

TEACHING AND LEARNING ENGLISH AS REQUIRED AT
INTERNATIONAL ISLAMIC UNIVERSITY CHITTAGONG
(IIUC): AN EMPIRICAL STUDY

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Introduction:

International Islamic University Chittagong (IIUC) offers two English language courses, called University Required English Language (UREL) courses - one of an Intermediate level and another of an Advanced level - for the undergraduate students of Business Administration (BA), Computer Science & Engineering (CSE), Computer & Communication Engineering (CCE) to improve their proficiency in English and help them pursue their degree effectively so that they can contribute significantly to their respective fields in practical life as professionals, where skills of English will give them an extra edge.

During the course of teaching UREL courses at IIUC, it has been felt that it is necessary to ensure a uniform quality of teaching in all the departments to uphold the image of the university in the competitive market. With this view in mind, an attempt was made in Autumn Semester 2002 to depict the scenario of teaching and learning in UREL classes so that the authority can address the identified shortcomings.

There are some studies related to the teaching and learning scenario in various contexts in Bangladesh. Khan, R. A. and Ismail, M. (2000), for example, discuss how far ELTIP has become successful in bringing about change in the practices and attitudes of the secondary school teachers. The authors interviewed, in two phases: before and at the end of the training, eight trainee teachers both by administering questionnaires and recording their opinions on the cassettes. In this article we do not find any discussion on classroom activities of the teachers, evaluation system, teaching materials, learners' participation in classroom activities. Chowdhury, M. R. (2001) discusses several neglected and overlooked aspects of

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Communicative Language Teaching (CLT), discovers the inevitable interrelatedness of language and culture, identifies cultural problems associated with the implementation of CLT at the University of Dhaka and explores ways to overcome it. The author attempts a theoretical analysis of the Foundation Course, taught to the students of the Faculty of Arts, to adapt rather than adopt Westernized forms of CLT to meet the immediate needs, recognizing the local constraints operating within the non-native cultural framework. In his article discussion on real classroom situation, and problems and attitudes of the teachers and learners are absent. Chowdhury, F. D. (2002) explores the problems faced by female students of Rajshahi University as far as English is concerned. To this end 50 female students of Rajshahi University were interviewed. Random sampling method was used in the study. The interviews were conducted through a questionnaire and through open discussion. Data were also collected from personal observation. In this article learners' problems in the real classroom have not been addressed.

None of these articles seem to have attempted to explore the area undertaken for this study. That is why it seems worthwhile to work on this area, and this article is a modest attempt to fill up this gap.

Objective of the Study:

The objective of the study is to examine the existing scenario of teacher-student interactions both inside and outside the UREL classrooms at the university (IIUC), and to facilitate better English teaching and learning within the limited constraints by identifying the real problems and suggest feasible recommendations for teachers, learners and the authority of the university.

Methodology of the Study:

One questionnaire [as in Appendix-2] filled up by ten (10) lecturers and another [as in the Appendix-1] by one hundred and sixty-four (164) UREL learners of the Departments of BA, CSE, CCE of International Islamic University Chittagong (IIUC) have been used to collect data to depict the existing condition of teaching and learning and to identify the shortcomings regarding Classroom, Teaching materials, Books, Syllabus,

Lesson / Teachers' Guide, Skills, Classroom Participation, Time Constraint, Evaluation System / Authority, Learner, Teacher, Teaching Technique, Self Access Center, and Teachers' Training.

The present situation and recommendation for the thirteen points mentioned above have been presented as per the findings from the Learners' Questionnaire and Teachers' Questionnaire Survey.

It may be mentioned that the questionnaires also cover the issues relating to physical facility, activities and attitudes of both the teachers and learners.

Simple random sampling method was used for collecting data through questionnaires. For depicting the real classroom situation, the questionnaires were set keeping an eye on the principles of CLT: practice of the four language skills, lots of learner participation, language explanation in context, plenty of meaningful practice, fluency as much as accuracy, and teacher is both the facilitator and the monitor.

Findings of the Study:

(1) Classroom

Present Situation of Classroom as per Learners' Questionnaire Survey

60% of the learners find friendly atmosphere in the classroom.
55% learners find lack of audio-visual facilities. 45% learners find seating arrangement not suitable for interactive class. 39% learners do not find text interesting.
54% learners do not find seating arrangement suitable for the participatory class.
81% learners do not get any audio-visual facility in their classrooms.
71% learners do not use audio-visual aids outside the classrooms.
44% learners sometimes find their classes teacher-centered with little interaction between the teachers and the students.
47% learners say that they do not practice group work or pair work for classroom activities.

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Present Situation of Classroom as per Teachers' Questionnaire Survey

60% teachers suffer from class size and 80% face problem for the lack of teaching aids.
50% teachers do not have any access to resources like TV, cassette player, overhead projector, multimedia etc.
70% teachers believe that the seating arrangement is not suitable for teaching English to the learners.
80% teachers find that the classroom is not decorated enough to facilitate the classroom teaching.
70% teachers do not get enough audio-visual facility for classroom use.
70% teachers face difficulty with the mixed ability students in the classroom.
70% teachers sometimes find the class environment learner friendly.
50% teachers find their class size 25-30.
40% teachers find their class size 35-40.
90% teachers want their class size 20-25.

Recommendation for Classroom

1. The authority should ensure
 - a. available teaching aids and teachers' access to resources like TV, cassette player, overhead projector, multimedia etc.
 - b. interesting texts (recommended by teachers)
 - c. seating arrangement suitable for participatory / interactive class [preferably semicircular or U shaped]
 - d. class size 20-25
 - f. a Self Access Centre at the university premises to facilitate learners' use of audio-visual aids outside the classroom.
2. The teachers should ensure
 - a. a learner friendly atmosphere in classroom
 - b. make the classes learner-centered with more interaction between the teacher and the students and practice group work or pair work adequately for classroom activities as " Choosing suitable grouping arrangements should match different kinds of learning tasks, as it is an important aspect of effective teaching. Group size is an important factor which influences learner participation in group work. An

important issue in grouping is whether students learn better in mixed-ability groups or in groups of about the same proficiency level." (Richards et. al. 1993, P. 163)

and "In communicative language teaching the following five distinct types of co-operative learning activities are often used:

- i) Peer Tutoring: Students help each other learn, taking turns tutoring or drilling each other.
- ii) Jigsaw: Each member of a group has a piece of information needed to complete a group task.
- iii) Co-operative Projects: Students work together to produce something, such as a written paper or group presentation.
- iv) Co-operative/Individualized: Students progress at their own rate through individualized learning materials but their progress contributes to a team grade so that each pupil is rewarded by the achievements of his or her teammates.
- v) Co-operative Interaction: Students work together as a team to complete a learning unit, as in a laboratory experiment.

In co-operative approach to teaching and learning, classrooms are organized so that students work together in small co-operative teams. Such an approach to learning increases students' learning since

- a) it is less threatening for many students,
- b) it increases the amount of student participation in the classroom,
- c) it reduces the need for competitiveness, and
- d) it reduces the teacher's dominance in the classroom." (Richards et. al. 1993, P.87)

(2) Teaching Materials & Books

Present Situation of Teaching Materials & Books as per Learners' Questionnaire Survey

48% learners do not get enough learning materials from the teacher.
56% learners do not find the materials suitable for the classroom discussion.
65% learners think that suitable and helpful books are not available.
46% learners feel that books and materials are not suitable for Communicative Language Teaching.

Present Situation of Teaching Materials & Books as per Teachers' Questionnaire Survey

70% teachers sometimes find the teaching materials up-to-date and adequate in number for the learners.

80% teachers sometimes find the books appropriate for teaching English as a foreign language.

60% teachers believe that the texts use both Grammar Translation Method and Communicative Language Teaching Method.

50% teachers follow particular textbooks.

Recommendation for Teaching Materials

1. The teachers should select or develop up-to-date teaching materials suitable for classroom discussion.
2. The Authority should provide the materials adequate in number for the learners' use.

Recommendation for Books

Teachers must recommend and the authority must ensure:

- a. the availability of suitable and helpful books either in the library or in a Self Access Centre
- b. books and materials suitable for Communicative Language Teaching
- c. books appropriate for teaching English as a foreign language.
- d. all the teachers follow particular textbooks.

(3) Syllabus

Present Situation of Syllabus as per Learners' Questionnaire Survey

53% learners think that the syllabus is not adequate to help them learn English.

44% learners find the syllabus is not properly sequenced.

Present Situation of Syllabus as per Teachers' Questionnaire Survey

60% teachers say that the ultimate goal of the syllabus is all [listening, speaking, reading, writing, grammar & vocabulary] major areas of language.

60% teachers say that there is no balance in the syllabus of the four skills.

Recommendation for Syllabus

1. Syllabus should be:
 - a. sequenced and graded properly

- b. standard enough to meet the target of the learners as " In the Communicative approach a syllabus is centered on the notions and functions of the language unlike the Grammar-Translation method where syllabus and classroom activities are centered on the linguistic components of the language." (Sultana, S., 2001) and emphasis is put more on the process of learning than the end product.
2. All the teachers should:
- a. be unanimous and specific about the skill-based goal of the syllabus.
 - b. give importance to particular skills like reading, writing and speaking.

(4) Lesson / Teachers' Guide

Present Situation of Lesson as per Learners' Questionnaire Survey

57% learners feel that classroom lessons are not sufficient enough to sit for the exam.

56% learners do not find their classroom lessons helpful for communicating outside the classroom.

42% learners find their lessons grammar and memory focused.

55% learners say that teachers do not identify their problems before imparting a lesson.
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Present Situation of Teachers' Guide as per Teachers' Questionnaire Survey

60% teachers say that Teachers' Guide is not provided to the teachers.
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Recommendation for Lesson/ Teachers' Guide

1. Classroom lessons should be:
 - a. elaborate enough to prepare learners well enough to sit for the exam.
 - b. designed to facilitate the learners' communication outside the classroom.
 - c. not grammar and memory focused.
2. Teachers should identify learners' problems before imparting a lesson.
3. The authority should provide assistance for Teachers' Guide to ensure uniform teaching in all the classes.

(5) Skills

Present Situation of Skills as per Learners' Questionnaire Survey

62% learners practise grammar frequently in the classroom. 55% learners practise writing frequently in the classroom.
49% learners practise speaking occasionally in the classroom.
51% learners practise speaking rarely in the classroom. 40% learners practise vocabulary rarely in the classroom.
41% learners enjoy speaking for the classroom activities.
34% learners do not enjoy reading for the classroom activities.
56% learners believe that the grammatical discussion helps them to improve their writing skill.
69% learners say that the English storybooks and journals are not available for their reading.
50% learners sometimes read English storybooks and journals for their pleasure.
83% learners are aware of the importance of reading books in English to develop their English.
59% learners sometimes read English story books/journals.
46% learners use English to English dictionary to find the meaning of unknown words.
57% learners care about increasing their vocabulary.

Present Situation of Skills as per Teachers' Questionnaire Survey

100% teachers say students have shortcoming in speaking.
80% teachers say students have shortcoming in writing & grammar.
70% teachers say students have shortcoming in vocabulary.
60% teachers say students have shortcoming in listening.
30% teachers say students have shortcoming in reading.
60% teachers prefer to teach speaking and writing.
50% teachers prefer to teach reading.
30% teachers prefer to teach grammar.
In practice 60% teachers teach grammar, writing & reading; 50% teachers teach speaking; 40% teachers teach listening;

30 ⁰ % teachers teach vocabulary.
50 ⁰ % teachers integrate speaking with other skills and 50 ⁰ % teachers sometimes do that.
50 ⁰ % teachers teach a particular skill.
70 ⁰ % teachers teach grammar separately.
40 ⁰ % teachers teach grammar in the inductive method.
80 ⁰ % teachers give importance to reading English storybooks and journals.
90 ⁰ % teachers give importance to using English-English dictionary.
80 ⁰ % teachers give importance to using vocabulary notebook.

Recommendation for (a) Reading

1. Teachers must recommend and the authority must ensure that English storybooks and journals would be available for learners' reading.
2. The teachers should
 - a. encourage the learners to read English storybooks and journals more and more during their leisure period.
 - b. make the learners aware of the importance of reading books in English to develop their skill in English
 - c. make the learners aware of using English to English dictionary to find the meaning of unknown words
 - d. encourage the learners to use vocabulary notebook and compel them to increase their vocabulary by giving credit in the exam / evaluation system.
 - e. make the learners practice reading in the classroom as long as it is enjoyable to them .

Recommendation for (b) Grammar

1. Grammatical discussion should be integrated with speaking and writing skill as " --- without practice in speaking and writing, there will be no possibility of improving one's grammar." (Bartholomew, M., 2002)
2. All students should practise both grammar and writing skill as much as they can
3. All the teachers should:
 - a. not teach grammar separately
 - b. teach grammar in the inductive method

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- c. be earnest in teaching grammar as " --- there is no grammar without those four skills and no-one can be a good speaker or writer without an equally good command of grammar."

(Bartholomew, M., 2002)

Recommendation for (c) Listening & Speaking

1. Listening should be practiced at regular intervals.
2. All the teachers should
 - a. integrate speaking skill with others skills while teaching speaking.
 - b. make the learners practise speaking always.
 - c. should make the learners feel comfortable in their speaking practice.

Recommendation for (d) Vocabulary

1. All the teachers should make the learners practise vocabulary frequently as " ----learning new grammar and vocabulary will provide building blocks to their learning a second language." (Bartholomew, M., 2002)

Recommendation for (e) a particular skill

1. A teacher should teach a particular skill as " To get all these skills in a single teacher is not an easy task." (Bartholomew, M., 2002)

Recommendation for (f) Lesson Plan

1. Teachers should make lesson plan keeping an eye on all the skills [speaking, listening, writing, vocabulary and grammar].

(6) Classroom Participation

Present Situation of Classroom Participation as per Learners' Questionnaire Survey

30% learners say that the percentage of the students' participation in the total duration of the classroom activities is 30% - 35%.

36% learners say that the percentage of student>student interaction in the total duration of the classroom activities is 5% - 10%.
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29% learners say that the percentage of student>teacher interaction in the total duration of the classroom activities is 15% - 20%.

25% learners say that the percentage of teacher>student interaction in the total duration of the classroom activities is 20% -25%.
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Present Situation of Classroom Participation as per Teachers' Questionnaire Survey

50% teachers say that students' participation in the total duration of the classroom activities is 25%-30%.

40% teachers say that the percentage of student>student interaction in the total duration of the classroom activities is 10%-15%.

50% teachers say that the percentage of student>teacher interaction in the total duration of the classroom activities is 20%-25%.

60% teachers say that the percentage of teacher>student interaction in the total duration of the classroom activities is 20%-25%.

Recommendation for Classroom Participation

The teacher must be flexible to keep balance between the different activities. As all the activities cannot be practiced in the duration of a single class, the proportionate time for the practices may be as follows:

1. The percentage of the *students' participation* in the total duration of the classroom activities should be 30% - 35%.
2. The percentage of *student>student interaction* in the total duration of the classroom activities should be 10% - 15%.
3. The percentage of *student>teacher interaction* in the total duration of the classroom activities should be 15% - 20%.
4. The percentage of *teacher>student interaction* in the total duration of the classroom activities should be 20% -25%.

(7) Time Constraint

Present Situation of Time Constraint as per Learners' Questionnaire Survey

73% learners say that time constraint put pressure upon their learning.

Present Situation of Time Constraint as per Teachers' Questionnaire Survey

All the lecturers have to complete the syllabus within a limited time.

90% teachers spend 36 hours for a course in each semester.

Recommendation for Time Constraint

1. All the Teachers should:
 - a. motivate the learners to be attentive in the classroom discussion and not to waste their time to cope with the tight schedule in semester system.
 - b. spend allotted 42 hours for each course to make the learning easy for the below average students.
 - c. try to manage extra class / additional time considering the receptive capability of the mixed ability students though "Teachers are overburdened with heavy workloads with little time to spare for lesson planning, class preparation and correction of written work." (Khan, R. A. and Ismail, M., 2000, P.77)

(8) Evaluation System

Present Situation of Evaluation System /Authority as per Learners' Questionnaire Survey

62% learners believe that the evaluation system is faulty and not encouraging for them.

44% learners say that the authority wants to know from them about their teachers' classroom performance.

Present Situation of Evaluation System /Authority as per Teachers' Questionnaire Survey

60% teachers say that sometimes the authority take feedback from the learners about teachers' performance in the classroom.

Recommendation for Evaluation System

1. Teachers should maintain continuous assessment for grading of the students.
2. The authority should take feedback from the learners at regular intervals about teachers' performance in the classroom with help from the experts.

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(9) Learner

Present Situation of Learner as per Learners' Questionnaire Survey

25% learners maintain a list of problems to be discussed in the classroom.
32% learners correct their writing in English regularly by someone good in English
30% learners are passive spectators in English language classes.
67% learners can follow the lectures of the teachers.
50% learners feel the number of classes held is not enough for them.
33% learners feel enthusiastic to attend the class.
42% learners cannot learn the way they want.
62% learners do not have clear idea about the process of learning a foreign language.
62% learners feel their performance is not satisfactory because they do not get scope to practice the four skills. 40% learners feel their performance is not satisfactory because of lack of proper teaching.
73% learners mean learning listening, reading, speaking, writing, grammar & vocabulary by learning English.
44% learners say that they learn English for effectively studying the core courses.
43% learners sometimes feel shy at the time of speaking English.
61% learners feel shy at the time of speaking English for the fear of speaking wrong sentence. 42% learners feel shy at the time of speaking English for their weakness in English.
70% learners are conscious about developing their English.
41% learners believe that they will be able to develop their English after completing the course.
52% learners do not get enough scope to utilize their knowledge in English.
55% learners expect to do a better result after the completion of the language course.

Present Situation of Learner as per Teachers' Questionnaire Survey

All the teachers teach the students of University Required English Language (UREL).

50% teachers find the standard of their learners as "below average".
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80% teachers sometimes find the learners enthusiastic /serious about their participation in the classroom activities.

40% teachers make their learners well prepared to sit for class tests.
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Recommendation for Learner

1. All the learners should:

- a. be compelled to maintain a list of problems to be discussed in the classroom.
- b. correct their writing in English regularly by someone good in English
- c. be active participants in English language classes.
- d. be made enthusiastic by involving them in role playing activities and giving them credit for active participation in the class discussion.
- e. be given scope to learn their lessons in their desired way.
- f. be made aware of the process of learning a foreign language.
- g. be given the scope to practice the four skills for their satisfactory performance, and proper teaching should be continued.
- h. be taught listening, reading, speaking, writing, grammar & vocabulary proportionately.
- i. be encouraged to learn English for pleasure and personal development.
- j. be motivated to shrug off shyness during speaking activities.
- k. be made to understand that speaking wrong sentences at the initial stage shall facilitate their speaking in correct English and shall help remove their weakness in English.
- l. be made conscious to develop their skills in English.
- m. be made hopeful about a better result by ensuring intensive language classes.

2. All the teachers should:

- a. make their lectures understandable to all learners.
- b. make their learners well prepared to sit for class tests.
- c. make extra effort to improve the standard of "below average" learners.

- d. always make the learners enthusiastic /serious about their participation in the classroom activities.
3. The authority should make arrangement for providing required number of classes to meet the needs, if any, of the learners.

(10) Teacher

Present Situation of Teacher as per Learners' Questionnaire Survey

44% learners believe their English language teachers are not efficient enough.
47% learners say that their teachers take enough preparation for the class.
52% learners say that their teachers make planning for completing the syllabus in time.
51% learners find the teacher sincere and punctual in classroom.
37% learners find their teachers both as friends and as facilitators.
45% learners say that their teachers correct and mark their writing homework thoroughly.

Present Situation of Teacher as per Teachers' Questionnaire Survey

90% teachers find their classes understandable to the learners.
All the teachers feel that teachers should always encourage and motivate their students.
90% teachers believe that they have the ability to make the class interesting to the students. 60% teachers believe that they have smiling face.
70% teachers can sometimes teach the way they want.
90% teachers allow the learners to participate in the classroom actively.
70% teachers believe that if they categorize the students as per their ability, it will be helpful to check the homework by interchanging among the students.
80% teachers believe that the existing evaluation system/process is sometimes helpful to give feedback to the learners about their development in English.
90% teachers take preparation before going to the class.
30% teachers say that they get enough time to take preparation for the class.

All the teachers want to make their class interesting to the learners.
All the teachers believe that the number of English teachers is not enough in the university to take the required number of language classes.
60% teachers help the learners outside the classroom.
80% teachers take adequate number of classes to complete their course / syllabus.
60% teachers really bother about their performance in the classroom.
90% teachers play their role as facilitator and friend.
70% teachers believe that Communicative Language Teaching can be applied in their classroom.
90% teachers believe that Communicative Language Teaching (CLT) should be used for effective language teaching.
70% teachers believe that learners' poor performance is not entirely due to poor student quality.
30% teachers are satisfied with their classroom performance.
40% teachers believe that they can sustain the interest of the learners.
50% teachers accept that teachers' insensitivity to learners' needs and the lack of positive learning environment are partially responsible for unsatisfactory learner performance.

Recommendation for Teacher

1. All the teachers should:

- a. be careful about their efficiency.
- b. take adequate preparation for the class.
- c. make planning for completing the syllabus in time.
- d. be sincere and punctual in classroom.
- e. be not only friends but also facilitators in the classroom as "The role of the teacher in CLT as 'facilitator', or 'manager' or sometimes 'co-communicator' encourages students to be active participants rather than inactive receptors" (Chowdhury, M. R.,2001, P.184)
- f. correct and mark their writing homework thoroughly as " It is also important that teachers mark students' homework on a regular basis and mark it thoroughly. A simple tick and the teacher's initials

at the bottom of the page will not do. Teachers also have to take a backseat sometimes and let students work problems out for themselves." (Bartholomew, M., 2002)

2. All the teachers should:
 - a. make their classes understandable to the learners
 - b. always encourage and motivate their students
 - c. have the ability to make the class interesting to the students and bear smiling face
 - d. allow the learners to participate in the classroom actively
 - e. categorize the students for effective teaching
 - f. try to help the students outside the classroom
 - g. try to take assigned /adequate number of classes to complete their course / syllabus
 - h. really bother about their performance in the classroom
 - i. use both Communicative Language Teaching & Teachers' Guide
 - j. keep in mind that learners' poor performance is not entirely due to poor student quality
 - k. always seek satisfaction from their classroom performance
 - l. try to sustain the interest of the learners
 - m. be sensitive to learners' needs and should try to provide positive learning environment for the satisfactory performance of the learners
3. The authority should:
 - a. make scope for the teachers to teach in their own way
 - b. help the teachers to modify the existing evaluation system to give continuous feedback to the learners about their development in English
 - c. provide adequate number of teachers to ensure required number of classes for the students

(11) Teaching Technique

Present Situation of Teaching Technique as per Learners' Questionnaire Survey

44% of learners sometimes get lots of praise, encouragement and thanks from teachers.

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35% learners get support and help from the teachers to develop their fluency in English.
43% learners say that they get sympathetic treatment from the teachers in case of making mistakes.
32% learners say that their teachers allocate time to help them outside the classroom.
36% learners say that their teachers do not make the lesson difficult, are not discouraging personalities and give scope for learners' participation in the classroom.
45% learners say that sometimes their teachers allow them to participate actively in the classroom activities.
50% learners say that their teachers correct their mistakes instantly.
37% learners do not find the teaching method followed by their teachers effective.
60% learners say that their teachers always follow the same teaching technique in all the classes.
32% learners say that they get feedback from the teacher about their development in learning the language.
26% learners say that they sat for a placement test before attending the language class.

Present Situation of Teaching Technique as per Teachers' Questionnaire Survey

60% teachers mix up Communicative Language Teaching & Grammar Translation method.
All the teachers behave friendly with the learners to identify their problems.
70% teachers correct the learners instantly.
60% teachers usually rectify the students saying, "You are right but made a little mistake."
30% teachers categorize the mixed ability students before imparting their lessons.
70% teachers manipulate the classroom situation in favour of them.
60% teachers consider the classroom situation before selecting the teaching technique.

70% teachers emphasize contextual teaching to make the learners capable of communicating in the real life.
70% teachers give feedback to the learners to let them know about their development in learning English.
70% teachers prepare the teaching materials as per the needs of the students.
40% teachers mark students' homework on a regular basis.
40% teachers are innovative and creative in applying the teaching techniques.
60% teachers follow a specific entry requirement to place the learners in a particular language class.
30% teachers give special importance to a particular skill and use culturally appropriate teaching materials.
40% teachers facilitate students' exposure to the English culture.
70% of teachers share their classroom experience with the colleagues.
70% teachers take feedback from the learners about their performance in the classroom.
90% teachers create a friendly atmosphere in the class so that students feel free to talk to their friends and teachers in English.
90% teachers make the classroom lively by having a smiling face and eye contact with the students.
40% teachers use lesson plan to make the classroom more interesting and structured.
70% teachers believe that they get scope for making the class interactive.

Recommendation for Teaching Technique

1. Teachers should praise, encourage and thank the learners as " Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the Audio Lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of an exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day.

Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. Students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Because of the increased responsibility to participate, students may find confidence in using the target language in general. Students are more responsible managers of their own learning than passive learners sitting quietly in the classroom and listening to their teachers." (Galloway, Ann: Source internet ERIC Identifier ; ED357642)

2. All the teachers should:
 - a. support and help the learners to develop their fluency in English
 - b. give sympathetic treatment if learners make mistake
 - c. allocate some time to help the learners outside the classroom
 - d. make the lesson easy, bear encouraging personality and give scope for learners' participation in the classroom
 - e. allow the learners to participate actively in the classroom activities as much as possible
 - f. not correct their mistakes, in case of speaking, instantly as CLT focuses on fluency as much as accuracy.
 - g. be innovative and creative in applying the teaching techniques as per the requirement of the lessons / the learners.
 - h. give regular feedback to the learners about their development in learning the language
3. All the teachers should:
 - a. mix up Communicative Language Teaching & Grammar Translation method if and when necessary.
 - b. always behave friendly with the learners to identify their problems
 - c. rectify the students in a friendly way
 - d. categorize the mixed ability students before imparting their lessons
 - e. manipulate the classroom situation in favour of them
 - f. consider the classroom situation before selecting the teaching technique
 - g. emphasize contextual teaching to make the learners capable of communicating in real life

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- h. give feedback to the learners to let them know about their development in learning English
 - i. prepare the teaching materials as per the needs of the students
 - j. follow a specific entry requirement to place the learners in a particular language class
 - k. give importance to a particular skill and using culturally appropriate teaching materials
 - l. facilitate students' exposure to the English culture.
4. All the teachers should:
- a. share their classroom experience with the colleagues to improve their performance and efficiency in classroom teaching. Because peer observation can help a teacher to improve his skills or adopt new techniques or dispel any wrong conception or learn something more appropriate in teaching language.
 - b. take feedback from the learners about their performance in the classroom.
Because taking feedback from the learners is half way to be effective in the classroom teaching.
 - c. create a friendly atmosphere in the class so that students feel free to talk to their friends and teachers in English.
 - d. make the classroom lively by having a smiling face and eye contact with the students
 - e. use lesson plan to make the classroom more interesting and structured
 - f. try to make the class interactive

(12) Self Access Centre

Present Situation of Self Access Centre as per Learners' Questionnaire Survey

91% learners feel the need of a Self Access Centre at their university.

Present Situation of Self Access Centre as per Teachers' Questionnaire Survey

50% teachers believe that a Self -Access Center can relieve pressure of a teacher.

90% teachers believe that a Self -Access Center facilitates English Language Teaching (ELT).

Recommendation for Self Access Centre

The Authority should ensure a Self Access Centre to relieve pressure of the teachers and facilitate English language learning. " Self-access learning center is a room or area in an educational institution containing learning resources of different kinds, which students can use under supervision. It may contain computers for individual student use, video and TV monitors and audio facilities, as well as more conventional learning resources. Students may be directed to certain learning materials (e.g. grammar reviews) designed to complement and support regular teaching activities in a language programme. A self-access center can highlight the real process of learning a target language and can make students psychologically strong in their effort of learning a language. It can reduce the pressure upon the teachers for repeating a particular lesson in the classroom or allocating additional time for students and can substitute the teachers to a limited extent. If the facility can be ensured, the students would not have to rely solely upon classroom teachers and it would be highly motivating for them." (Richards et. al. 1993, P.326)

(13) Teachers' Training

Present Situation of Teachers' Training as per Teachers' Questionnaire Survey

90% teachers did not get in service training to make the classroom effective.

70% teachers do not have enough training on Classroom Management Techniques.
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Recommendation for Teachers' Training

Teachers should be offered:

- a. in service training to make their classroom effective
- b. training on Classroom Management Techniques as "Due to inadequate training, teachers are unable to make optimal use of available resources and fail to exploit good ELT material even if available." (Khan, R. A. and Ismail, M., 2000, P.77)

Conclusion: The aim of the survey was to evaluate the overall teaching-learning situation and help other teachers including the author to be efficient in the classroom. It also aimed at informing the authority about the real classroom situation so that they can address the identified shortcomings and develop a uniform system of teaching for the English language classes. While the survey was going on, Law Department was not opened at the university. English is also taught as a required course in this department. The findings are equally applicable in the classroom situation of all departments including the new Law Department.

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Appendix-1
Learners' Questionnaire
(1) Classroom

1. Do you find friendly atmosphere in the classroom?			
Yes 60%	No	Sometimes 40%	
2. What types of problems do you face in the classroom arrangement? (You can tick more than one)			
Text not interesting 39%	Teacher not friendly 13%	Seating arrangement not suitable for interactive class 45%	Lack of audio-visual facilities 55%
3. Is the seating arrangement suitable for the participatory class?			
Yes 15%	No 54%	Sometimes 31%	
4. Is there any audio-visual facility in your classroom?			
Yes 19%	No 81%	Sometimes	
5. Do you use audio-visual aids outside the classroom?			
Yes 17%	No 71%	Sometimes 12%	
6. Are your classes teacher-centered with little interaction between the teacher and the students?			
Yes 24%	No 32%	Sometimes 44%	
7. Do you practice group work or pair work for classroom activities?			
Yes 26%	No 47%	Sometimes 27%	

(2) Teaching Materials & Books

1. Do you get enough learning materials from the teacher?		
Yes 22%	No 48%	Sometimes 30%
2. Do you find the materials suitable for the classroom discussion?		
Yes 17%	No 56%	Sometimes 27%
3. Do you think that suitable and helpful books are available?		
Yes 14%	No 65%	Sometimes 21%
4. Do you feel that books and materials are not suitable for Communicative Language Teaching (CLT)?		
Yes 46%	No 27%	Sometimes 27%

(3) Syllabus

1. Do you think the syllabus is adequate to help you learn English?

Yes 17%	No 53%	Sometimes 30%
2. Do you find the syllabus properly sequenced?		
Yes 18%	No 44%	Sometimes 38%

(4) Lesson

1. Do you feel that classroom lessons are sufficient enough to sit for the exam?		
Yes 17%	No 57%	Sometimes 26%
2. Do you find your classroom lessons helpful for communicating outside the classroom?		
Yes 18%	No 56%	Sometimes 26%
3. Are your lessons grammar and memory focused?		
Yes 42%	No 21%	Sometimes 37%
4. Does your teacher identify your problem before imparting a lesson?		
Yes 14%	No 55%	Sometimes 31%

(5) Skills

1. Which skills/areas do you practise frequently in the classroom? (You can tick more than one)					
Speaking 37%	Listening 35%	Writing 55%	Reading 33%	Vocabulary 19%	Grammar 62%
2. Which skills/areas do you practise occasionally in the classroom? (You can tick more than one)					
Speaking 49%	Listening 27%	Writing 32%	Reading 32%	Vocabulary 21%	Grammar 25%
3. Which skills/areas do you practise rarely in the classroom? (You can tick more than one)					
Speaking 51%	Listening 21%	Writing 21%	Reading 16%	Vocabulary 40%	Grammar 15%
4. Which skills/areas do you enjoy for the classroom activities? (You can tick more than one)					
Speaking 41%	Listening 32%	Writing 32%	Reading 24%	Vocabulary 13%	Grammar 18%
5. Which skills/areas you don't enjoy for the classroom activities? (You can tick more than one)					

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Speaking 26%	Listening 18%	Writing 18%	Reading 34%	Vocabulary 20%	Grammar 24%
6. Does the grammatical discussion help you to improve your writing skill?					
Yes 56%		No 16%		Sometimes 28%	
7. Are the English storybooks and journals available for your reading?					
Yes 31%			No 69%		
8. Do you read English storybooks and journals for your pleasure?					
Yes 31%		No 19%		Sometimes 50%	
9. Are you aware of the importance of reading books in English to develop your English?					
Yes 83%			No 17%		
10. Do you read English story books/journals regularly?					
Yes 18%		No 23%		Sometimes 59%	
11. Do you use English to English dictionary to find the meaning of unknown words?					
Yes 46%		No 19%		Sometimes 35%	
12. Do you care about increasing your vocabulary?					
Yes 57%		No 13%		Sometimes 30%	

(6) Classroom Participation

1. What is the percentage of the students' participation in the total duration of the classroom activities?					
5% - 10%	10% - 15%	15% - 20%	20% - 25%	25% - 30%	30% - 35%
11%	13%	16%	19%	11%	30%
2. What is the percentage of student>student interaction in the total duration of the classroom activities?					
5% - 10%	10% - 15%	15% - 20%	20% - 25%	25% - 30%	30% - 35%
36%	18%	14%	17%	07%	08%
3. What is the percentage of student>teacher interaction in the total duration of the classroom activities?					
5% - 10%	10% - 15%	15% - 20%	20% - 25%	25% - 30%	30% - 35%
16%	19%	29%	19%	07%	10%
4. What is the percentage of teacher>student interaction in the total duration of the classroom activities?					

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5% - 10%	10% - 15%	15% - 20%	20% - 25%	25% - 30%	30% - 35%
20%	11%	18%	25%	13%	13%

(7)Time Constraint

1. Does time constraint put pressure upon your learning?	
Yes 73%	No 27%

(8)Evaluation System / Authority

1. Do you think that the evaluation system is faulty and not encouraging for you?		
Yes 62%	No 38%	
2. Does the authority want to know from you about the teachers' classroom performance?		
Yes 44%	No 26%	Sometimes 30%

(9)Learner

1. Do you maintain a list of problems to be discussed in the classroom?		
Yes 25%	No 38%	Sometimes 37%
2. Do you correct your writing in English regularly by someone good in English?		
Yes 32%	No 29%	Sometimes 39%
3. Are you passive spectators in English language classes?		
Yes 30%	No 31%	Sometimes 39%
4. Can you follow the lectures of the teachers?		
Yes 67%	No 17%	Sometimes 16%
5. Do you feel the number of classes held enough for you?		
Yes 36%	No 50%	Sometimes 14%
6. Do you feel enthusiastic to attend the class?		
Yes 33%	No 37%	Sometimes 30%
7. Can you learn the way you want?		
Yes 31%	No 42%	Sometimes 27%
8. Do you have any clear idea about the process of learning a foreign language?		
Yes 38%	No 62%	
9. Why is your performance not satisfactory? (You can tick more than one)		

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Due to lack of proper teaching 40%	Due to inefficient teacher 32%	Due to your own negligence 28%	Due to no scope for practicing the four skills 62%
10. What do you mean by learning English?			
Reading + Writing + Speaking 07%	Vocabulary + Grammar + Writing 05%	Listening + Speaking + Writing 15%	All 73%
11. Do you learn English to be benefited in the study of the core courses?			
Yes 44%	No 26%	Sometimes 30%	
12. Do you feel shy at the time of speaking English?			
Yes 28%	No 29%	Sometimes 43%	
13. Why do you feel shy at the time of speaking English? (You can tick more than one)			
Fear of speaking wrong sentence 61%	Weak in English 42%	Discouraging attitude of the peers 21%	Discouraging attitude of the teachers 14%
14. Are you conscious about developing your English?			
Yes 70%	No 11%	Sometimes 19%	
15. Do you think you will be able to develop your English after completing the course?			
Yes 41%	No 59%		
16. Do you get enough scope to utilize your knowledge in English?			
Yes 13%	No 52%	Sometimes 35%	
17. What do you expect after the completion of the language course?			
To be able to study the core courses 26%	To be able to pass the subsidiary exam 19%	To be able to do a better result 55%	

(10)Teacher

1. Do you believe your English language teachers are efficient enough?		
Yes 35%	No 44%	Sometimes 21%
2. Does your teacher take enough preparation for the class?		
Yes 47%	No 24%	Sometimes 29%
3. Does your teacher make planning for completing the syllabus in time?		
Yes 52%	No 27%	Sometimes 21%
4. Do you find the teacher sincere and punctual in classroom?		
Yes 51%	No 22%	Sometimes 27%
5. How do you find your teacher?		

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Friend 11%	Facilitator 04%	Lecturer 48%	Both friend and facilitator 37%
6. Does your teacher correct and mark your writing homework thoroughly?			
Yes 45%	No 34%	Sometimes 21%	

(11)Teaching Technique

1. Do you get lots of praise, encouragement and thanks from teachers?			
Yes 32%	No 24%	Sometimes 44%	
2. Do you get support and help from the teachers to develop your fluency in English?			
Yes 35%	No 36%	Sometimes 29%	
3. Do you get sympathetic treatment from the teachers in case of making mistakes?			
Yes 43%	No 21%	Sometimes 36%	
4. Does your teacher allocate time to help you outside the classroom?			
Yes 32%	No 38%	Sometimes 30%	
5. What is true about your teacher?			
He makes the lesson difficult 23%	He is a discouraging personality 17%	He does not give scope for learners participation in the classroom 24%	None 36%
6. Does your teacher allow you to participate actively in the classroom activities?			
Yes 36%	No 19%	Sometimes 45%	
7. Does your teacher correct your mistakes instantly?			
Yes 50%	No 19%	Sometimes 31%	
8. Do you find the teaching method followed by your teacher effective?			
Yes 22%	No 37%	Sometimes 41%	
9. Does your teacher always follow the same teaching technique in all the classes?			
Yes 60%	No 18%	Sometimes 22%	
10. Do you get feedback from the teacher about your development in learning the language?			
Yes 32%	No 41%	Sometimes 27%	
11. Did you sit for a placement test before attending the language class?			
Yes 26%	No 66%	Sometimes 08%	

(12)Self Access Centre

1. Do you feel the need of any Self Access Centre at your university?		
Yes 91%	No 04%	Sometimes 05%

Appendix-2
Teachers' Questionnaire
(1) Classroom

1. What problems do you face? (You can tick more than one)						
Class size 60%	Teaching aids 80%	Time 30%	Others 10%	Lack of service training 10%		
2. Do you have access to resources like TV, cassette player, overhead projector, multimedia etc?						
Yes		No 50%		Sometimes 50%		
3. Is the seating arrangement suitable for teaching English to the learners?						
Yes		No 70%		Sometimes 30%		
4. Is the classroom decorated enough to facilitate the classroom teaching?						
Yes		No 80%		Sometimes 20%		
5. Do you get enough audio-visual facility for classroom use?						
Yes		No 70%		Sometimes 30%		
6. What types of problems do you face in the class?						
Mixed ability student 70%	Basic knowledge of language is absent 30%		Students cannot follow the class		Students are not enthusiastic	
7. Is the classroom environment learner friendly?						
Yes 10%		No 20%		Sometimes 70%		
8. What is the number of students in your class?						
25-30 50%	30-35 10%	35-40 40%	40-45	45-50	55-60	65-Above
9. What is the expected number of students in your class?						
20-25 90%		25-30		30-35 10%		35-40

(2) Teaching Materials & Books

1. Are the teaching materials up-to-date and adequate in number for the learners?		
Yes		Sometimes 70%
No 30%		
2. Do you find the books appropriate for teaching English as a foreign language?		

Yes 10%	No 10%	Sometimes 80%
3. Does the text use any of the methods?		
Grammar Translation Method 10%	Communicative Language Teaching Method 30%	Both 60% None
4. Do you follow any particular text?		
Yes 50%	No 10%	Sometimes 40%

(3) Syllabus

1. What is the ultimate goal of the syllabus?					
Listening & Speaking	Reading & Writing 10%	Writing & Speaking	Vocabulary & Grammar 10%	All major areas 60%	The four skills 20%
2. Is there any balance in the syllabus of the four skills?					
Yes 10%	No 60%	Sometimes 30%			

(4) Teachers' Guide

1. Is Teachers Guide (TG) provided to the teachers?		
Yes	No 60%	Sometimes 40%

(5) Skills

1. In which areas do the students have shortcoming? (You can tick more than one)					
Speaking 100%	Listening 60%	Writing 80%	Reading 30%	Vocabulary 70%	Grammar 80%
2. Which skills/ areas do you prefer to teach? (You can tick more than one)					
Speaking 60%	Listening 20%	Writing 60%	Reading 50%	Vocabulary 20%	Grammar 30%
3. Which skills/ areas do you teach? (You can tick more than one)					
Speaking 50%	Listening 40%	Writing 60%	Reading 60%	Vocabulary 30%	Grammar 60%
4. Do you integrate speaking skill with other skills?					
Yes 50%	No	Sometimes 50%			
5. Do you teach a particular skill?					
Yes 50%	No 10%	Sometimes 40%			
6. Do you teach grammar separately?					
Yes 70%	No 30%				
7. Do you teach grammar in the inductive method?					

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Yes 40%	No 50%	Sometimes 10%
8. Do you give importance to reading English storybooks and journals?		
Yes 80%	No	Sometimes 20%
9. Do you give importance to using English-English dictionary?		
Yes 90%	No	Sometimes 10%
10. Do you give importance to using vocabulary note book ?		
Yes 80%	No 10%	Sometimes 10%

(6) Classroom Participation

1. What is the percentage of the students' participation in the total duration of the classroom activities?					
5% - 10%	10% - 15%	15% - 20%	20%-25%	25%-30%	30%- 35%
	10%		30%	50%	10%
2. What is the percentage of student>student interaction in the total duration of the classroom activities?					
5%-10%	10%-15%	15% - 20%	20%-25%	25%-30%	30%-35%
10%	40%	10%	20%	10%	10%
3. What is the percentage of student>teacher interaction in the total duration of the classroom activities?					
5% - 10%	10%-15%	15%-20%	20%-25%	25% - 30%	30% - 35%
	20%	20%	50%	10%	
4. What is the percentage of teacher>student interaction in the total duration of the classroom activities?					
5%-10%	10%-15%	15%-20%	20%-25%	25% - 30%	30% - 35%
		10%	60%	10%	20%

(7)Time Constraint

1. Do you have to finish your syllabus within a limited time?				
Yes 100%	No	Sometimes		
2. What is the duration of the course attended by the learners?				
72 Hours 10%	60 Hours	48 Hours	36 Hours 90%	----

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(8) Authority

1. Does the authority take feedback from the learners about teachers' performance in the classroom?		
Yes 40%	No	Sometimes 60%

(9) Learner

1. Who are the learners in your class? (You can tick more than one)			
Students of a subsidiary exam	Students of University Required Course 100%	Students of B.A(Hons) English 60%	Foundation in English Course 20%
2. What is the status of the quality of the learners?			
Below average 50%	Average 40%	Good 10%	
3. Are the learners enthusiastic /serious about their participation in the classroom activities?			
Yes 10%	No 10%	Sometimes 80%	
4. Are the learners made well prepared to sit for class tests?			
Yes 40%	No	Sometimes 60%	

(10) Teacher

1. Do the learners understand your class?			
Yes 90%	No	Sometimes 10%	
2. Do you feel that teachers should always encourage and motivate their students?			
Yes 100%	No	Sometimes	
3. What do you think are your strengths? (You can tick more than one)			
Good control of the class 30%	Good command in English 40%	Smiling face 60%	Ability to make the class interesting to the students 90%
4. Can you teach the way you want?			
Yes 30%	No	Sometimes 70%	
5. Do you allow the learners to participate in the classroom actively?			
Yes 90%	No	Sometimes 10%	
6. If you categorize the students as per their ability, it will be helpful to check the homework by interchanging among the students. Do you believe it?			
Yes 70%	No 30%	Sometimes	
7. Do you believe that the existing evaluation system/process is helpful to give feedback to the learners about their development in English?			

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Yes	No 20%	Sometimes 80%
8. Do you take preparation before going to the class?		
Yes 90%	No	Sometimes 10%
9. Do you get enough time to take preparation for the class?		
Yes 30%	No 20%	Sometimes 50%
10. Do you want to make your class interesting to the learners?		
Yes 100%	No	Sometimes
11. Do you think the number of English teachers is enough at your university to take the required number of language classes?		
Yes	No 100%	
12. Do you help the learners outside the classroom?		
Yes 60%	No	Sometimes 40%
13. Do you take adequate number of classes to complete your course / syllabus?		
Yes 80%	No	Sometimes 20%
14. Do you bother really about your performance in the classroom?		
Yes 60%	No 10%	Sometimes 30%
15. How do you see your role as a teacher?		
Facilitator 10%	Friend	Lecturer
		Both facilitator & friend 90%
16. Do you believe that Communicative Language Teaching (CLT) can be applicable in your classroom?		
Yes 70%	No	Sometimes 30%
17. Do you believe that Communicative Language Teaching (CLT) should be used for effective language teaching ?		
Yes 90%	No	Sometimes 10%
18. Learners' poor performance is not entirely due to poor student quality. Do you believe it ?		
Yes 70%	No	Sometimes 30%
19. Are you satisfied with your classroom performance?		
Yes 30%	No 10%	Sometimes 60%
20. Can you sustain the interest of the learners?		
Yes 40%	No	Sometimes 60%

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21. Do you accept that teachers' insensitivity to learners' needs and the lack of positive learning environment are partially responsible for unsatisfactory learner performance?		
Yes 50%	No	Sometimes 50%

(11) Teaching Technique

1. Which method do you like to follow?				
Grammar Translation Method	Communicative Language Teaching 30%	Mixed 60%	Applicable to the topic 10%	
2. Do you behave friendly with the learners to identify their problems?				
Yes 100%		No	Sometimes	
3. How do you react to mistakes committed by the students?				
I correct them on the spot 70%	I ignore them	I suspend correction for a later time 30%		
4. How do you usually rectify students?				
You are right but you made a little mistake 60%	Do you think that this is the only way?	Could you please think it in another way? 30%	You made a mistake	What a shame! Its a pity that you don't know that 10%
5. Do you categorize the mixed ability students before imparting their lessons?				
Yes 30%		No 40%	Sometimes 30%	
6. Do you manipulate the classroom situation in favor of you?				
Yes 70%		No	Sometimes 30%	
7. Do you consider the classroom situation before selecting the teaching technique?				
Yes 60%		No 20%	Sometimes 20%	
8. Do you emphasize contextual teaching to make the learners capable of communicating in the real life ?				
Yes 70%		No	Sometimes 30%	
9. Do you give feedback to the learners to let them know about their development in learning English?				
Yes 70%		No	Sometimes 30%	
10. Do you prepare the teaching materials as per the needs of the students?				

Yes 70%	No	Sometimes 30%
11. Do you mark students' homework on a regular basis?		
Yes 40%	No	Sometimes 60%
12. Are you innovative and creative in applying the teaching techniques?		
Yes 40%	No	Sometimes 60%
13. Do you follow any specific entry requirement to place the learners in a particular language class?		
Yes 60%	No 10%	Sometimes 30%
14. Do you give any special importance to a particular skill?		
Yes 30%	No 10%	Sometimes 60%
15. Do you use culturally appropriate teaching materials?		
Yes 30%	No 10%	Sometimes 60%
16. Do you facilitate students' exposure to the English culture?		
Yes 40%	No	Sometimes 60%
17. Do you share your experience in the classroom with your colleagues?		
Yes 70%	No	Sometimes 30%
18. Do you take feedback from the learners about your performance in the classroom?		
Yes 70%	No	Sometimes 30%
19. Do you create a friendly atmosphere in the class so that students feel free to talk to their friends and to you in English?		
Yes 90%	No	Sometimes 10%
20. Do you make the classroom lively by having a smiling face and eye contact with the students?		
Yes 90%	No	Sometimes 10%
21. What do you use to make the classroom more interesting and structured?		
Lesson plan 40%	Visual aids	Non e Others 50%
Telling stories, comparison, contrast, analogy etc. 10%		
22. Do you find any scope for making the class interactive?		
Yes 70%	No	Sometimes 30%

(12)Self Access Centre

1. Do you believe that a Self -Access Center can relieve pressure of a teacher?		
Yes 50%	No	Sometimes 50%
2. Do you believe that a Self -Access Center facilitates English Language Teaching (ELT)?		
Yes 90%	No	Sometimes 10%

(13)Teachers' Training

1. Did you get in service training to make the classroom effective?		
Yes 10%	No 90%	Sometimes
2. Do you have enough training on Classroom Management Techniques?		
Yes 20%	No 70%	Sometimes 10%