CLT Approach in Developing English Reading Skills in Tertiary Levels in Bangladesh

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ABSTRACT--- *This paper examined the established language teaching methodology known as Communicative Language Teaching (CLT) which has become extremely popular worldwide and has explored its applications in enhancing the English reading skills of tertiary level learners in Bangladesh. It has also presented the different conceptions and understanding of the meaning of CLT from the teachers' viewpoints and has considered its future prospects in Bangladesh. In addition, it has shown what reading basically is and has investigated the tertiary level Bangladeshi students' perceptions of the English reading skill. Finally, recommendations have been made for employing CLT more effectively in the Bangladeshi ELT/EFL classrooms with a view to enhancing English reading skills. Since CLT is a methodology that is prevalent worldwide in most developing nations it is hoped that the findings of this research will be helpful and applicable in similar situations elsewhere.*

Keywords--- CLT in Teaching Reading, CLT in Tertiary Levels, CLT in ELT, English Reading Skills and CLT
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1. INTRODUCTION

Reading is an indispensable skill for learners in English as a Foreign Language (EFL) context, and foreign language reading comprehension is an interactive and complex process influenced by linguistic and cognitive factors, social and cultural factors, and affective and motivational factors (Lu 1989, Xu 1999). Strengthened reading skills enable EFL learners to make more progress and obtain greater development in all academic domains (Anderson, 1999). Although much importance has been attached to reading by teachers and learners in Bangladesh and it is claimed that reading as a skill is developed through CLT approach, the effects of reading instruction and learners' reading abilities are not satisfactory in the Bangladeshi EFL context nor has there been any research into assessing the students' reading proficiency.

Communicative Language Teaching (CLT) has become a buzzword in the field of English Language Teaching (ELT) in Bangladesh. The majority of the language teachers today identify CLT as their preferred language teaching methodology. However, explanations of what CLT stands for vary widely. Therefore, what CLT means is debatable and its application in promoting the English language skills – listening, reading, speaking and writing, is confusing. In CLT the stress is on the productive skills- speaking and writing along with the receptive skills- listening and reading, since the goal of CLT is to teach "communicative competence" (Richards, 2006). Communicative competence has been explained as:

- knowing how to use language for a range of different purposes and functions
- knowing how to vary language use according to the setting and the participants
- knowing how to produce and understand different types of texts
- knowing how to maintain communication despite having limitations in one's language knowledge by using different kinds of communication strategies (adapted from Richards 2006).

Seeing that the purpose of language teaching and learning is chiefly communication, acquiring all the skills especially speaking and writing is very important. But the present teaching-learning and testing scenario in Bangladesh places maximum emphasis on just reading and writing whereas the other two skills are completely ignored particularly in the

Secondary and Intermediate levels of education (Chaudhury, 2011a). This paper has explored what role CLT is playing in enhancing English reading skills for Bangladeshi tertiary level learners.

2. CLT: A DESCRIPTION

Richards (2006) describes CLT as a set of principles about the goals of language teaching; how learners learn a language; the kind of classroom activities that facilitate learning; and the roles of teachers and learners in the classroom. It is an evolution of various methods and approaches that reflect more recent applied linguistic research and educational theory. Ting (1987) has highlighted the common denominators of these various methods and approaches, "they all emphasize (i) independent, inquisitive work by the learner, ii) target language communication in the course of learning, (iii) the development of skills in understanding, speaking, reading and writing as the goal of teaching."

Perhaps the central characteristic of CLT is that "almost everything -- is done with communicative intent" (Larsen-Freeman 1986 cited in Rao 2002). A variety of such language learning activities are organized in different contexts and roles. These activities provide students with opportunities to communicate meaningfully in the foreign language. Students are also expected not to use their native language during class while the teacher deliberately minimizes the corrections of students' errors in order to encourage risk-taking, confidence building and language learning.

Another feature of CLT is that "activities in the Communicative Approach are often carried out by students in small groups" (Larsen-Freeman 1986 cited in Rao 2002). Such group activities provide opportunities for students to interact through practicing meaningful and authentic language. In the process of communicative activities it is desirable that authentic materials be introduced and learners be provided with a chance to develop strategies for understanding language as native speakers do.

Another noteworthy attribute of CLT is "its learner-centred and experience-based teaching" (Richards & Rodgers 1986 cited in Rao 2002). In the CLT class, the teachers along with the students are managers of learning. The main role of the teacher is not a ruler, dictator or speaker, but an organizer, helper and enlightener in class so that the students can be relaxed and confident. CLT goes much further than the traditional lesson formats where the focus was on mastery of different items of grammar and practice through controlled activities such as memorization of dialogues and drills etc. and introduces pair and group work, role play, project work with giving more emphasis on learner autonomy. The teacher is supposed to work in class as 'a guide on the side' instead of 'a sage on the stage'.

3. THE READING SKILL

Reading is an active process of deciphering meaning. It should be noted that fluent mature reading is the last of several stages through which learners pass as their ability develops (Stanovich, 2000). A student with significant decoding problems will have grave difficulties with content area reading assignments. The following capsule description of the sub-processes underlying reading is based on the conclusions that reading researchers have reached.

Reading is an interactive process in which a reader's prior knowledge of the subject and purpose for reading operate to influence what is learned from text. The visual structure of printed words and the system by which letters represent speech sounds together define sub-processes used to identify words. The word identification processes are applied rapidly by fluent readers, but they may hamper readers with problems. As visual word forms are associated with word meanings, a mental reconstruction of overall textual meaning is created. This reconstruction is subject to continual change and expansion as the reader progresses. In the end, the nearer the reconstructed meaning is to the writer's originally intended meaning, the more successful the act of communication will be. The reader's purpose may deliberately limit the scope of the reconstruction, however, as when one reads an article for its main points or consults an encyclopedia for a specific fact. Based on this, the reading process may be defined as the reconstruction in the mind of meaning encoded in print.

In order to facilitate a student's attempts to use the reading process to learn from written materials, the teacher should focus on two factors- (1) the prior knowledge of the students or their schema or schematic knowledge and (2) the purposes for which students will read. Comprehending what we read is, therefore, highly dependent on prior knowledge. When a student's existing knowledge of the content to be covered by a reading assignment is scant, comprehension is poor. Reading is always purposeful. A reader's purposes for reading help determine what information is eventually considered, interpreted and remembered (Linderholm & van den Broek 2002).

There are two empirical perspectives on the nature of reading, the 'bottom-up' and the 'top-down' views (Harmer 2001). The 'bottom-up' approach, the basis of the majority of reading schemes, is the notion that reading is basically a matter of decoding a series of written symbols into their aural equivalents. The 'top-down' or psycholinguistic approach emphasizes the reconstruction of meaning rather than the decoding of form. In general reading is an integration of both the processes.

To get maximum benefit from their reading, students need to be involved in both extensive and intensive reading. Extensive reading is done according to the students' choice and at the students' own pace. This is usually undertaken for pleasure but has the advantage of extending the students' background knowledge, vocabulary bank, and word recognition skills and consequently improving the students' reading ability and fluency (Harmer 2001). Intensive reading is usually teacher chosen and directed and designed to develop specific receptive skills. Teachers usually use intensive reading in class to model reading strategies such as skimming, scanning, reading for gist and so on.

4. THE BANGLADESH EXPERIENCE

Richards (2006) commented that "language teaching has seen many changes in ideas about syllabus design and methodology in the last 50 years and CLT prompted a rethinking of approaches to syllabus design and methodology." In Bangladesh, CLT is a more recent trend. CLT was officially introduced in Bangladesh in 1997. Since its inception, projects like English Language Teaching Improvement Project (ELTIP), Secondary Education Quality and Access Enhancement Project (SEQAEP), and English in Action (EIA) have been undertaken for training only secondary school teachers for a very limited period of time which is certainly not enough for changing the teachers' mindset, classroom teaching styles and classroom roles. Two textbooks named *English for Today* for S.S.C. (Secondary School Certificate Exam) and H.S.C. (Higher Secondary School Certificate Exam) were produced. The books are student-centred, activities-oriented. Each lesson has a number of activities which are meant to involve the students in reading, writing, speaking and listening. But unfortunately neither the teachers nor the students are interested in practicing these communicative activities; the main reason for this is that the tests which are currently being administered focus on only the reading and writing skills. At these levels the question patterns for both English 1st and 2nd papers are determined and prescribed by the National Curriculum and Textbook Board (NCTB), Bangladesh.

The Bangladeshi education system is wholly exam-oriented; therefore, the two other important skills are not taken seriously at all and are not practised or assessed (Chaudhury 2011a). Students are mostly interested in solving, practising and memorizing the examination-style, model test questions. The main objective is to obtain a good grade, not to learn English for communication. Therefore, students' results are very good as a large number of students are getting 'A+' and 'A' grades in English, but their test scores do not indicate their actual English proficiency levels (Shahidullah 2012). As far as the learning outcome in terms of English proficiency is concerned, their proficiency is at the upper elementary level and the majority of the high scorers are not proficient users of English at all, and the main goal of CLT which is communicative competence is not being achieved at all (Shahidullah 2012). Most of the students are not good at any of the skills: reading, writing, speaking and listening, which we need for our survival today; and they are not really prepared for the vast amount of reading and writing required at the tertiary level of education (Chaudhury 2011a).

Most Bangladeshi teachers are still not sure what communicative approach is, what it really involves, what its language and learning theories are, why it is considered better than what was being done for a long time earlier. Many English teachers did not receive any training regarding implementing CLT. It is not surprising that the teachers imitated their teachers and took the age-old, traditional roles as lecturers in class. Likewise learners feel uneasy about being more active in class and taking responsibility for their own learning as the concept of "learner autonomy" contradicts the established, traditional role of Bangladeshi students (Chaudhury 2011b). In the process of educational reform, it is often assumed that change is natural and inevitable, yet for teachers "learning a new skill and entertaining new conceptions create doubts and feelings of awkwardness or incompetence" (Fullan 1991). In Bangladesh CLT appears to have been an imposition on both the teachers and the learners.

5. RESEARCH DESIGN

A quantitative methodology was adopted. Two questionnaires for students and teachers were the main data-gathering tools. The target population of the student's questionnaire was the first year students (120) of two Faculties (Science and Humanities) of the University of Dhaka in Bangladesh who attended compulsory English courses. These students mostly came from Bengali medium i.e. they completed their SSC and HSC exams and they were from different parts of Bangladesh. This group was representative of all the Bangladeshi school and college students. They were given a questionnaire to determine their perceptions about the English reading skill. English teachers (20) who took foundation level English courses in different universities completed the teacher's questionnaire. Some teachers also had experience of teaching in the schools and colleges. In addition, there was five hours of classroom observation to corroborate the questionnaire findings. The classes observed were foundation English classes for the students of the History, Philosophy and Linguistics departments from the Humanities Faculty and the Bio-chemistry, Physics and Psychology departments from the Science Faculty.

5.1 *Sampling Procedure*

A breakdown of how the various representative samples of the target population were selected for this study is given as follows:

Table-1: Distribution of Respondents (Students)

	Faculty	**Departments Selected**	**Number**
1.	Humanities N=60	History	20
		Philosophy	20
		Linguistics	20
2.	Science N=60	Bio-Chemistry	20
		Physics	20
		Clinical Psychology	20
	Total		120

Table-2: Distribution of Respondents (Teachers)

University	Category	Number
American International University, Bangladesh (AIUB)	Private	2
Bangladesh Agricultural University	Public	3
BRAC University	Private	2
Dhaka University	Public	3
East West University	Private	2
Independent University Bangladesh (IUB)	Private	2
Presidency University	Private	3
Southeast University	Private	3
Total		20

6. FINDINGS FROM THE HUMANITIES FACULTY

This section presents the perceptions of the Humanities Faculty students regarding the English reading skill.

6.1 *Frequency of use of the language skills*

Significantly students engaged in reading far more than the other skills since most students (>70%) "often- very often" read. The medium of instruction at the Humanities Faculty is predominantly Bengali; but most texts are in English which accounts for the higher reading frequency. The findings are presented in Figure 1.
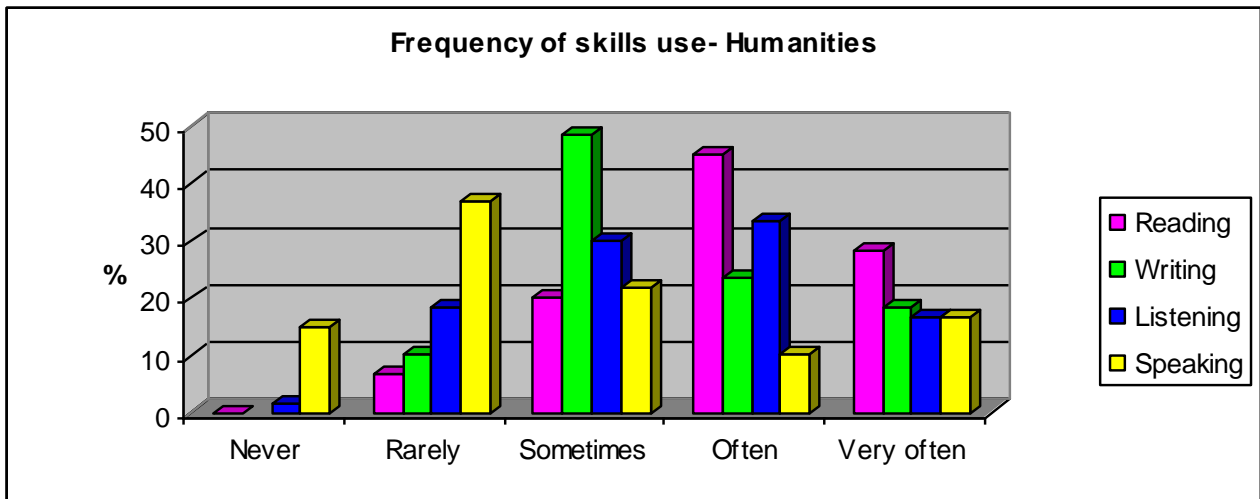
Figure 1: The frequency that the participants are expected to use the language skills in their course of study

6.2 *Difficulty Faced in the Language Skills*

As seen from Figure 2 all the skills are difficult for Humanities students and 10% "often-very often" found reading difficult while 45% "sometimes" faced difficulty. Figure 2 summarizes the findings:
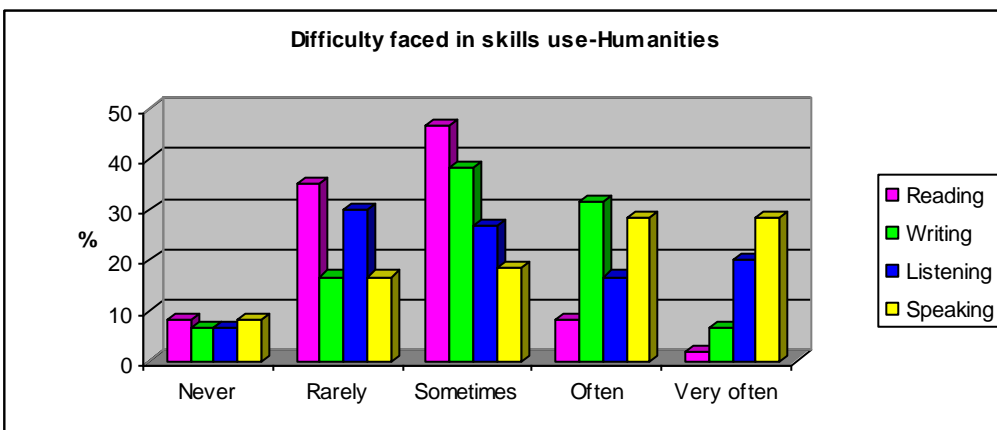

Figure 2: Frequency of difficulty faced by students in using the language skills

6.3 *Frequency of Different Types of Reading Materials*

It has been found out that nearly all students "often-always" read newspapers (>90%), textbooks (90%), reference books or journals (>80%), selected chapters of books (80%), magazines (75%), photocopied notes (61.7%) and internet materials (68.3%). Table 1 presents the findings in the appendix-1.

6.4 *Perceived Reading Ability of Freshmen Humanities Students*

Many students are "weak" in reading since a considerable number claim to be "weak" at looking through a text quickly to find specific information (20%); guessing the meanings of unknown words from their context (20%); reading to respond critically (43.3%); understanding a writer's attitude and purpose (28.4%); understanding and interpreting charts, graphs, tables (23.4%).

The findings can be interpreted to mean that many students are "weak" in reading since a considerable number of students claimed to be "weak" at core reading sub-skills. Table 2 displays the findings in appendix-1.

7. FINDINGS FROM THE SCIENCE FACULTY

This section presents the Science students' views vis-à-vis the English reading skills.

7.1 *Frequency of Use of the Language Skills*

Noticeably most students engaged in reading (81.7%) because the medium of instruction at the Science Faculty is officially stated as English, and all the texts are in English. Figure 3 depicts the results:
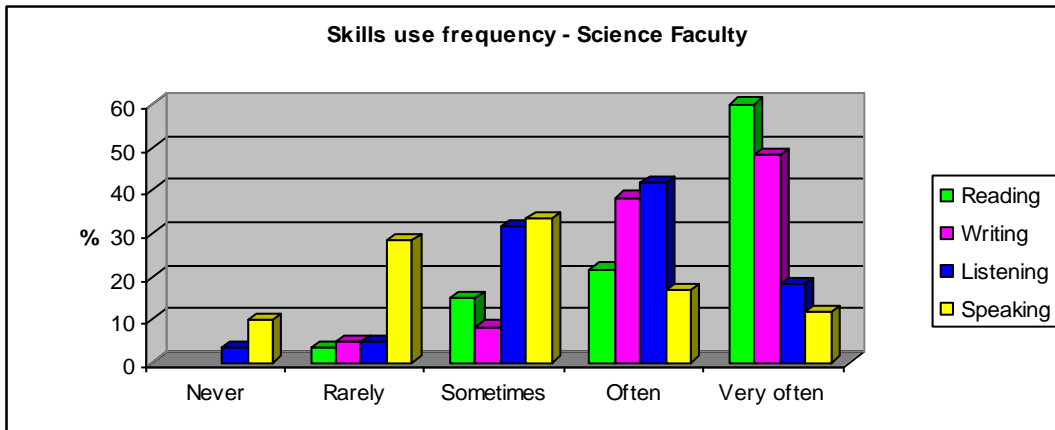

Figure 3: The frequency that the participants are expected to use the language skills

7.2 *Difficulty Faced in the Language Skills*

It is noted that all the skills are difficult for Science students and 23.3% "often-very often" found reading difficult while 23.3-46.7% "sometimes" faced difficulty. Figure 4 illustrates the findings:
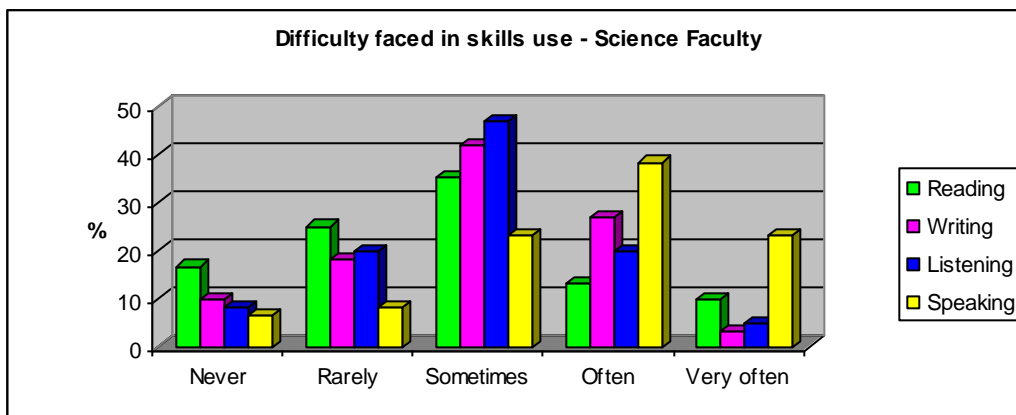

Figure 4: Frequency of difficulty faced by students in using the language skills

7.3 *Frequency of the Types of Reading Materials*

Significantly all Science Faculty students "often-always" read textbooks (100%) and the majority of students "often-always" read selected chapters of books (95%), reference books or journals and photocopied notes (85%), workbook or lab instructions (81.7%), newspapers (75%), online or internet materials (71.6%) and reports or proposals (68.3%). Table 3 displays the results in appendix-1.

7.4 *Perceived Reading Ability of Freshmen Science Students*

Contrary to the previous findings many students perceived themselves as "weak-very weak" in core reading sub-skills such as reading a text slowly and carefully to understand the details of the text (25%), reading to respond critically (21.6%), understanding a writer's attitude and purpose (20%) and guessing the meanings of unknown words from their context (18.3%). Thus it may be inferred that the students' abilities in handling the reading sub-skills needs improvement since a number of students (10-25%) admitted to being "weak-very weak" in reading sub-skills; moreover, some students (8.3-48.3%) perceived reading as "sometimes difficult" implying there is some difficulty. Table 4 displays the findings in appendix-1.

8.   CLASS OBSERVATION FINDINGS

The research also examined how teachers managed and supported students' learning in English classes by looking at how they include interactive work in teaching lessons in the classroom together with "learner autonomy" and "classroom control".

8.1 *Findings: Humanities Faculty*

The Philosophy classes had an extremely high student-teacher ratio of over 65:1. The room was large and well-lit but extremely congested with some restricted movement possible up and down a central aisle. The students spoke in both English and Bengali, however, the teacher spoke only in English. The students worked from a textbook.

A reading comprehension was done in class silently and a written assignment was discussed by the teacher and given for homework. The exercises were completed in class and some problems were discussed and done on the board by the teacher. Teacher asked oral questions throughout the content presentation. However the class was teacher dominated with very little student interaction. Comprehension was done in the traditional way.

In the Linguistics classroom the student-teacher ratio was roughly 35:1. The room was large but poorly lit with some restricted movement possible only at the front of the room. The teacher spoke only in English but the students spoke in both English and Bengali. The students worked with a textbook.

The students read, discussed and corrected their written homework assignments. Common errors were worked out on the board by the teacher; the structure of the assignment was revised and a fresh written assignment based on a newspaper clipping was given. Problems were done on the board and written homework was also written on the board. Teacher asked oral questions on the textbook exercises and wrote on the board. Once again it was a teacher fronted class with limited student participation and following traditional teaching patterns. It must be mentioned that all the Humanities Faculty classes were being taken by language teachers only (Chaudhury 2011b).

8.2 *Findings: Science Faculty*

In the Bio-chemistry classroom the student-teacher ratio was around 65:1. The room was extremely large, damp and poorly lit with some moderate movement possible. The room was so huge that the board could not be seen clearly from the middle of the room nor was it possible to clearly hear what the teacher said. Both the teacher and students frequently used both English and Bengali during the class. No text books were used.

A previously done reading comprehension was corrected in class, followed by some supplementary grammar and finally the students were split into groups of five and given group discussion topics on which they were given a written homework assignment as well as an oral presentation for the next class. Problems were done on the board by the teacher and the topics for group discussion were written on the board along with additional points that would be helpful for students in their presentations. The teacher asked oral questions throughout the presentation. Notes for the group discussion were given. The class seemed disorganized; although the students interacted amongst themselves, it was unclear what they were doing.

The Physics classroom had a student-teacher ratio of roughly 50:1. The room was large, well-lit with some moderate movement possible. The extremely high podium was difficult for the teacher to negotiate. Both the teacher and students frequently used both English and Bengali during class. No text books were used.

A reading comprehension from a handout was done in class. Some grammar exercises were given for homework. Some exercises were finished in class and others were assigned for homework. Oral questions and problems in the handouts were orally done throughout the presentation. Once again the class observed was very traditional and teacher dominated in the mode of teaching with hardly any student participation.

The Psychology classroom had a student-teacher ratio of approximately 60:1. The room was large and moderately-lit but extremely congested with hardly any movement possible. There were several huge pillars in the room which obstructed the students' view of the teacher and blackboard in certain sections of the room. The teacher and students frequently used English and Bengali. A grammar workbook was used.

Only the grammar transformation exercises on the present continuous and present perfect, past continuous and past perfect tenses at the end of the passage were discussed and worked out in class on the blackboard by the teacher and also given as homework assignments. The teacher controlled the entire class which worked silently. It may be mentioned that team teaching is not encouraged and all the Science Faculty classes were being taken by language teachers only (Chaudhury 2009, 2011b).

9. FINDINGS FROM THE TEACHER'S QUESTIONNAIRE

As teachers are agents of change, the questionnaire also examined how teachers are able to facilitate and transfer knowledge to students in the best possible manner with competent level of pedagogical content knowledge.

The range of teaching experience of all the English teachers who took part in the research was between 3 to 20 years. Though all of them were university teachers teaching foundation level English courses, 20% of the teachers had experience in teaching at secondary schools and 40% in higher secondary colleges. All the teachers had sound theoretical knowledge about CLT. They believed that CLT is an umbrella term that included and combined many other methods. They preferred to teach reading in combination with the other skills. 40% teachers used only English as their medium of

instruction in class while 60% used both English and Bengali. 60% teachers preferred CLT as their method of teaching English reading while 40% teachers felt the need of Grammar Translation Method (GTM) in the context of Bangladesh.

Very few of the university teachers (20%) had received training on CLT. From the training, they had learnt many strategies including management techniques for large classes, making classes interactive, making the classes enjoyable and fun etc. These trainings were mostly arranged by Bangladesh English Language Teachers Association (BELTA) and the participation was voluntary. Some training programs were arranged by their institutions where they worked. All teachers (100%) felt that it was really important to engage students in interactive group and pair work activities while teaching English reading but some (20%) also confessed that it was not possible to incorporate pair and group activities in each and every class. All the teachers (100%) admitted that they applied CLT in the tertiary level teaching whereas in Bengali medium secondary and higher secondary levels, CLT had minimum classroom application (0 - 50%). In Bengali medium secondary and higher secondary levels, English for Today series were the prescribed books but in the tertiary level some teachers (30%) had compiled books for teaching reading while all the teachers (100%) used different resources from authentic books, newspapers, magazines and internet. The types of resources that teachers frequently used were:

- passages with exercises/ extracts with exercises (100%)
- articles/short stories (60%)
- dialogues/conversations (50%)
- poems (40%)
- advertisements (40%)
- posters (20%)
- newspaper headlines & reports (20%)
- letters/applications/emails (20%)
- pictures with captions (10%)

100% teachers set questions on reading skills in their tests. It was found out that no teacher (100%) was satisfied with the remuneration they received as a full-time faculty and that is why, 60% teachers had to move to other places for earning money. This killed their time for research and professional development.

10. RECOMMENDATIONS

This section presents constructive recommendations made on the basis of the findings of the present research.
Larger classes may be split into smaller sections and communicative seating arrangement where learners and teachers can move freely should be arranged. Teachers should minimize their talking time and maximize the time spent on learner's goal-oriented activities which will lead to communicative competence. Technologically equipped classrooms and language laboratories should be introduced in order to incorporate more class speaking activities after reading exercises.

Teachers should be paid a dignified honorarium so that they do not engage in private tuitions with a view to earning a living and instead take time to develop themselves professionally by attending training programs, seminars and engaging in research.

The government and other private organizations should arrange more training on the practical application of CLT in the class. Mentoring programs should be devised for mentors to assist their mentees (pre-service teachers/ teaching assistants) in order to develop pedagogical knowledge and overcome context-specific difficulties as research has shown that mentoring relationships in school-based programs can shape teacher's professional practice (Woullard & Coats 2004).

An appropriate environment should be created for Bangladeshi students to acquire English by using it in classroom activities. In order to apply the interactive reading process, involving top-down and bottom-up processing (Celce-Murcia & Olshtain 2000), teachers should implement interactive activities such as: role play, pair work, group discussion to build up learner's linguistic and communicative competence.

Authentic English language materials from the internet, international newspapers, magazines etc. should be used in classroom teaching. Learners should be encouraged to read independently and develop language learning strategies including reading strategies so that learner autonomy is fostered.
The exam system needs to be thoroughly reformed in order to complement the CLT approach and the testing focus should not only be on reading and writing but also on speaking and listening. The reading examination question pattern needs to be completely overhauled to replace "seen comprehension" and "set questions" with a pattern that adequately tests "reading comprehension".

11. CONCLUSION

The adoption of CLT has not resulted in the expected outcomes for improvement in English communicative competence. CLT has failed to deliver in our country because it could not be implemented effectively. It can be undoubtedly said that the CLT approach in terms of developing all four language skills especially in the case of the English reading skill is not suitable for students of all levels in Bangladesh (Chaudhury 2009). Though there is some practice of CLT in tertiary levels, it is not resulting in expected outcomes as there is little application of it in the secondary and intermediate levels. This is why perhaps CLT is not the final answer for ELT in Bangladesh. Possibly the implementation of more eclectic approaches or combinations of methods may be appropriate in the Bangladeshi context. Further studies should be conducted to determine an appropriate methodology for the Bangladeshi context.

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APPENDIX-1

Table 1**:** Frequency of the types of reading materials students (Humanities Faculty) read

	Never N (%)	Sometimes N (%)	Often – Always N (%)
Newspapers	1 (1.7)	4 (6.7)	55(91.7)
Magazines	2 (3.3)	13(21.7)	45(75)
Novels/storybooks	7 (11.7)	31(51.7)	22(36.7)
Reference books/Journals	3 (5)	7 (11.7)	50(83.3)
Textbooks	1 (1.7)	5 (8.3)	54(90)
Selected chapters of books	3 (5)	9 (15)	48(80)
Photocopied notes	5 (8.3)	18 (30)	37(61.7)
Reports/proposals	8 (13.3)	25 (41.7)	27(45)
Workbook/Lab instructions	15 (25)	25 (41.7)	20(33.3)
Online/internet materials	6 (10)	13 (21.7)	41(68.3)

*All figures within parentheses are in percentages

Table **2:** Ability in reading sub-skills

	Very weak-Weak N (%)	Average N (%)	Good-very good N (%)
Reading a text quickly to get a general idea of its content	7 (11.7)	31 (51.7)	22(36.7)
Looking through a text quickly to find specific information	12 (20)	26 (43.3)	22(36.7)
Guessing the meanings of unknown words from their context	12(20)	38 (63.3)	10(16.7)
Understanding the main points of a text	10(16.7)	23 (38.3)	27(45)
Reading a text slowly & carefully to understand the details of the text	5(8.3)	20 (33.3)	35(58.3)
Reading to respond critically	26(43.3)	29 (48.3)	5(8.3)
Understanding a writer's attitude & purpose	17(28.3)	32 (53.3)	11(18.3)
Understand & interpret charts, graphs, tables	14(23.3)	25 (41.7)	21(35)
General comprehension	8(13.3)	31 (51.7)	21(35)

*All figures within parentheses are in percentages

Table **3:** Frequency of the types of reading materials students (Science Faculty) read

	Never N (%)	Sometimes N (%)	Often-Always N (%)
Newspapers	3 (5)	12 (20)	45(75)
Magazines	4 (6.7)	25 (41.7)	31(51.7)
Novels/storybooks	7 (11.7)	20 (33.3)	33(55)
Reference books/Journals	1 (1.7)	8 (13.3)	51(85)
Textbooks			60(100)
Selected chapters of books	2 (3.3)	1 (1.7)	57(95)
Photocopied notes	2 (3.3)	7 (11.7)	51(85)
Reports/proposals	4 (6.7)	15 (25)	41(68.3)
Workbook/Lab instructions	2 (3.3)	9 (15)	49(81.7)
Online/internet materials	5 (8.3)	12 (20)	43(71.6)

*All figures within parentheses are in percentages

Table **4:** Ability in reading sub-skills

	Very weak-Weak N (%)	Average N (%)	Good-Very good N (%)
Reading a text quickly to get a general idea of its content	8(13.3)	34(56.7)	18(30)
Looking through a text quickly to find specific information	9(15)	32(53.3)	19(31.6)
Guessing the meanings of unknown words from their context	11(18.3)	21(35)	28(46.6)
Understanding the main points of a text	4(6.7)	27(45)	29(48.3)
Reading a text slowly & carefully to understand the details of the text	15(25)	29(48.3)	31(51.6)
Reading to respond critically	13(21.6)	32(53.3)	15(25)
Understanding a writer's attitude & purpose	12(20)	28(46.7)	20(33.3)
Understand & interpret charts, graphs, tables	6(10)	22(36.7)	32(53.3)
General comprehension	2(3.3)	31(51.7)	27(45)

*All figures within parentheses are in percentages

APPENDIX-2: TEACHER'S QUESTIONNAIRE

Dear Teacher,

This questionnaire is for teachers teaching English reading skills at different levels of education especially tertiary levels in Bangladesh with a view to eliciting information about the development of English reading skills in Bangladesh. All information will be kept strictly confidential.

Please fill in the information or put a tick [√] mark on the most suitable option.

1. How long have you been teaching English?
   - ❖ 4 years – **8 respondents**
   - ❖ 5- 10 years - **5 respondents**
   - ❖ 11 – 15 years – **4 respondents**
   - ❖ 16 – 20 years – **3 respondents**
2. Do you work permanently as a full-time faculty?
   - ❖ Yes – **20 respondents**
   - ❖ No – 0 respondent
3. In which levels do you teach as a full time teacher?
   - ❖ Primary – **0 respondent**
   - ❖ Secondary – **0 respondent**
   - ❖ Higher secondary/ Intermediate - **0 respondent**
   - ❖ Tertiary – **20 respondents**
4. Are you satisfied with the remuneration you get?
   - ❖ Yes - **0 respondent**
   - ❖ No – 2**0 respondents**
5. Do you take part-time classes anywhere?
   - ❖ Yes – **12 respondents**
   - ❖ No – **8 respondents**

   If **yes,** in which levels do you teach?
   - ❖ Primary – **0 respondent**
   - ❖ Secondary – **4 respondents**
   - ❖ Intermediate/ Higher Secondary – **8 respondents**
   - ❖ Tertiary – **0 respondent**
6. In which medium do you teach?
   - ❖ Only English - **8 respondents**
   - ❖ Only Bengali - **0 respondent**
   - ❖ Both – **12 respondents**
7. Do you know about Communicative Language Teaching (CLT) approach?
   - ❖ Yes – **20 respondents**
   - ❖ No – **0 respondent**
8. Which method do you prefer in case of teaching English reading?
   - ❖ Direct – **0 respondent**
   - ❖ Grammar-translation – **8 respondents**
   - ❖ Audio-lingual – **0 respondent**
   - ❖ CLT – **12 respondents**
   - ❖ No idea – **0 respondent**
9. Do you think that unlike other methods CLT is an approach as it combines many other language teaching methods?
   - ❖ Yes – **20 respondents**
   - ❖ No – **0 respondent**
   - ❖ No idea – **0 respondent**
10. Do you have any training on applying CLT in teaching reading in English?
    - ❖ Yes – **4 respondents**
    - ❖ No – **16 respondents**

    If **Yes**, who arranged the training?
    - ❖ BELTA – **3 Respondents**
    - ❖ University **- 1**

    What did you learn?
    - ❖ Some answers: Many strategies including management techniques for large classes, making classes interactive, making the classes enjoyable and fun etc.
11. Do you feel the necessity of engaging students in interactive group/pair works while teaching reading in English?
    - ❖ Yes – **20 respondents**

❖ No – **0 respondents**

12. Is it possible to incorporate pair and group work in every class while teaching Reading?
    ❖ Yes – **16 respondents**
    ❖ No – **4 respondents**
13. Have you ever engaged learners in group/pair works while teaching reading?
    ❖ Yes - **20 respondents**
    ❖ No - **0 respondent**
14. In which level do you think teachers mostly apply CLT approach in teaching reading?
    ❖ Primary
    ❖ Secondary
    ❖ Higher secondary/ Intermediate
    ❖ Tertiary - **20 respondents**
15. What percentage of CLT application is found in teaching reading in secondary/higher secondary levels?
    ❖ 0 - 25% - **14 respondents**
    ❖ 25 – 50% - **6 respondents**
    ❖ 50 – 75%
    ❖ 75 – 100%
16. Do you have any particular textbook for teaching reading?
    ❖ Yes – **0 respondent**
    ❖ No – **20 respondents**
    If **Yes**, which book?
    If **No**, what do you use?
    ❖ Some answers: Different resources from books, newspapers, magazines, internet etc.
17. Do you compile books for teaching a reading course?
    ❖ Yes – **6 respondents**
    ❖ No – **14 respondents**
18. What types of resources do you use while you teach English reading (you can tick more than one options)?
    ❖ Passages/ Extracts with exercises – **20 respondents**
    ❖ Posters – **4 respondents**
    ❖ Pictures with captions – **2 respondents**
    ❖ Advertisements – **8 respondents**
    ❖ Articles/ short stories – **12 respondents**
    ❖ Poems – **8 respondents**
    ❖ Letters/ applications/ emails – **4 respondents**
    ❖ Dialogues/ conversations -10 **respondents**
    ❖ Newspaper headlines & reports - **4 respondents**
19. How do you prefer to teach reading?
    ❖ In isolation – **0 respondent**
    ❖ In combination with other skills - **20 respondents**
20. Do your tests have questions on reading skills?
    ❖ Yes – **20 respondents**
    ❖ No – **0 respondent**