English. They said, "The curriculum of our education is CLT based which focuses four basic skills of language including reading, writing, speaking and listening, but our examination systems are designed on the basis of reading and writing keeping listening and speaking lag behind. For this reason, students are not able to interact with each other as they focus only on academic literacy (reading and writing)." Some teachers told that it could not be possible to practice listening in the classrooms due to lack of materials. About reading skill, some teachers said that students could not read thoroughly and they had great difficulty with pronunciation, so, they feared while reading for weak pronunciation. About writing skill, some teachers said that students had problems in grammatical rules and structure, vocabulary while wring paragraph or essay. Others stated about students' spelling mistake and grammatical errors. The teachers acknowledged that they could not monitor every student regularly due to lack of time and due to large class. About group work, some teachers said that they did not give group work to avoid chaotic situation. Most of the teachers preferred individual work to group work. Others talked about pair work, which is useful of learning. When asked about error correction strategy, most of the teachers said that they corrected students' mistakes on the spot. Few teachers said that they did not hamper students' flow, rather, let them to speak or reading and made notes. After finishing their (students) activities, the teacher denoted and corrected students' mistakes.

Student Interview
Majority of the students said that they memorised vocabulary and grammatical structure, some said that they memorised paragraph and essay, even they memorised translation and question-answer of the text. Basically, they learned reading and writing skills in the classroom and there are few opportunities to practice speaking in the classroom but no opportunity to practice listening. "Besides, due to lack of language club, we cannot get opportunity to practice listening and speaking based on real life experience", the students said. The participants informed that they are interested to speak in English. Adding to, they said they did not find any motivation from the institution to practice in English. In a question of getting the facilities like language lab or having competition in English, students informed that they did not have any such facility form their institution. Most of the students focused that they did not pay attention on their homework/assignment as it did not check by the teachers regularly. Teacher-dominated classroom decorum and natural shyness impede the students to speak out, to share or interact in ELT classes. About classroom interaction, they told that they felt shy and sometimes they were unable to understand the lecture of the teacher. They expressed that they enjoyed pair or group activities but most of the time teacher emphasized on individual work than group work. Most of the students acknowledged that they did not practice English outside the classroom. Besides, their classroom ambience was not based on the real life experiences. They said that they were greatly influenced by

their teacher to practice in English. To get the qualitative data the author conducted three focus group discussions of students both in different universities. A total 65 students were taken part in the discussions. The author made a positive environment by a smiley face and friendly introducing with them. However, the researcher took about one and a half hour to conduct the FGDs with the students and his concentration was on to drag the answers of the preselected questions. The author used both Bangla and English languages to conduct the FGDs.

Data Analysis

Consistent with teachers' availability and the researcher convenience, the question was distributed among 15 English teachers and among 150 students. In order to collect data, both the teachers and the students were provided two types of questionnaires. Along with, both the teachers and the students were interviewed which were recorded. Again, the author filmed the several classroom activities during the ELT classes in these universities. A large number of students' and teachers' opinion will not be reviewed in this study, as country's have 40 public universities, about 95 private universities and over two thousands university colleges. But the study will focus only on three public universities and two private universities (mention above). So, generally there will be some shortcomings in my evaluation.

Language Instruction

*Non parametric test difference (**Table 1**):*

Items	Teachers (%)	Students (%)
The teacher teaches English in the classroom	90	70
Students interact with each other in English	65	55
The teacher induces students to speak in English	85	80
Individual work	75	90
Pair work	50	35
Group work	60	45
Whole class work	50	40
Homework checked by teacher	70	40

Non parametric tests distinction revealed major differences between the teachers and the students in their perceptions of the language instruction, classroom organization and regularity of homework assignments (Table 1). In relation to the amount of Bangla used in the classroom, answers from the students and the teachers demonstrate that the respondents viewed the situation very differently. Whereas the teachers appeared to believe that they used more English than Bangla in their classrooms, the students tended to disagree (Fig. 1).
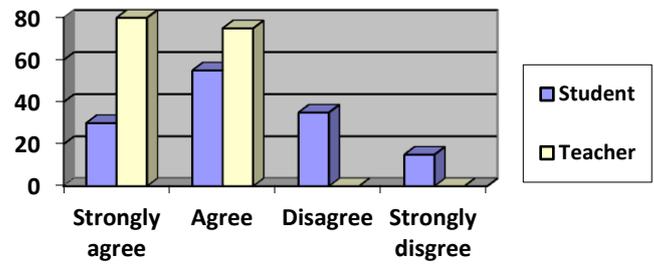

Fig. 1: *The teachers teaches English more in Bangla*

As the students do not generally agree that the teachers teach in English more than in Bangla, it is worth exploring why Bangla was being used in class. Both the teachers and the students most often mentioned explanation of language points (to teach grammar; students said: 85 among 150 and teachers said: 4 among 15, vocabulary; students: 92, teachers: 8) with classroom management being mentioned less often, but with the students being more likely to report use of Bangla for these purposes (instructions; Students:88, Teachers: 4, discipline; Students: 65, Teachers: 3). Among "other" answers teachers said that they use Bangla:

> ➤ "When doing/ helping translation tasks".
> ➤ "For controlling students' understanding of the material and testing their translation skills".
> ➤ "To depict new words, sentence structure and grammatical rules."

Three teachers said that they do not use Bangla in the classroom at all. In this regard, it is fascinating to know if the amount of the use of Bangla depends on the students' level, meaning that lower level students require more Bangla in the classroom than higher level students; that is why the following question reveals that from the teachers' point of view they do not abuse Bangla in the classroom, whereas the students state that the teachers do not always use English in the classroom (Fig. 2).
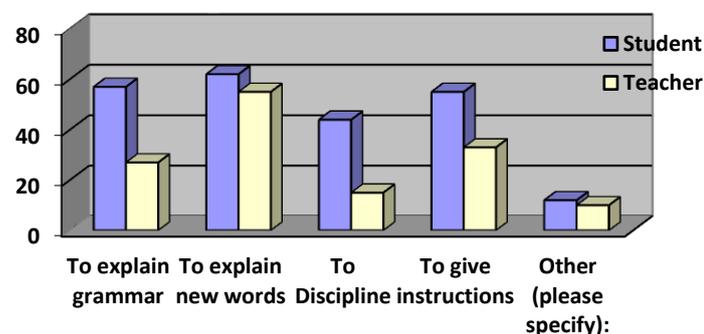

Fig. 2: *Use of Bangla in the classroom*

The teachers' open-ended responses may be summarized as follows: "The higher the level, the less Bangla I use", or "it's evident that first year or second year honors students sometimes have difficulties understanding what the teacher is saying and slower repetition or paraphrasing often can't be enough". Both the students and the teachers tended to agree or strongly agree (82% of students, 93% of teachers) that teachers did encourage students to speak English to each other (Fig 3). On the other hand, the students as well as the teachers were strongly agree or agree (44.8% of students,

61.5% of teachers) that the students actually did speak more in English than in Bangla (Fig. 4); 23.8% of the students disagreed or strongly disagree with this statement, compared with just two (7.5%) of the teachers. Another issue raised by the needs analysis concerned classroom organization. Students were not communicating with each other during the lessons: they interacted only with the teacher. Overall, the picture that emerged from both the teachers' and the students' responses were encouraging. Both groups reported frequent use of pair and group activities, which suggests that practices have changed in line with the intentions of the reform initiative. 65% of the teachers and 40% of the students reported that classes 'always' or 'sometimes' included group work. On the other hand, the teachers and the students had different perspectives on the relative frequency of pair work (Fig. 5) with 45% of students considering that classes 'always' or 'sometimes' involved pair work compared with 58% of teachers.
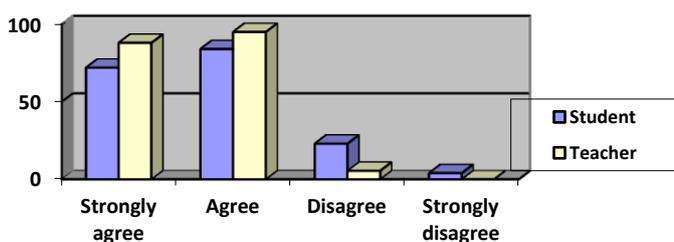

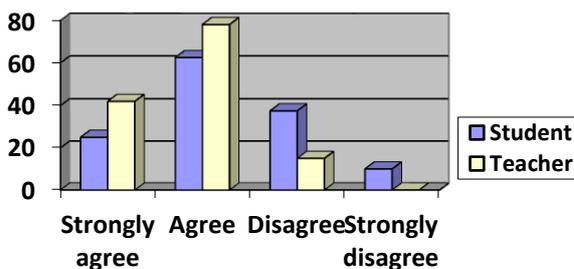*Fig. 3: The teacher induces us to speak to each other in English*

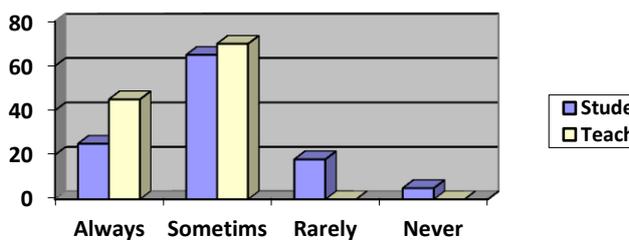*Fig. 4: Students talk to other students in English more than in Bangla*

Fig. 5: Pair works in the classroom

Homework Assignments

The questionnaire included items focusing on whether homework was set, and whether the teachers checked it. The teachers and the students agree that homework is both assigned and checked now and then. The students state that they did not do homework practically on a regular basis. 52.5% of the teachers and 38% of the students reported that

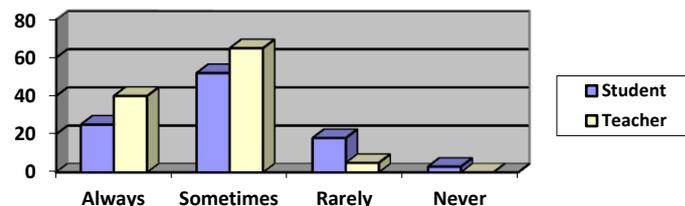'always' or 'sometimes' homework is assigned and checked in the classroom(Fig 6).

Fig. 6: Homework is assigned and checked by the teacher

Error Correction Strategy

The study elicited that the teachers of these universities tend to correct students' mistakes on the spot. Though this type of error correction is not suggested by any books on methodology as it dampens students from speaking English and slows down fluency practice. Linguists suggest that constant intermission of speaking or reading English from the teacher may annihilate the purpose of the speaking activity or English language teaching. Fig. 7 shows that the respondents' responses to the fact of 'on the spot' correction. The difference between the teachers' and the students' perceptions is obviously seen. The teachers refute the verity that they correct students' mistakes on the spot, whereas, the majority of the students either strongly agrees or just agrees with the actuality that they are corrected on the spot impeding their flow.
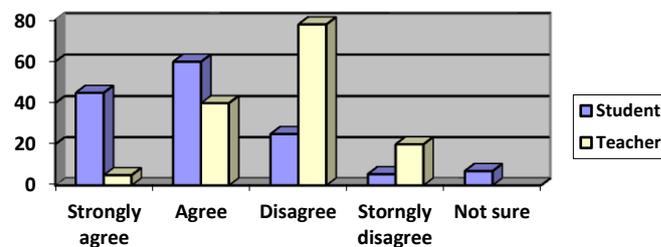

Fig. 7: Error correction by the teacher 'on the spot'

The figure shows that 52.5% of the students are strongly agree or just agree that their teachers correct their (students') mistakes 'on the spot', on the contrary, 78o% of the teachers disagree with the students statement that they do not hamper students fluency, rather, they induce students to carry on their speaking or reading for the betterment of the students' learning.

Implications

The conducted study allows the researcher to identify the following areas to reflect upon, which are closely relate to the professional development programme and its impact on classroom practices.

❖ The use of the Bangla language in the classroom still remains a concern. The teachers should be aware of the amount of Bangla they use in the classroom and be able to judge deliberately the balance between the uses of the two languages and the usefulness of its use. On the other hand, the teachers should find out how much Bangla (mother tongue) encumbers the process of language learning, because the students are studying in a

monolingual environment and the use of Bangla for technical information may not be vital for a learner-centered environment and may just make easy the learning process and make it more relaxed. In addition to, it should be accredited that having bilingual teachers in the classroom is an advantage on its own, as it helps to deal with misunderstanding of some ideas or concepts that can be alleviated without difficulty by using first language.

- ❖ The class grouping modes turned out to be more diverse; moving from using entire class activity methods where the teachers asked questions and the students answered them to pair work, peer work, individual work, and group work. This will build up students' inter-personal quality and will make introvert students more confidence. Such types of activities motivate the students greatly to learn English language.

- ❖ The teachers have to assign homework on a regular basis and have to check it, which is confirmed by the students. The next step in this regard is the most effectual use of self-study time of the students and the study into the targeted homework; the students' responsiveness of the use of homework for their own English language development. The teachers have to monitor each of the students in the classroom.

- ❖ The teachers have to ignore the students' mistakes, at least for the time being. When students give a speech or speak spontaneously in pairs, immediate correction will intimidate them, make them lose the train of thought and simply discourage from participating in the classes. The teacher should ignore the students' mistakes 'on the spot' for the sake of fluency and classroom dynamics. They (teachers) can leave their comments till the end of the class. The teachers can encourage the students to 'self-correct'. Students are not corrected on the spot. Instead of giving them ready answers, the teachers can give their students a chance to think and self-correct. They will probably realize and correct their own mistake, which develop their (students) autonomy and raise language consciousness and accountability for the level of their English. This will foster their ability to manage a conversational exchange with a native speaker or fellow classmates with no need to lean on the teacher.

Conclusion

The study findings have wide useful implications for the development of ELT programmes in Bangladeshi universities. While the prevalence of the Bangla language in the classroom may be further analysed, as there might be rational grounds for its usage, the issue of on the spot error correction requires special consideration, as it is very imperative to induce students speaking English during the lessons. About the models of communication - teachers should replicate themselves and perform in using all modes of communication: individual work, group-work, pair-work, and whole class work to make students feel relaxed in communicating with different people and in a foreign language like English. On the whole, classroom practices necessitate a lot of everyday endeavor and consideration both from teachers and the students. The study conducted has

shortcomings of its own, as it shows only the view of the people participating in the investigation. To construct the depiction more objective, it is essential to conduct lesson observations, the teachers' and the students' focus groups. This kind of many-faceted study can give a wider image of the changes which have taken place over the track of the recommendation of improvement. This study into classroom performs is recommended for reflection by other Bangladeshi Universities that are heading towards global internationalization of their institutions. This point of view gives us the understanding for future development of ELT programmes, which should be designed in close collaboration with the teachers and the students mutually.

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