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## English Teachers' Perception of Communicative Language Teaching at the Secondary Level

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### Abstract:

The aim of this study is to examine teachers' attitude towards Communicative Language Teaching in Bangladesh at secondary level. The data for this study have been collected through interviews of fifteen high school English teachers who have been teaching English in urban and semi-urban areas in Bangladesh. Some mismatches are identified between the perceptions and real classroom practices which happen owing to the practical reasons. The investigation of this study demonstrates that Bangladeshi secondary school English teachers' perception varies from the actual action in the classroom. The difficulties are caused by not only teachers' misconceptions of Communicative Language Teaching or their limited knowledge of Communicative pedagogy; but also possibly due to lack of resources, traditional examination system, unequipped and large classes, lack of administrative supports.

**Key Words: Communicative Language Teaching, Teachers' Perception, Implementation, Competence.**

### Introduction

Communicative language teaching originated from the changes in the British situational language teaching approach dating from the late 1960s (Richards and Rodgers, 2001). For nearly two decades, the Communicative Language Teaching (CLT) approach has been used to teach and learn English in Bangladesh. In all the secondary schools Communicative Language Teaching has been integrated for the compulsory English language learning. It was the product of educators and linguists who had grown dissatisfied with the earlier methods where students were not learning enough realistic, socially necessary language (Barman, Sultana & Basu, 2006).

Communicative Language Teaching approach in language teaching starts from a theory of language as communication, (Richards and Rodgers, 2001). It is based on diverse orientations comprising social, psychological aspects. This approach focuses on tasks that encourage the negotiation of meaning between students and between students and teachers with the goal of making input comprehensible to participants. "Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest and errors (random or characteristic) in applying his knowledge of the language in actual performance" (Chomsky, 1965:3 cited in Richards and Rodgers, 2001). So, it is assumed that Chomsky emphasized on the actual performance of language use. But according to Hymes (1972), the goal of language teaching is to develop "communicative competence" (Richards and Rogers, 2001). So, language learning is based on the real life communication. Context has come as a vital issue by Hymes where the language is used for communication. So, the knowledge of Communicative Language Teaching is essential

for language teaching. In recent decades, teachers of English as a Foreign Language (EFL) have been encouraged to implement Communicative Language Teaching (CLT) to help develop students' abilities to use English appropriately in context. CLT advocates teaching practices that develop communicative competence in authentic contexts (Larsen-Freeman, 2000 cited in Chang 2011).

The success orientation of CLT depends on the teacher's attitudes and perception of the method by which he/she is teaching English Language. A teacher with negative attitude to the method of teaching and learning is unlikely inspire learners to work hard in the class and take the initiative outside class. On the other hand, a teacher who is enthusiastic and who shows a positive attitude both toward the method and the learners' is more likely to create engaged learners, who are therefore more likely to be successful both inside and outside the class

For the pedagogical implication, it is clear that teachers' attitudes are important in their decision to implement CLT sine teachers are the stakeholders of education. Littlewood (1981) suggests that the idea of the communicative approach may conflict with EFL teachers' existing thoughts about teachers' roles and teaching methods (Littlewood, 1981). Since, teachers' attitudes reveal teachers' thinking about teaching language, the investigation of teachers' attitudes serves as a starting point to identify the possible contradictions between teachers' beliefs and CLT principles. At present, most of the existing teachers of Bangladesh at the secondary level are trained through grammar translation method. Being trained through GT method, they are teaching through English using communicative language teaching (CLT). Learners' communicative needs provide a framework for elaborating program goals with regard to functional competence. Functional goals imply global, qualitative evaluation of learner achievement as opposed to quantitative assessment of discrete linguistic features. The evaluation doesn't show the effectiveness of Communicative Language Teaching Approach in Bangladeshi context.

To know the perception of the teachers I have tried to set central questions which are the core objects of this study:

- a. How far Communicative Language Teaching is successful in EFL context?
- b. What are the basic barriers in implementing this approach?

### **Communicative Competence:**

Richards and Rodgers (2001) illustrate that 'the emphasis in communicative language teaching on the process of communication rather than mastery of language forms, leads to different role for learners from those found in more traditional second language Classrooms (Richards and Rodgers,2001). The concept of communicative competence was proposed by Hymes, who claimed that the study of human language should place humans in a social world. The definition of "communicative competence" is what a speaker needs to know in order to communicate in a speech community (Hymes, 1972 cited in Richards and Rodgers, 2001). In the real world, not only would a speaker produce a grammatical sentence, but he/she should consider the situation in which the sentences are used. That is, the concept of communicative competence involves knowledge of the language and the ability to use the knowledge in context. The aim of communicative language teaching is to help students move beyond mastering the structures in a foreign language to the point where they can use them to communicate meaningfully in real life

situations. So, it is perceived that if a person acquires communicative competence, he/she will be able to use the language in every situation using knowledge and ability. That refers to the communicative competence. Communicative competence is a complex notion that involves linguistic as well as socio-cultural sectors.

### **Role of teachers:**

Teachers work as the stakeholder of learning. So it is necessary to investigate the view of them about CLT. According to Breen and Candlin (1980), teachers have two main roles: the first role is to facilitate the communication process between all participants in the classroom and the second role is to act as an independent participant. (Breen and Candlin, 1980 cited in Richards and Rogers, 2001). So the teacher has to be a facilitator and a participant so that he/she can make a fellow feeling environment in the classroom

Sato and Kleinsasser (1999) points to the inconsistency between teachers' perceptions of communicative language teaching and their actual in-class behavior (Sato and Kleinsasser, 1999 cited in Savignon and Wang, 2003). They pointed that the teacher has some basic concepts of CLT, but when themselves conduct the classroom, they are not successful in implementing CLT empirically. The structural view is still dominating the learning as well as the teaching due to the knowledge of pragmatic value of Communicative Language Teaching and techniques. In Bangladeshi context Rahman (1999) investigated teachers' perception and according to her, the teachers viewed grammar as the first priority for learning a language, something that the innovative approach was not emphasized. (Rahman, 1999) It was claimed that the teachers did not understand the underlying principles of the approach.

Even the materials support is another reason which hampers the progression of communication in the classroom. As, A study by Afroze, Kabir, Rahman, (2011), in Bangladesh explored that "a set of ingrained beliefs which influenced teachers' attitudes and behavior in the classroom" (Afroze, Kabir, Rahman, 2011). Although the teachers got training under BRAC (Bangladesh Rural Advancement Committee) teacher training program they did not believe that CLT could be effectively applied to the classroom setting of rural schools.

Borg (2003) reviewed a wide range of research articles on teachers' attitudes to beliefs on language teaching and has used the term 'teacher's beliefs' to mean the language teacher's cognition and has characterized language teachers' cognition as prior to the language learning experience, teacher education, and classroom practices (Borg ,2003 cited in Adhikari, 2007). According to Borg(2003) , language teacher's cognition is an unobservable cognition component of teaching such as what teachers know, believe and think as "the unobservable cognitive dimension of teaching—what teachers know, believe, and think," plays a central role in teachers' lives and that contextual factors influence both teacher cognition and practice (Borg ,2003 cited in Adhikari, 2007).

The perception of teachers plays a vital role in implementing CLT in the classroom. "Person perception refers to the different mental processes that we use to form impressions of other people. This includes not just how we form these impressions, but the different conclusions we make about other people based upon our impressions." (Cherry, n.d.). The teachers have to have

the clear perception of the approach while they are conducting classes. That suggests teachers' beliefs might have the strongest influence on classroom.

### **Methodology**

This study has been followed the qualitative-quantitative paradigm to contextualize the interpretation of findings through the naturalist-interpretative-constructivist orientation. Both quantitative and qualitative data were collected through questionnaire .The interpretation of data has been presented to get the actual outcome of this study.

### **Participants:**

To investigate the perception and attitude I have conducted this study on 15 secondary school English teachers in Bangladesh. Both male and female teachers have been included in this study and their age was 24-49 years. There were ten government and five non-government secondary school teachers. Among fifteen teachers twelve were male teachers and three were female English language teachers. All the teachers were from Bengali medium schools.

### **Instruments:**

This study has been included the participants who have answered the questions based on questionnaire. So, I have used a questionnaire (Appendix A) which has been contained both structured and semi – structured questions to gather the information regarding the perception of CLT. There has also been a check list (Appendix B) for classroom observations. The main advantages of using observations for collecting data are that they allow the study of a phenomenon at close range with many of the contextual variables present, a feature which is very important in studying language behaviors.

### **Perception of CLT:**

It has been noticed that 13 out of 15 teachers have thought that communicative language teaching is very effective approach and two teachers have perceived CLT as good in general. Some teachers have claimed that its success orientation depends on the classroom implementation trough real practice.

Again, it has been seen that somehow 26% teachers have got CLT training in their teaching life. So, most of the total participants have not got any training or workshop on CLT.

- In the case of CLT, whether CLT is student –centered approach or teacher centered approach, 11 teachers have found as they believe it as the learner centered approach. Rests of the 4 teachers were not able to state their opinion which seemed their opinion goes to teacher-centered approach
- 14 teachers have agreed that CLT emphasizes on speaking and listening.
- 9 of the 15 believe CLT requires the teacher to have high proficiency in English.
- 8 teachers believe that CLT means only group work and pair work.
- 14 teachers believe Communicative Language Teaching is not the way of teaching grammar.

- 15 teachers agreed that CLT is based on communication.
- 8 of the participants think that CLT requires a lot of time to prepare classroom activities.
- 6 teachers think that CLT puts too much pressure on teachers.

### **Perception of Communicative competence:**

My study has found that most of the teachers believe the competence is the successful usability of grammar. They have emphasized on grammar and its application in correct order and focused on accuracy and correctness rather than situational demands. It has been also observed that very few think that Communicative competence is the ability or knowledge of communication which comprises the actual use of knowledge through interaction.

In the response of question no. 12 it has been seen that most of the teachers has revealed their conception about communicative competence is the ability of making correct sentences. So, it has been emphasized on structural aspects of language. It has been seen, 2 teachers has thought communicative competence as knowledge of the language and the ability to use the knowledge in context

### **Communicative activities:**

In response of some questions it has been noticed the perception regarding classroom activities by the teachers. To determine teachers' perception of communicative activities, a list of seven items, some pertaining to common features of CLT activities and some to traditional grammar-teaching activities have been presented. Teachers have been asked to select those activities they thought to be communicative in nature. These data are summarized in.

In response to Question 11, teachers in this study reported that 12 teachers have wanted to use more communicative activities in class. However, they believe that listening and speaking skills are less important than reading and writing for passing S.S.C examination. They also believe that grammar, vocabularies are more important for passing academic examinations than for general learning. Teachers' concern over Secondary Certificate Examination had a strong influence on their perceived importance of English skills and knowledge.

It has been identified that teachers which have been observed in the classroom used L1. 8 of the classes were conducted using L1 frequently. On the other hand, only two teachers could make the balance of using L1 and L2 at a satisfactory level. Again, none of the teacher was found conducting the class completely in target language.

In my observation, I have found only 3 teachers conducted group work among the students and 7 teachers tried to make interaction in as usual sitting arrangement of the students. I have got 5 classes where the interaction was not conducted although those were language class.

About 66 % teachers have conducted their class activities through traditional pattern while they were trying to make the learners interactive. The interaction was only one way based and the teachers have contributed the large portion of interaction. Question 7 has been designed to investigate the experience of those teachers in the classroom and it has focused the response to CLT by the teachers. Teachers have been asked to select the options.

Summary of Teachers' activity whether they have tried CLT or not:

- 11 Teachers have claimed that they had tried CLT in their classroom.
- Again, 4 teachers have been seen that they were not so motivated to perform those activities because of lack of interest and they have positive view to the traditional method of teaching.

In the case of applying CLT techniques most of the teachers were interested. 13% teachers have answered that they perform CLT techniques always in the classroom.

Again, 60 % teachers follow sometime whereas 26 % teachers apply rarely in the classroom.

80% teachers have believed that CLT is effective in Bangladesh to facilitate English language learning. Again 13% teachers think that traditional method was better to understand language than CLT. I have got another response from one teacher that the combination of CLT and the traditional one can make a better learning situation.

Five teachers have preferred the deductive teaching rather than the inductive one. All the 5 has said that a foreign language should be learnt through knowing grammatical rules and practice and some drills are very useful.

Again, 9 teachers have put their concept by saying that language learning should be inductive so that the learners can explore and grab the knowledge of grammar. Noticing has been treated as one of the focused issues by 4 teachers. One teacher has claimed that inductive learning is suitable for children but not applicable for the adults and deductive learning is faster and convenient for the teacher.

It has been observed that 33% teachers emphasized on the learner's interaction among them. Again, rest of the teachers have participated the interaction and the TTT was more than STT in real classroom. Again, 70% teachers were conscious about all the four skills. The major emphasized skills were reading and writing. Only one teacher has been found who tried to incorporate speaking along with reading and writing. It has been seen in the classroom the most emphasized skill was writing. Listening was mostly ignored by all the teachers. Some of the teachers only performed some writing task rather than other skills.

Except three classes, it have been seen, in all the classes the motivation level was not satisfactory. The affective filter was high in 70% classes and those classes were dominated by the tutor.

Teachers' understandings and beliefs about the importance of group work and pair work in CLT. It has been investigated and found that these types of classroom organization do indeed promote interaction but about 60 percent of the teachers are not certain how far such activities contribute towards greater learner autonomy.

### **Perception of role of the teachers:**

In the case of talking time in the classroom 6 teachers has shared that teacher should keep the control of the classroom. So, the ratio of TTT (Teacher Talking Time) and STT (Student Talking Time) should be 66:40. Again, 5 teachers have thought that the ratio should be like 50:50. Very few teachers have supported to the maximization of STT in the classroom.

In response of question 16, four of the teachers have preferred the role of the teacher as the controller of the classroom. They have seen the classroom as the place where the teacher should be authoritative otherwise the classroom will be lost its discipline and the learning as well as teaching will be hampered. Again, 10 teachers have claimed that the role of teacher should be facilitator and many of them have preferred the role as the manager of classroom.

In the observation, it has been noticed that very few of them were conscious to act like the classroom manager or facilitator. None of them were the advisor of the communicative task. But as the being a monitor about 53 % teachers played the role. I have noticed that some of the teachers arranged the group work or pair work very successfully.

It was observed in real classroom session that the 5 teachers could arrange classroom interaction successfully and 10 undertook the major part of interaction which was quiet teacher oriented. In the class 66% teacher played the role of authoritative role.

**Difficulties of CLT in Bangladesh:**

If we analyze question no. 16, we see that 13 teachers have identified large class as a great difficulty. It means that all teachers believe that large class is the greatest difficulty in adopting CLT in Bangladesh.. So, it has been a big problem of managing a large class of more than 70 students. At the time of observation, it has been noticed that 80% classes was big in amount of learners. Only two classes contained less than 50 students. Another two classes were conducted with moderately big number of students.

It has been confessed by 73% teachers that they don't have sufficient spoken skill to conduct communicative activities. Again, 20% teachers believe in their capability in spoken skill whereas I have got one teacher who doesn't know his suitability in communicative classroom.

It has been also seen that the culture of target language is another variable for conducting CLT. About 93% teachers think that it is a major problem to conduct language class though communication. Often it has been perceived that teachers think that the target culture may cause harm to our students because of some cultural barriers.

Material as well as logistic support is another variable to conduct the CLT classroom effectively. 66% teachers have claimed that they don't have sufficient support so they can manage a classroom on the other hand 20 % teachers think that they can manage the problem but it requires time and motivation in their professional career.

It has been treated as a major problem that not all the teachers are interested in applying video-audio material in the classroom so that the learners are not motivated to get technological support.

By generating the checklist of observation, it has been noticed only two teachers could handle the multimedia equipments in the classroom. So, most of the teachers have been seen incapable to handle the audio-visual components.

### **Role of materials:**

The majority of the participants reported that students appreciated the communicative approach to learning, the practical activities and the accessible and simple language. Eighty percent

respondents have given the same opinion towards the textbook. They claimed that students found English very important, relevant, and enjoyable, and because the S.S.C. exams were based on the current textbook which was in line with the national Bangladeshi Curriculum, students feel confident and motivated. Most of the teachers claimed that they are capable to perform the classes using the text book. It has been also seen that some teachers have wanted the audio-visual support to make a communicative friendly environment.

It has been observed in the classroom that maximum numbers of teacher followed the text book for secondary level. The lessons were comprehensible at satisfactory level for the learners. So, it is worthwhile to say that the lessons matched the comprehension level in the classroom.

These materials have been designed and developed for practice in four basic language skills: listening, speaking, reading and writing. As a result, classes are expected to be interactive with students actively participating in the classroom activities through pair work, group work as well as individual work.

Although the text book is designed for communicative learning in Bangladesh, it has been seen that the teachers were not aware of putting emphasize on the proper usability of communication because of the time constraints and lacking of supporting materials in the real classroom. Teacher "E" has claimed that although they have very good text book they cannot make the proper use due to the constraints of time, examination pressure and learner's interest.

### **Findings:**

The present study revealed that the CLT approach was viewed very positively by secondary school English teachers as they believed that CLT was a very practical approach to language teaching as it provided maximum opportunities to the learners in foreign-language learning settings. It has been found that most of the English language teachers of secondary level education have positive perception on CLT but there have some misconceptions regarding the nature and implementation in the classroom. Very few teachers have been seen as they think CLT as student -centered approach. It seemed that most teachers lacked full understanding of CLT principles, which in turn, resulted in unchallenging classes to judge from students' behaviors and attitudes. Many of the teachers remarked on the gap between CLT theories and putting them into practice in the classroom. Some teachers agreed that the limited training they receive is focused on theory and does little to direct them on how to implement such theories in practice in the classroom.

Another misconception has been found that when the teachers answered about the skills they focused on speaking and listening skills but in the classroom they mostly emphasized on reading and writing though reading and writing are the most important variable for Secondary School Certificate examination.

Rahman (1999) found grammar as the first priority of learning a language and the teachers didn't emphasize on the principle of the approach.. It has been investigated in this study that teachers are regulated by the school administration and their focus was on the result of public board examinations so the teachers focus on the marks and accuracy of grammatical components. As the data revealed, the classes observed included mostly explicit grammar teaching, reading comprehension, and book focus. According Sato and Kleinsasser (1999) there are inconsistent

between teachers' perception and class performance where it has been seen in Bangladeshi context that teacher's perception is not consistent all the time. Again, the real classroom behavior doesn't resemble to the belief.

Teaching performances are evaluated by supervisors, administrators and even by students. The supervisors want English language teachers to use the blackboard effectively, to demonstrate language points (rules and uses), and sometimes on teachers ability to speak and how he handles the blackboard alongside classroom discipline. They do not evaluate an effective implementation of the communicative approach. Teachers also seemed unaware of their roles, and their student's roles in CLT. Although Communicative Language teaching is based on communicative competence, it has been found that most of the teachers have failed to understand this term. It has been found that most of the teachers have taken this as the ability of making correct sentences based on the grammar and structure. Talking to a large number of teachers, Thompson (1996) found that they criticize or reject CLT for the wrong reasons. Again, most of the teachers have been found without CLT training or workshop experience especially in semi urban areas. Moreover, teaching experience has been found as important variable in implementing communication in the classroom. Richards (2008) found the teachers often follow the traditional techniques in the classroom.

More than 50% teachers have perceived that group mere work and pair work are the basic activities of communicative language teaching. However, only a few participants recognised the link between group work and the kind of teaching that CLT promotes, that is the 'learner-centered' approach to language learning and teaching.

A large number of teachers have put their perception for communicative language teaching positively. On the other hand, some of the teachers have supported the traditional view of teaching where grammar was taught in deductive way so that the learners used to learn grammar explicitly and could write correct sentences. More than 50 % teachers believe that CLT requires more time than the traditional one. So, grammar-translation method has been seen as the convenient one than CLT. All the teachers have granted "fill in blanks" as the communicative activity where as "role play" has mentioned by 56% teachers. Maximum number of participants has showed interest in group discussion, storytelling and describing pictures as the communicative activities which can be performed in the classroom. Most of the teachers were not capable to conduct interactive tasks in the classroom although they knew the importance of communication. It has been seen that three teachers involved mostly in the interaction rather than the learners. So, ultimately the classroom turn into teacher centered class. It has been observed in the classroom and found that most of the classes were dominated by the teachers and the ratio of TTT and STT was 80:20 .

To sum up, the participant teachers have correctly identified the communicative activities of CLT and understand what CLT means. Similarly, they uphold many misconceptions but contextual factors influence both teacher cognition and practice. It was found that to a certain extent beliefs and practices regarding CLT might be affected by contextual factors (class hours and class size). Again, teachers training should be provided to the teachers specially who are new in teaching profession so that they can develop and update they professional skill. If educational conditions are improved, teachers' beliefs and practices may change. The conditions are needed to promote second language learning, rather than the processes of language acquisition.

## Implications for ELT and Conclusion

The perception on any approach or method plays a vital role for the classroom learning. As seen in the study, a number of constraints have made it difficult for CLT to be integrated into English teaching classrooms in Bangladesh. So the perception and attitude of the teachers varies at different levels of understanding. Communicative competence requires an understanding of socio-cultural differences in styles of learning.

English language teachers should make themselves ready for a change, since change is inevitable they are expected to equip themselves with the innovative language teaching has brought and this in turn can help them to find remedies to the difficulties they encounter in the classrooms. It is vital that teacher training institutions should strengthen their language proficiency requirements for teacher trainees. It should be taken into consideration that learners vary from each other and different learners come from different social background so that they should be treated in diverse manner. In English language teaching field, it is worthwhile to investigate the perception of the approach by the teachers in which they suppose to conduct the class. Their study has got some implications for the classroom and overall policy so that the communicative language can be applied successfully.

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#### Appendix A (Questionnaire for teachers)

1. Age: (please specify one)

24-30  31-35  36-40  41-45  46+

2. Educational qualification (please put tick mark)

B.A.(hons) in English  M.A. in English  B.Ed.  B.A.(pass)  Other

3. Total years of experience: (please put tick mark)

0-3 years  4-7 years  8-12 years  13-17years  20years - above

Please read the instructions very carefully and put tick each of the questions (4-11).

4. Have you received any training in Communicative Language Teaching (Please tick)?

>yes

>no

5. What is Communicative Language Teaching Approach in your view? Tick those which you think are the features of the CLT.

- CLT is student -centered approach.
- CLT emphasizes on speaking and listening.
- CLT requires the teacher to have high proficiency in English.
- CLT means only group work and pair work.
- CLT means not teaching grammar.
- CLT puts too much pressure on teachers.
- CLT requires a lot of time to prepare class activities.
- CLT emphasizes communication in L2.

6. Which of the following techniques do you think are communicative activities? (Please tick)

- Fill in the blanks.
- Having a debate or role play
- Group discussion
- Dictation task
- Story telling in front of the class

- Grammar exercise
- Describing a picture to a partner

7. Have you tried Communicative Language Approach in your classroom?

 Yes No

8. How often do you arrange students to do these communicative activities? Tick the one you do

- ⇒ Always
- ⇒ Sometimes
- ⇒ rarely
- ⇒ never

9. Do you feel that students in Bangladesh can be benefited from CLT? (please tick on one)

- ⇒ Yes
- ⇒ No
- ⇒ Others

10. What is the ratio of TTT(Teacher talking Time) and STT(Student Talking Time) in your classroom? Please specify one by putting tick mark:

- 100:0
- 90:10
- 80:20
- 70:30
- 60:40
- 50:50
- 40:60
- 30:70
- Other : please mention below

11. While teaching, what do you give more emphasis on? (Please put tick marks)

- Listening
- Speaking
- Reading
- Writing

Please put your comments in the boxes below: (12-15)

12. What do you think by communicative competence?

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13. What techniques do you use to teach grammar in your class?

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14. How important do you think are the communicative activities in learning English in general?

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15. How would you describe the role of teachers in language classroom in Bangladesh?

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16. Do you think they might be difficulties for you in adopting CLT in Bangladesh? (Please put tick marks)

- a) Teacher does not have sufficient spoken skill
- b) Teacher does not have enough target culture knowledge
- c) Teacher does not have sufficient time to prepare communicative materials
- f) Large class size
- g) Lack of training in CLT
- h) Not enough logistic support from administration
- i) Teachers do not know what CLT means

## Appendix B

### Classroom observation checklist

Activities	Options	Comment
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Does the teacher emphasize on real communication?	(a) Yes (b) No (C) others	
Is the classroom lesson comprehensible to the students?	(a) Yes (b) No (c) others	
What is the role of the teacher in the classroom?	(a) manger (b) monitor (c) advisor (d) authoritative role	
Does the teacher follow any kind of interaction pattern?	(a) group work (b) pair work (c) whole class teaching (d) traditional	
Do the materials serve the purpose of Communication?	(a) Yes (b) No (C) others	
Does the teacher able to conduct the interaction among the learners?	(a) Yes (b) No (C) others	
Does the classroom have audio-visual equipments?	(a) Yes (b) No (C) others	
Is the teacher able to operate all the equipments?	(a) Yes (b) No (C) others	
Does the teacher cover all the four skills (reading, writing, listening and speaking) in classroom?	(a) Yes (b) No (C) others	
How grammar is taught in the classroom?	(a) Inductive (b) deductive (c) others	
How does the affective filter work?	(a) Lower (b) higher (c) others	

What is the classroom size regarding the number of students?	(a)big (b) small (c) others	
How often does the teacher use L1?	(a) Frequently moderately hardly	(b) (c)