

Communicative Language Teaching in English as a Foreign Language Classrooms: An Overview of Secondary Schools in Bangladesh

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Abstract : As a former English colony, the relationship of Bangladesh with the English language goes a long way back. English is taught as a compulsory subject in Bangladesh from an early age starting from grade 1 and continuing through the 12th, yet, students are not competent enough to communicate in English proficiently. To improve students' English language competency, the Bangladesh Ministry of Education introduced communicative language teaching (CLT) methods in English classrooms in the 1990s. It has been decades since this effort was taken, but the students' level of proficiency is still not satisfactory. The main reason behind this failure is that CLT-based teaching-learning methods have not been effectively implemented. Very little research has been conducted to address the issues English as a foreign language (EFL) classrooms are facing to carry out CLT methodologies in secondary schools (grades 6 to 10) in Bangladesh. Though the secondary level is crucial for students' language learning and retention, EFL classrooms are marked with various issues that make teaching-learning harder for teachers and students. This study provides an overview of the status of CLT in EFL classrooms and the reasons behind failing to implement CLT in secondary schools in Bangladesh through an analysis of the qualitative data collected from different literature. Based on the findings, effective approaches have been recommended to employ CLT in EFL classrooms.

Keywords : Bangladesh, communicative language teaching, English as a foreign language, secondary schools, pedagogy

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