

From Policy to Practice: Evaluating the Implementation of Communicative Language Teaching (CLT) in Bangladeshi Primary Schools

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Abstract: This research critically examines the current state of English language teaching and learning in primary schools across Bangladesh, with a specific focus on the curriculum developed by the National Curriculum and Textbook Board (NCTB) and the textbooks used in grades 4 and 5. The study delves into the primary obstacles hindering the implementation of Communicative Language Teaching (CLT), highlighting the significance of resource availability and the pervasive influence of traditional pedagogical approaches. To explore the potential gap between the intended application of CLT and its actual practice in classrooms, a qualitative study was conducted. This involved in-depth interviews with teachers and systematic observations of classroom activities. The findings reveal several contextual challenges that pose significant barriers to the successful implementation of CLT. These include overcrowded classrooms, a lack of essential educational resources, insufficient time allocated for interactive classroom activities, inadequate teacher training on CLT methodologies, and a misalignment between the curriculum's objectives and the testing framework. Moreover, the study identifies a pronounced disparity between the traditional exam-centric approach, which predominantly focuses on rote learning, and the development of practical language skills necessary for real-life communication. The reliance on reference books, particularly Model Questions, by teachers further impedes the adoption of communicative practices, thereby restricting opportunities for meaningful language use in the classroom. Despite these challenges, the analysis acknowledges that the NCTB textbooks are thoughtfully designed to support the goals of CLT. To bridge the gap between curriculum design and classroom practice, the study recommends an increase in the frequency of interactive and communicative activities within the classroom setting. Additionally, it proposes the incorporation of listening and speaking components into the assessment process, thereby ensuring a more holistic evaluation that aligns with the communicative objectives of the curriculum.

Keywords: *ELT; Communicative Language Teaching; Communicative Competence; Primary Schools; CLT in Bangladesh.*

1. Introduction

The globalized world necessitates a strong command of the English language, as it serves as a crucial medium for international communication and collaboration. In Bangladesh, the emphasis on English language acquisition is reflected in its educational policies, which prioritize English alongside other fundamental subjects from the earliest stages of a child's education (Alam et al., 2021; Alam et al.,

2022a; Milon et al., 2018a, 2018b). This early introduction aims to equip students with the linguistic skills required to navigate the complexities of a global economy and participate effectively in cross-border interactions. In the Bangladeshi educational framework, English language acquisition begins at the primary level and is considered a mandatory subject alongside core disciplines (Alam et al., 2021; 2018b). Successful completion of the English course is a prerequisite for academic progression, underscoring its importance in the national curriculum (Alam et al., 2018). The significance of English has surged with globalization and the expansion of the global economy, positioning it as a pivotal tool for cross-border communication (Milon et al., 2023). In Bangladesh, English is increasingly utilized in professional and administrative domains, reflecting its growing relevance (Milon & Ali, 2023). Additionally, a substantial number of students aspire to pursue higher education abroad, making proficiency in English essential for accessing global educational opportunities and participating in the international economy (Karim, 2004; Milon et al., 2024).

To foster connections across various spheres such as the economy, technology, intellect, politics, culture, and society, it is imperative to cultivate communicative competence among learners, particularly primary school students (Milon, 2016; Yasmin et al., 2024). These students are the future leaders who will play a crucial role in the country's development across all sectors. Hence, the objective of this study is to investigate the progress made in implementing Communicative Language Teaching (CLT) as an alternative to the traditional Grammar Translation Method (GTM). Additionally, it aims to identify the barriers hindering the effective adoption of CLT and propose strategies to overcome these obstacles, especially in primary schools where English instruction is most critical. This study is highly relevant for English language educators at the primary level, as it compiles extensive data on teaching methodologies purportedly based on CLT principles. It evaluates the efficacy and appropriateness of the current instructional approaches and the challenges faced by educators. The research aims to enhance teachers' understanding of CLT theory and its practical application within the Bangladeshi context. To guide this investigation, the following research questions have been formulated:

- a) How do English language teachers in Bangladeshi primary schools implement the CLT approach in their classroom instruction?
- b) Are there discrepancies between the implementation of CLT and the anticipated outcomes of educational institutions and their policies, and if so, what are the underlying reasons?

This research holds significant implications for language policymakers, curriculum designers, and assessment authorities in Bangladesh. It provides insights that could inform the revision and enhancement of the current educational framework for primary schools, considering the challenges associated with CLT implementation. By addressing these issues, the study aims to improve the quality of English language education in Bangladesh, ensuring that learners develop the communicative competence necessary to succeed in an increasingly interconnected world.

2 Literature Review

2.1 An Overview of CLT

Communicative Language Teaching (CLT) is best understood not as a rigid method but as a flexible approach, as articulated by Richards and Rodgers (2001). It represents a comprehensive framework that encompasses various facets of language learning and teaching. While definitions may vary, the

fundamental concept of CLT revolves around treating learners as active communicators who possess inherent abilities to acquire language (Yalden, 1987 as cited in Chung, 2005). Milon (2016) underscores language as a tool for effective communication, advocating for an approach that integrates both functional and structural elements of language (Littlewood, 1981).

CLT prioritizes real-life communication over mere linguistic accuracy, aiming to develop learners' ability to use language in authentic contexts (Richards & Rodgers, 2001). This approach emphasizes interactive tasks, such as group discussions, role-plays, and problem-solving activities, which simulate real-world language use (Nunan, 1991; Larsen-Freeman, 2000). By engaging learners in meaningful communication, CLT fosters not only linguistic proficiency but also pragmatic competence, enabling learners to comprehend and produce language appropriately in diverse social settings (Jacobs & Farrell, 2003).

The theoretical underpinnings of CLT emphasize the integration of language skills—listening, speaking, reading, and writing—within communicative contexts (Richards & Rodgers, 2001). This holistic approach challenges traditional methods that prioritize rote memorization and grammar drills, advocating instead for tasks that promote language use for genuine purposes (Richards & Rodgers, 2001; Nunan, 1991). Thus, CLT encourages language learners to develop not only grammatical accuracy but also fluency and communicative effectiveness (Celce-Murcia, 2007). Overall, CLT represents a paradigm shift in language education, focusing on empowering learners to actively participate in communicative exchanges and fostering their ability to use language creatively and meaningfully in diverse contexts.

2.2 Fundamental Tenets of CLT

William Littlewood (1981) extensively outlined the objectives of Communicative Language Teaching (CLT), emphasizing that it assigns specific responsibilities to teachers and learners while necessitating various forms of communicative activities. He highlighted the importance of preliminary tasks that stimulate learners to produce linguistic expressions with less focus on meaning, thereby enhancing their ability to perform communicative tasks later. These activities should primarily cater to the learner's needs and preferences (Walia, 2012; Milon, 2016). According to CLT, learners must connect language to social settings through peer interactions, with teachers acting as facilitators who design appropriate activities based on learners' proficiency levels. Additionally, teachers provide psychological support, act as co-communicators, and assess learners' strengths and weaknesses. Littlewood favored creating functional and social communicative activities, such as addressing knowledge gaps and engaging in social interactions outside the classroom (Alam et al., 2024).

Brown (2006) and Richards and Rodgers (1986) further elaborated on CLT's principles. Brown identified four characteristics: prioritizing communicative competence over grammatical proficiency, using engaging language materials, emphasizing fluency over accuracy, and ensuring learners can comprehend and express the target language appropriately. Richards and Rodgers outlined four attributes: promoting conversation, introducing genuine texts, emphasizing knowledge acquisition, and connecting classroom learning with real-life language use. Instructional methodologies in CLT include dialogues, question-and-answer sessions, pattern exercises, and activities that prioritize fluency over precision. These activities, such as role play, pair work, and group work, should make the classroom stimulating and interactive, with teachers serving as mentors. Materials for CLT include real texts, flashcards, and games, avoiding rote memorization and repetitive drills. Ultimately, CLT aims to

develop learners' communicative proficiency in real-life situations, making language learning practical and meaningful.

2.3 Implementation and Challenges of CLT in Bangladesh

Communicative Language Teaching (CLT) has gained wide acceptance as an effective approach for teaching English as a second language (ESL) and as a foreign language (EFL) across various nations. Bangladesh, mirroring other post-colonial contexts, adopted CLT in 2001 to replace the Grammar Translation Method (GTM) (Rahman, 2015). However, some scholars argue that Bangladesh aligns more with an ESL context (Alam et al., 2024). Despite its adoption, the country has not shown significant improvements in learners' communicative competence, the primary objective of CLT (Canlae & Swain, 1980; Celce-Murcia, 2007; Savignon, 1983). The current state of CLT in Bangladesh remains unsatisfactory, and the existing English education system is inadequate for fostering global communication (Karim, 2004; Milon & Ali, 2023).

The history of English language instruction in Bangladesh dates back to British colonization, leading to the incorporation of English into daily life. After gaining independence in 1971, Bangladesh initially adopted GTM for English instruction (Milon & Ali, 2023). However, the government later implemented CLT through the English Language Teaching Improvement Project (ELTIP) to enhance the quality of English instruction in secondary schools (Mondal, 2012). Despite its introduction in 2001, the transition from GTM to CLT has not yielded the expected results, necessitating an examination of the disparities between government goals and the actual implementation of CLT in secondary schools.

Numerous contextual factors impede the effective implementation of CLT in Bangladesh. Challenges include large class sizes, inadequate teacher preparation, lack of proper teaching materials, pressure to cover the syllabus, tough educational settings, and difficulties in engaging learners (Abedin, 2013; Hamid, 2010; Huq, 2014; Rahman & Karim, 2015). While some argue that class size does not significantly impact academic performance (Sanders et al., 1997), the lack of training on CLT remains a critical issue (Milon, 2016). Furthermore, a significant percentage of teachers lack the necessary qualifications and experience (Hamid, 2010). The school system also contributes to the failure of CLT by prioritizing language proficiency over communicative ability in examinations and allocating minimal attention to speaking and listening skills (Richards, 2006; Das et al., 2014).

The theoretical foundation of CLT is well-supported by scholars (Breen & Candlin, 1980; Higgs, 1982; Richard-Amato, 1996; Savignon, 1983; Widdowson, 1978), but its application and outcomes vary across different contexts (Karim, 2011). In Bangladesh, there has been limited research on the adaptability of CLT, availability of suitable materials, and assessment procedures. This study seeks to address these gaps by examining teachers' beliefs, experiences, and expectations of CLT, as well as the instructional materials and assessment methods used in primary schools. The findings aim to provide a comprehensive understanding of the challenges and propose strategies for effective implementation of English education focused on communication.

3. Methodology of the Study

3.1 Research Design

This study employs qualitative research methodologies to investigate the current state of English language instruction in primary schools in Bangladesh. Qualitative research is well-suited for in-depth analysis, allowing researchers to thoroughly explore phenomena such as educational methods. These

studies are beneficial for examining complex topics like educational reforms, enabling a comprehensive understanding of the subject matter (Milon, 2020). Qualitative research provides unique insights into individual and community experiences by analyzing social behaviors, beliefs, attitudes, and perceptions (Alam et al., 2022b; Milon et al., 2017; Milon et al., 2024; McMillan & Schumacher, 2001). The study aims to understand primary school teachers' attitudes and viewpoints regarding the implementation of Communicative Language Teaching (CLT) in classrooms. Classroom observations offer direct insights into teaching procedures and evaluation methodologies (Milon et al., 2024). By analyzing these observations, researchers gain a deeper understanding of their significance (McMillan & Schumacher, 2001). After data collection, analysis considers participants' perceptions of CLT, providing valuable perspectives for the field of education.

3.2 Participants and Selection Criteria

Data were collected from four English language teachers at four primary schools in Bangladesh, using purposive sampling. The participants included two males and two females; all were previously familiar with the researchers. The selection criteria aimed to include individuals who had participated in CLT workshops and possessed the necessary knowledge and skills to implement it effectively. Morrison (2000) emphasizes the importance of selecting geographically proximate individuals as respondents. Convenience sampling, a type of purposive sampling, was used, considering factors such as time, accessibility, and participant availability (Merriam & Tisdell, 2015). This approach was chosen for its ability to foster strong researcher-participant relationships, crucial for qualitative studies. The purposive sampling technique facilitated a comprehensive examination, as participants were considered to have expertise and insight into CLT implementation. To protect privacy, pseudonyms (T1, T2, T3, and T4) were assigned. The table below summarizes the demographic information of the participants.

Table 1

The Demographic Information of Four Respondents

Name (pseudonym)	Gender	Highest degree	Designation	Years of Teaching Experience
T1	Male	MA	Headmaster	17
T2	Male	MA	Assistant Teacher	11
T3	Female	MA	Assistant Teacher	6
T4	Female	MA	Assistant Teacher	3

3.3 Data Collection Procedures

This qualitative study utilized in-depth interviews and classroom observations for data collection. Semi-structured interviews allowed flexibility while maintaining a structured inquiry (Kvale & Brinkmann, 2009). Conducted in October 2023, the interviews were in person and audio-recorded for accuracy, with transcriptions reviewed by participants to enhance validity and reliability (Denscombe, 2010). Classroom observations assessed the alignment between CLT principles and teachers' practices in Bangladesh. Observations provided an authentic setting to evaluate CLT application in teaching and assessment. Tuckman (1994) emphasizes observing participants in their natural environment to gain insights into their instructional methods. Combining interviews and observations, the researcher

validated initial interpretations and gained a comprehensive understanding of participants' adherence to CLT principles (Tuckman, 1994). Supplementary questions during interviews encouraged deeper reflection on CLT. Data collection spanned six weeks, ensuring a thorough examination of CLT implementation at the elementary level.

3.4 Data Analysis

Following Marshall and Rossman's (2014) seven-stage process, data analysis involved compiling, immersing, generating themes, coding, interpreting, considering alternate interpretations, and composing results. This systematic approach ensured thorough analysis of interview and observation data. Initially, all data sources were organized methodically. Coding and theme analysis techniques were used to analyze the material. Two interview participants were observed in classrooms to assess consistency between their CLT views and teaching methods. CLT emphasizes students' learning objectives and outcomes. Observations ensured adherence to interview techniques and evaluated teachers' application of CLT principles. This study involved four primary-level teachers in Bangladesh, with teaching experiences ranging from 3 to 17 years. All participants had Master's degrees and taught classes with over 60 students. Observations were conducted over six days, with each teacher observed for three consecutive days to determine CLT application, with each session lasting 45 minutes.

3.5 Ethical Considerations

The data collection process adhered to rigorous ethical standards. Relevant and suitable interview questions were selected, and participants received a consent form to confirm their willingness to participate. All participants voluntarily expressed their views on CLT. Interview times and dates were agreed upon, and participants were thoroughly informed about the study's purpose and goals. Interviews were conducted in Bangla due to limited English proficiency (Milon & Ali, 2023; Milon et al., 2023). Participants were informed of their right to withdraw at any time. Researchers remained available to address any concerns, ensuring the ethical integrity of the research process.

4 Results and Discussion

Data collection and interpretation are fundamental to any research (Collins & Hussey, 2003), and significant effort was made to efficiently manage and analyze the data (Bloomberg & Volpe, 2008). This study employed thematic analysis to explore teachers' perceptions of Communicative Language Teaching (CLT) implementation in primary schools. The data sources included interviews with four teachers from four different schools, two classroom observations, and the English curriculum, syllabus document from NCTB, and textbooks used in Grades 4 and 5. Key themes identified were: evaluating the curriculum with a focus on the core objectives and implementation of CLT, analyzing the influence of the Grammar-Translation Method (GTM) on classroom instruction, and identifying practical challenges in implementing CLT.

4.1 An Evaluation of the curriculum

The primary goal of the National Curriculum and Textbook Board (NCTB) English curriculum is to enhance learners' communication skills through communicative activities. The preamble of the "English for Today" curriculum, designed for students in grades 4-5 (ages 9-11), clearly outlines this objective.

4.1.1 Teaching Methodology

The NCTB curriculum manual emphasizes providing learners with ample opportunities to practice English through interactive engagement. Teachers are encouraged to establish strong personal connections with students to facilitate language learning (NCTB, 1996). The curriculum recommends that classroom activities involve students actively, making the environment predominantly student-centered, with teachers acting as monitors and guides. English should be the primary language used in the classroom, while Bangla can be used as a tool to verify correct usage if necessary. Additionally, cooperative activities such as pair work and group work are encouraged to foster collaboration among students. Teachers should focus on developing fluency over precision, avoiding correction of grammatical errors during language acquisition.

4.1.2 Academic achievements of students

The NCTB (1996) outlines specific educational achievements expected of students in classes 1-5, emphasizing proficiency in listening, speaking, reading, and writing. Effective teaching and learning require a focus on these four skills, with classroom projects and activities designed to incorporate them in authentic situations. The curriculum promotes a teaching style that encourages student engagement in pairs and groups, articulating learning outcomes in terms of skills. This learner-centered approach ensures that students actively participate in developing the four essential competencies.

4.2 The influence of GTM

4.2.1 Results from classroom observations

Classroom observations revealed that most English language teachers extensively used English during classroom activities, with one notable exception. Two out of four teachers employed deductive methods for teaching grammar, transcribing grammatical concepts onto the whiteboard after reviewing the curriculum. However, there appeared to be a lack of premeditation regarding the instructional material. For instance, one grade 4 teacher taught the topic of 'Sentence' entirely in her native language, Bangla. She explained the meaning of a sentence in Bangla, wrote the definition on the board, and occasionally translated sample sentences into Bangla. Conversely, another teacher predominantly used English and employed the deductive method to teach 'Tense and its Types' without providing a communicative context.

During the other two classroom observations, teachers were seen teaching grammar implicitly. They provided written documents and extracted grammatical elements from these texts. One teacher, despite her ability to translate material into Bangla, did not explicitly teach grammar. It appeared that teachers were attempting to adapt to the communicative approach by integrating features of the Grammar-Translation Method (GTM). Notably, the practice of translating between Bangla and English, a key aspect of GTM, was largely absent. However, teachers did encourage vocabulary memorization by translating content into Bangla to aid students struggling with comprehension.

4.2.2 Results from interviews

Participants held varied views on the influence of the Grammar-Translation Method (GTM) in classrooms. Some educators asserted that GTM is outdated and no longer used, preferring modern teaching methods. T1 asserted, "*GTM is no longer implemented in classrooms; instead, there has been a swift adoption of communicative techniques across various contexts.*" However, T2 acknowledged that GTM persists in a modified form alongside the CLT method, influencing their teaching approach.

As T2 stated, *“In our English 2nd paper, we emphasize grammar. During practice, we aim for clear comprehension by sometimes translating concepts into Bengali.”*

Participants highlighted the need to simplify content through translation into their native language, a practice emphasized in GTM. Memorization is integral, with students required to commit to memory various writing forms such as paragraphs and letters for exams, aiming for high scores through well-mastered examples. Some of the participants underscored the system's heavy reliance on rote memorization. Contrasting with CLT, GTM emphasizes linguistic precision. Participants support students in language production, overlooking errors in speech and providing gentle corrections to foster fluency. T1 said, *“I encourage students to improve their fluency despite errors, especially since Bangla is our native language. We support them to continue speaking without fear of mistakes.” I similarly motivate individuals to overcome hesitation, providing gentle corrections to help them speak confidently.*

4.3 Obstacles to CLT implementation

4.3.1 Results from Classroom observations

Practical hindrances to implementing CLT were observed during classroom evaluations. Teachers faced challenges such as managing large classes of 60 to 80 students within tight timeframes of 30 to 45 minutes per session. The lack of elevators forced teachers to spend significant time moving between classrooms, impacting instructional time. Many instructors relied solely on textbooks, neglecting real-world applications of language learning. Limited use of multimedia and educational materials, like posters, further constrained teaching effectiveness despite the presence of multimedia classrooms. Additionally, there was a notable focus on completing the curriculum rather than fostering communicative abilities, hindering the overall goal of language acquisition in classrooms.

4.3.2 Results from interviews

The perspectives on classroom issues and interview findings varied, particularly regarding the impact of large class sizes on CLT implementation. While most teachers expressed concerns about class size, T3 and T4 offered contrasting views. T3 stated, *“Large classes can benefit students as they observe peers speaking the target language, motivating shy students to participate after seeing others engage in conversation.”* Besides, some participants noted that varying student achievement levels hinder the full adoption of Communicative Language Teaching (CLT). Less proficient students often need to compromise in using the target language, as the curriculum focuses heavily on exam-related themes like paragraphs, letters, applications, dialogues, and compositions. This emphasis on memorization contradicts CLT objectives. One participant (T4) suggested that reducing the number of exams could improve CLT implementation in classrooms. T4 asserted, *“Despite limited time, students must undergo a rigorous examination schedule, including multiple tests, tutorials, and other assessments throughout the academic year.”*

Participants expressed adherence to curriculum and exam methods that do not align with Communicative Language Teaching (CLT) principles, thereby hindering their ability to implement CLT effectively. This focus on exam content disregards CLT objectives, emphasizing traditional grammar-

based teaching and assessment methods. Additionally, several challenges were identified as barriers to CLT implementation in daily classroom activities. These include inadequate equipment and instructional aids, short class durations, discrepancies between the syllabus and evaluation methods, heavy reliance on reference books like 'Model Question' guides, student resistance to learning a foreign language, limited opportunities for real-life language practice, insufficient classroom space relative to student numbers, scarcity of time to gather authentic materials, and inadequate support from school administration. These factors collectively underscore the difficulty teachers face in integrating communicative language skills into their teaching amidst existing educational constraints.

5. Discussion

5.1 Implementation of the CLT method in educational settings

The primary focus of this study is to assess the implementation of Communicative Language Teaching (CLT) in primary school classrooms in Bangladesh, examining school policies from the National Curriculum and Textbook Board (NCTB) and relevant literature on CLT principles. The findings reveal significant challenges in applying CLT due to various factors such as teachers' historical and current training in Grammar-Translation Method (GTM), which still influences their preference for grammar-focused instruction over communicative activities. Despite recommendations to integrate functional and structural language elements (NCTB, 1996; Littlewood, 1981), many teachers prioritize grammar, believing it aids language acquisition (Hinkel & Fotos, 2001).

Furthermore, observations indicate that teachers frequently revert to using Bangla rather than English in classrooms, limiting students' exposure to the target language (NCTB, 1996). Addressing this issue requires extensive training to enhance teachers' proficiency in using English effectively. The need for ongoing training is underscored by teachers' limited exposure to such initiatives, with some reporting minimal training throughout their careers. Moreover, the study identifies a lack of authentic resources in classrooms, which is crucial for contextualizing language learning in real-life situations (Tomlinson & Masuhara, 2013). This shortfall is attributed to high teacher-student ratios and constrained teaching schedules, which hinder adequate preparation time for gathering appropriate materials. Consequently, teachers often align their teaching methods closely with the prescribed syllabus content, neglecting opportunities to incorporate authentic materials as advocated by language education experts (Brown, 2006; Richards & Rodgers, 1986).

Despite these challenges, there are positive indications that some aspects of CLT, such as promoting student fluency over correctness, are being embraced. Teachers encourage English speaking among students, regardless of errors, which supports language fluency development (Richards & Rodgers, 1986). However, comprehensive reforms in teacher training and educational support are essential to fully optimize CLT implementation in Bangladesh's primary school classrooms.

5.2 Discrepancies between School and Government Policies and the Implementation of CLT

The previous section provided insights into how English language teachers implement Communicative Language Teaching (CLT) in Bangladeshi classrooms. The following analysis explores the discrepancies between the intended outcomes of CLT implementation and its actual application in primary education settings in Bangladesh, a key focus of this study. According to scholars like Celce-Murcia (2007), Littlewood (1981), and Richards & Rodgers (1986, 2006), CLT aims to enhance learners' communicative skills for real-life situations. Bangladesh's education policy, as outlined by the National

Curriculum and Textbook Board (NCTB, 1996), aligns with these goals by emphasizing listening, speaking, reading, and writing skills. However, the implementation of CLT in practice often prioritizes exam-oriented teaching using resources like the 'Model Question Book,' rather than the communicative textbooks recommended by NCTB (Milon, 2016).

Despite policy endorsements and guidelines from prominent linguists (Richards & Rodgers, 1986; Brown, 2006; Littlewood, 1981), the actual classroom application of CLT falls short. Teachers are expected to play roles as facilitators and co-communicators, but classroom observations indicate a predominantly teacher-centered approach, which hampers achieving desired learning outcomes (NCTB, 1996; Walia, 2012). High student-to-teacher ratios and a lack of authentic resources further challenge effective CLT implementation, restricting opportunities for practical language use beyond the classroom. While there is a positive disposition towards CLT among teachers, practical barriers such as syllabus mismatches with exam topics and limited real-life English exposure persist. These challenges suggest that while CLT is endorsed in policy, its full integration into Bangladeshi classrooms requires overcoming significant practical and contextual hurdles.

6. Conclusion with Policy Implications

This study aimed to assess the effectiveness of Communicative Language Teaching (CLT) in primary schools in Bangladesh, focusing on the gap between government objectives and actual classroom practices. It investigates teachers' attitudes towards CLT and the challenges they face in implementing it, including the prevalent use of Grammar-Translation Method (GTM) and reliance on exam-oriented materials like the Model Question Book. Despite teachers' positive attitudes towards CLT for enhancing language acquisition, practical constraints often hinder its effective implementation. These include inadequate logistical support from the government due to socio-economic factors.

To enhance English language education in Bangladeshi primary schools, this study proposes several recommendations. It suggests comprehensive training for English language educators, provision of instructional materials that align with CLT principles, and creating classroom environments conducive to communicative learning. Emphasizing speaking and listening skills in assessments could better prepare students for real-life communication scenarios. Additionally, the study calls for a robust, long-term policy from the Ministry of Education to guide schools in adopting CLT effectively, considering local constraints. However, the study acknowledges its limitations, such as a small sample size comprising only teachers' perspectives from four government primary schools. Future research should expand to include diverse viewpoints from both public and private schools in urban and rural areas, aiming for a broader understanding of CLT implementation in Bangladesh. This approach would facilitate overcoming current limitations and provide a more comprehensive insight into the subject.

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Data Availability: The corresponding author retains all data utilized in this study and is available to share upon reasonable request.

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