14.

Difficulties in Using CLT Approach in Odia Medium Schools and Remedies

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ABSTRACT

The Communicative Language Teaching Approach launched in the 1970s is widely used in different parts of the globe to teach the Second language at different levels. It lays importance on the development of not just the linguistic competence but the communicative competence of the learners in the target language. The Board of Secondary Education, Odisha introduced the Communicative Language Teaching Approach to teach English at Secondary classes to help the students develop their Listening, Speaking, Reading and Writing skills in English. But the teaching learning of English in the context of study is different. The teachers teaching English never follow the tenets of CLT for various reasons. The present paper reports the difficulties faced by the teachers in using CLT and suggests measures to overcome them and use CLT in true sense for the better learning of English by the students.

Key words: Communicative Language Teaching Approach, difficulties, teachers, students.

1 Introduction

Failure of the students to communicate in different situations outside the classroom led to the development of Communicative Language Teaching in the mid-1970s. Noam Chomsky (1957) laid importance on linguistic competence in his definition of language and Structural Approach was dominant in language teaching in England till 1960s. Hymes (1971) and other applied linguists argued the inadequacy of structural theory of language learning as it does not address the creativity and uniqueness of individual sentences. It does not pay attention to the functional and communicative potential of the language and syntax. They laid emphasis on the communicative competence which is the ability, not only to produce grammatically correct sentences, but also where to use, with whom to use language understanding the role relationship between the parties involved in the conversation. In short, Communicative Language Teaching aims at developing the communicative competence of the students in the target language.

2 Defining Communicative Language Teaching Approach

Since the 1970s, most language teachers, ELT practitioners, and other stake holders of language teaching and learning support the use of Communicative Language Teaching Approach. But on defining the Communicative Language Teaching Approach, they offer varied opinions. Some of the definitions of the Communicative Language Teaching Approach are noted below:

Littlewood (1981) describes, "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more communicative view." (1)

Larsen-Freeman (2000) defines, "Communicative Language Teaching aims broadly at applying the theoretical perspective of Communicative Approach by making communicative competence the goal of teaching and by acknowledging the interdependence of language and communication". (121)

3 Communicative Language Teaching in Odisha

The Board of Secondary Education, Odisha introduced the Communicative Approach to teach English because of its demand in the local, national, and international sphere, its use in science and technology, IT, and commerce.

Following the set principles of CLT, the Board of Secondary Education, Odisha too is against rote learning by the students. It suggests having relevance of the English language learning in the class with the outside world, to make English language learning child-centred, to create opportunities for the students to use English creatively participating in various pair works, group works and to develop the listening, speaking, reading and writing skills of the students in English.

4 Objectives of Teaching English at Secondary Level in Odisha

The main target of teaching English as a second language at secondary level in Odisha is to help the students develop their LSRW, linguistic, and communicative competence in English. The main objectives of learning and teaching English at secondary level are to develop in the learners:
  i)   The ability to understand English in different contexts when it is spoken.
  ii)   The ability to speak intelligibly.
  iii) The ability to write English correctly and coherently.
  iv)   The ability to think and comprehend.
  v)   The ability to understand and enjoy poetry.
  vi)   The ability to use English as a library language and as a tool for use in the internet.
  vii) The ability to read extensively on their own. (Courses of Studies for Class- X 32)

Communicative Language Teaching Approach is being widely used at different levels across the world and its success is well acknowledged. But when one thinks of Communicative Language Teaching practice at Secondary level in Odisha, it is different. The English teaching-learning practice at Secondary level in Odisha is not as expected in Communicative Language Teaching classes.

5 Objectives of the Present Study

Success of Communicative Language Teaching depends on the materials and activities selected and used by the teachers in the classroom. Authentic materials like timetables, print-media, and audio etc. are used in the Communicative Language Teaching classes. Communicative activities like role-play, interviews, information-gap, simulation, surveys, learning by doing, debate, pair-work, group-work, group-discussion etc. are some of the basic activities conducted to develop the communicative competence of the students. But when one thinks of Communicative Language Teaching practice at Secondary level in the context of the study, it is different. The teachers are not able to exploit the authentic materials and activities in the language classes for the benefit of the students. They usually do not carry a tape-recorder to the class, nor do they use any authentic material in their classes. They rarely conduct any pair-work, group-work, debate etc. in the language classes even though they are trained. In the face of the existing situation, the present study tries to find answers for the following questions:

i. Why do the teachers not use authentic material and conduct communicative activities?
ii. What are the reasons for which they do not do what they are supposed to do?
iii. What are their difficulties?

6 Review of Literature

The Communicative Language Teaching Approach lays importance on helping the students improve their communicative competence in the target language. It is being used widely across the globe which speaks volumes about its success stories. But at the same time many language teaching practitioners, researchers and other stake holders of language learning and teaching namely Chick (1996), LoCastro (1996), Shamim (1996), Perera (2001), Canagrajah (2001), Hu (2002), Hiep (2007), Hasan and Akhand (2009), and others have reported that the teachers using the Communicative Language Teaching Approach face many problems too.

Khan and Wette (2013) pointed out that "large classes in overcrowded classrooms, lack of resources and equipment, poor motivation by students to improve their communicative abilities, and limited availability of appropriate in-service training" (17) are the difficulties faced by the teachers in implementing CLT in Pakistan.

Analysing the challenges faced by teachers in using the CLT in Bangladeshi context, Hasan and Akhand (2009) pointed out:

> The challenges faced by the teachers of English are manifold. They face the problem of teaching a class which is large in number of students in comparison of stipulated time to teach, the lack of remuneration paid for them, non-access to latest teaching aids and resource materials to implement in the classes, the evaluation by the existing exam system, non-participatory attitude of the students, the prevailing social milieu where the students are not appreciative of their inquisitive nature: thus the proper implementation of the CLT becomes dubious in Bangladeshi context. (53)

Deliberating on the issue of difficulties in implementing CLT in China, Hu (2002) observes, "An outcome of this debate has been the identification of a host of constraints on the adoption of CLT in the Chinese context which includes, among other things, lack of necessary resources, big class size, limited instructional time, teachers' lack of language proficiency and sociolinguistic competence, examination pressure, and cultural factors." (94)

The situation is not much different in Sri Lanka. Perera (2001) has pointed out that "the available literature suggests that the teaching of English in Sri Lanka is not satisfactory and does not meet the needs of the majority of the Sri Lankan students" (vii). Perera has also added that "there was a mismatch between the recommended process-oriented teaching approach in the teaching materials and the Sri Lankan product-based examination system" (viii).

7 Data Collection

To obtain first hand information on how English teaching learning was carried out, some classes were observed using set guidelines (Appendix-1).Then the teachers were given questionnaires (Appendix-2) to know their difficulties in using CLT to teach English. The participants who took part in this study were the teachers of English teaching English as L2 in the Odia medium secondary schools of Berhampur town.

8 Sample

The sample for the present study consisted of fifty teachers teaching English at secondary level of Berhampur town. After observing the English classes in the five different schools using the set guidelines, questionnaires for the teachers were given to collect data from them on the existing English teaching learning practice and the problems that they faced in using Communicative Language Teaching Approach.

9 Data Analysis

After observing the English classes, the documentation done following the set guidelines were analysed to know the real happenings in the English classes. The responses of the teachers for different questions of the questionnaire were analysed to know the difficulties faced by the teachers in using the Communicative Language Teaching Approach to teach English in Odia medium schools.

9.1 Analysis of the Classes Observed and their Common Features

Five classes were observed in five schools using set guidelines (Appendix-1). The classes were teacher dominated. The following were the common features of the classes observed.
  i. The teachers used the Grammar-Translation Method as they explained the lessons using the L1 (Odia).
  ii. There was no meaningful interaction between the teacher and the students.
  iii. The teachers used no authentic materials in their classes other than the text book.

iv.   The classes were not active as the students listened to the teachers and in grammar classes, they wrote the rules given by the teachers.

v.   More emphasis was given on drilling the rules of grammar rather than the use of English creatively in meaningful contextual exercises.

vi.   There was no scope for the students to do anything. They had to write the new words' meanings as selected by the teachers.

vii.   There was no interaction among the students in any of the classes.

viii.   The teachers taught the lessons according to what was going to be tested in the examination putting aside how they would help the students to learn how to communicate in English.

ix.   Most teachers perceived that the students lacked required proficiency in English but no one took measures to help them.

9.2 Analysis of the Teachers' Questionnaire

After observing the classes using the set guidelines, questionnaires were distributed to 70 teachers of different schools but 50 sets could be collected. The questionnaire for teachers (Appendix-2) had two parts. The first part dealt with personal details like name, age, gender etc. The average age of the teachers was 45.33 years and the ratio of the male and female teachers was 50:50. 80% of the teachers had the educational qualification of M.A., B.Ed. and 20% of them had B.A., B.Ed. The average teaching experience of the teachers was 19.41 years whereas their average language teaching experience was 17.75 years.

All the teachers involved in the study taught English at secondary level but many of them taught other subjects too. The subjects taught by them have been put in the table given below.

Subjects →	English	Social Studies	Odia	Hindi	Math
Percentage of Teacher →	100%	80%	30%	10%	10%

9.2.1 Subjects Taught by the Teachers

From the table, it is clear that the teachers, though they taught English at Secondary level, also taught other subjects like Social Studies, Odia, Hindi, and Math. It seems that the teachers found it difficult to handle different subjects at secondary level with same competency. They also taught at different levels though they taught English at secondary level. The classes taught by them have been put in the table below.

Level Taught →	Class-X	Class-IX	Class-VIII	Class-VII	Class-VI	Class-V	Class-IV
Percentage of Teachers →	100%	90%	80%	30%	15%	10%	10%

9.2.2 Level Taught by the Teachers

From the table (9.2.2), it is clear that the teachers taught at different levels from class- IV to class-X. It indicates that the teachers had to pace their lessons of different subjects at different

levels very differently. Since the standard, background knowledge the students on the subjects were very different, it was challenging job for the teachers.

The teachers taught English but the medium of education they had received was different. It has been put in the table (9.2.3).

Education Degree → Medium↓	Class-X	+2	Degree	Master	B.Ed.
Odia	90%	10%	-	10%	-
English	10%	90%	100%	90%	100%

9.2.3 Medium of Teachers' Education

From the table (9.2.3), it is clear that 90% of the teacher studied their class X in Odia medium whereas 10% of them studied in English medium which was reverse for their +2 and all the teachers studied in English medium for their degree and B.Ed. But of the 40 teachers who had masters, 90% of them had studied in English medium whereas 10% of them had studied in Odia medium. Though most of them had studied in English medium for their +2 to Masters, still they used Odia to explain the lessons in their class because most of them studied their Class-X in Odia medium and during that time their teachers had taught them using the Grammar Translation Method.

The first question was on the views of the teachers on the difficulties in using CLT due to student factors. It had five statements under it and the teachers were asked to tick (✓) 1/2/3/4 that stood for strongly disagree, disagree, agree, strongly agree respectively. The responses of the teachers for all the five statements have been reflected in the table (9.2.4).

Sl.No.	Statements	% of 1	% of 2	% of 3	% of 4
a	Students' reluctance to accept the change.	10%	30%	38%	22%
b	Students lack motivation.	___	20%	50%	30%
c	Students lack confidence to use English.	10%	___	42%	48%
d	Students lack adequate proficiency in English.	___	___	62%	38%
e	Students prefer to listen to the teacher than to speak and take part in communicative activities.	___	___	28%	72%

9.2.4 Student Related Difficulties in Using CLT

The responses of the teachers for statements from a and e indicate that the students preferred to go with the traditional pattern of learning and listen to the teacher than to speak which was the hidden culture of the set up. Again most of the teachers either agreed or strongly agreed with all the statements from a to e. It indicates that the teachers faced problems in using CLT because of the difficulties posed by the students.

Q no.2 was on the teacher learner ratio in the class which ranged from 40 to 80 for all the teachers and the average was 56.16 learners in a class. Certainly the teachers taught in large class.

Responding to Q.no 3 on how they taught English subject, 80% of the teachers chose option (a) as a content subject to help the students to learn all the lessons of the book whereas 20% of the teachers opted option (b) as a skill subject to help the learners to develop their LSRW in English. It indicated that majority of the teachers taught English as a content subject even though the syllabus was communicative the target of which was to help the students develop their LSRW in English.

The next question was defining CLT in own words. 28% of the teachers did not answer this question. Of the 72% teachers' definitions, many were vague like communicational language teaching, only the full form of CLT as communicative language teaching. The following were the good definitions given by the teachers:
1. An approach to the teaching of English subject which emphasises interaction or communication between and among the students and teacher.
2. A way of developing all four skills (LSRW) of the students in English.
3. An approach which gives importance to communication by the students.
4. It is a child centred approach.
5. Teaching through interaction.

It seems that the teachers did not have good knowledge of Communicative Language Teaching Approach because majority of them failed to answer it properly.

Answering the question no 5 on the kind of activities the teachers used to teach English, 80% of the teachers chose group work whereas 20% of the teachers opined role-play. But in reality these activities least happened in the context of the study as no such activities were used in the classes observed.

Question no 6 was on the kind of teaching aids available in their schools and there were six options: (a) tape recorder, (b) over head projector, (c) video player, (d) smart board, (e) none, and (f) any other. The teachers were allowed to tick the options applicable to their set ups. 46% of the teachers opined that their schools had tape recorder, 28% of the teachers pointed out that they had over-head projectors in their schools, 28% of the teachers mentioned that they had video players, 26% of the teachers marked that they had smart board in their schools whereas 28% of the teachers pointed out that their schools did not have any of the teaching aids which was very surprising. Moreover, the teachers hardly used the aids available. But from the researcher's interaction with the teachers, it was found that materials like audio and video slides were not available in the schools for teaching.

On answering the question whether they used media to teach English, 26% of the teachers answered positively whereas 74% of the teachers answered negatively. Of the 26% (13 teachers), 38.46% (5 teachers) of the teachers used print media, 38.46% (5 teachers) of the teachers used audio and 23.07% (3 teachers) of the teachers used video media to teach English in their classes.

This indicates that majority of the teachers do not use media which is one of the authentic materials used to teach English.

Question no. 8 was on the views of the teachers on the difficulties in using CLT due to teacher factors. It had eight statements under it and the teachers were asked to tick (✓) 1/2/3/4 that stood for strongly disagree, disagree, agree, and strongly agree respectively. The responses of the teachers for all the eight statements have been reflected in the table (9.2.5).

Sl.No.	Statements	% of 1	% of 2	% of 3	% of 4
a	Inadequate in-service training for teachers.	—	—	54%	46%
b	Inadequate English proficiency of the teachers.	22%	22%	26%	30%
c	Teachers have little time to develop communicative activities.	10%	40%	__	50%
d	Using CLT is very challenging.	__	10%	50%	40%
e	Large Classes.	__	10%	12%	78%
f	Lack of audio-visual aids.	__	10%	40%	50%
g	Less time to complete the course.	__	10%	22%	68%
h	Teachers have wrong notions of CLT.	10%	20%	40%	30%

9.2.5 Teacher Related Difficulties in Using CLT

The responses of the teachers for the eight statements under question no. 8 indicated that the teachers in the context of study failed to use CLT because of teacher related factors. They needed more in-service training, their workload should be minimised to help them to design communicative activities, class strength should be brought down, and necessary teaching (audio-visual) aids should be provided to them and more classes should be allotted for English to complete the course.

Answering the question on the frequency of using additional materials designed by the teachers along with the lessons to teach English, 10% of the teachers always used additional materials, 38% of the teachers used additional materials sometimes but 52% of the teachers never used additional materials for teaching which was not expected because Communicative Approach demands the use of additional materials in the class. Responding to the next question on how they designed the materials, of those 48% (24 teachers) of the teachers, 20.83% (5 teachers) of the teachers designed the additional materials taking the needs of the learners, 62.5% (15 teachers) of the teachers designed the additional materials basing on the lessons and 16.66% (4 teachers) of the teachers designed the additional materials from other books. But the additional materials should be designed basing on the needs of the students. It pointed to the fact that the teachers needed to be trained on how to design additional materials for teaching as per the requirement of their own context basing on the needs and interests of their students.

Responding to the question, "Do you have Teacher's Handbook to help you to teach the lessons of the prescribed text books?", 40% of the teachers opined positively and 60% of the teachers answered negatively. It indicated that majority of the teachers did not have any guidelines on how to teach each lesson. So, Teacher's Handbook must be provided to the teachers. The teachers who had Teacher's Handbook remarked that the same helped them for reference purposes, to use right method to teach, to prepare lessons in advance, and to plan their lessons before teaching.

The last but second question (12) was on the difficulties in using CLT by the teachers due to examination related factors. There were six statements under this question and the teachers were asked to tick (✓) 1/2/3/4 which stood for strongly disagree, disagree, agree, and strongly agree respectively. The statements and the responses of the teachers have been reflected in the table (9.2.6).

Sl.No.	Statements	% of 1	% of 2	% of 3	% of 4
a	Lack of effective and efficient assessment instruments.	__	12%	38%	50%
b	There is a mismatch between what is taught as per the syllabus and what is tested.	14%	16%	36%	34%
c	Tests are not designed as per the local contexts.	__	14%	54%	32%
d	Tests are grammar based in nature.	4%	8%	54%	34%
e	Pressure of examination.	__	14%	48%	38%
f	CLT is not suitable from examination point of view.	12%	__	48%	40%

9.2.6 Examination Related Difficulties in Using CLT

The table (9.2.6) demonstrates that the teachers in the context of the study faced problems in using communicative approach due to examination related difficulties. So the examination system needed to be reformed as per the needs of CLT and the contextual needs too.

The last question (Q. no 13) was on the difficulties faced by the teachers in using CLT due to general factors. The statements and the responses of the teachers have been put in the table (9.2.7).

Sl.No.	Statements	% of 1	% of 2	% of 3	% of 4
a	The school administration does not give expected support to use CLT.	14%	18%	36%	32%
b	The colleagues do not provide the required help.	20%	34%	12%	34%
c	The physical condition of the classroom (fixed seating arrangement, tables and benches being fixed).	__	__	40%	60%
d	Compulsion to do non-academic work like election duty, census duty etc.	10%	22%	38%	30%

9.2.7 General Difficulties in Using CLT

The above table (9.2.7) demonstrates that the teachers in the context of study faced general difficulties in using CLT.

10 Findings

After the analysis of the classes observed and the responses of the teachers to the different questions, the following were found.

10.1 Findings from the Classes Observed

The primary purpose of the observation was to document how English was taught in the schools. Certain common features were found in the existing process of English teaching learning in the context of the study.

i. The classes were teacher dominated.
ii. The teachers used the Grammar-Translation Method as they used L1 (Odia) to explain the lessons.
iii. There was no meaningful interaction either between the teacher and the students or among the students.
iv. Other than the prescribed text books, the teachers did not use any authentic material in their classes.
v. The classes were not active as the students listened to the teachers and in the grammar classes the students wrote the rules of grammar given by the teachers.
vi. More emphasis was given on rules of grammar and drilling rather than on the creative use of the English in the contextual exercises.
vii. Learning was mechanised as the students were made to learn the vocabulary selected by the teachers.
viii. The teachers taught the lessons only from the examination point of view, without considering what would help the students to learn how to communicate in English.
ix. Most of the teachers perceived that the students lacked required proficiency in English. In spite of this fact, they took no measures to help them.

The above findings point to the fact that English was not taught in the way it was conceived, expected and stated in the Courses of Studies issued by the Board of Secondary Education, Odisha.

10.2 Findings from Questionnaire for Teachers

The analysis of the personal details of the teachers that they had given in the questionnaire for teacher point out that:

i. All the teachers taught English at the secondary level but along with English they also taught other subjects like Social Studies (80% of the teachers), Odia (30%of the teachers), Hindi (10% of the teachers), and Mathematics (10% of the teachers) in different classes. This implies that they had to change their roles while teaching different

subjects in different classes which constrains them to follow the principles of CLT while teaching English in the secondary classes.

ii.   The teachers also taught at different levels from class IV to class X. It indicates that they found it difficult to adhere to the norms of CLT in teaching English as they had to pace their lessons of different subjects at different levels according to the standard, background knowledge of the students on different subjects and their culture.

iii. The teachers had schooling in Odia medium and learnt English from their teachers through the Grammar-Translation Method. It seems the teachers who were the products of the GTM found it difficult to use CLT for teaching English to their students.

Analysis of the responses of the teachers for the questionnaire implies the following:

iv.   80% of the teachers taught English as content subject to help the students to learn all the lessons of the book.

v.   The teachers failed in using CLT because of the student related difficulties like students' reluctance to accept the change, lack of motivation, confidence to use English, inadequate proficiency, preference to listen to the teachers than to speak and take part in communicative activities.

vi.   74% of the teachers did not use media to teach English.

vii. The teachers faced difficulties in using CLT in their classes because of certain factors like inadequate in-service training for teachers, having little time to develop communicative activities, using CLT is very challenging, large class, lack of audio-visual aids, less time to complete course and having wrong notions of CLT.

viii. 52% of the teachers never used additional materials to teach English.

ix.   60% of the teachers did not have teacher's handbook to help them teach the lessons of the prescribed text books.

From the above it is clear that the teachers taught English using traditional methods where in the teachers occupied the prime role in the process of teaching learning. The teachers failed using CLT because of having less time to design material and communicative activities, large class, non-availability of audio-visual aids, and pressure for course completion. The lessons seem less interesting to keep the learners motivated. But most surprisingly, the teachers in the context of the study did not have teacher's handbook to help them how to teach the lessons for which they failed in using CLT in the classes.

x.   The teachers also faced problems in using CLT because of examination related difficulties like lack of effective and efficient assessment instruments, mismatch between what is taught and what is tested, tests are not designed locally, grammar based tests, pressure of examination, unsuitability of CLT from examination point of view.

xi.   They also failed using CLT because of certain practical difficulties like the school administration not giving expected support, the physical condition of the classroom, compulsion of doing non-academic work like election duty, census duty etc.

11 Recommendations for Different Stake Holders

After studying the existing practice of teaching learning of English and noticing the difficulties faced by the teachers in using the Communicative Language Teaching Approach to teach English, the following suggestions have been offered for different stake holders of the context.

11.1 Recommendations for the Learners

i. The students should think that they are equally responsible for their better learning of English as they think their teachers are.

ii. The students should not think themselves the recipients of knowledge from their teachers. Rather they are equally capable of creating new language and knowledge using their existing language.

iii. The students should take part in various communicative activities like pair work, group work etc. without feeling diffident and being worried about grammar.

iv. The students should be ready to take up the new roles like communicators, negotiators, risk takers, active participants, manager etc. to get the benefits of CLT to learn English.

v. English is taught as skill subject and the students should use English when and where they get opportunities to be able to develop it because a skill cannot be taught.

11.2 Recommendations for the Teachers

The following are the recommendations for the teachers of English who work in the CLT paradigm and teach English as a second language.

i. The teachers should read the literature on the Communicative Approach to eradicate their misconceptions of CLT and know how to use it for the benefit of the students.

ii. The teachers should change their traditional roles from knowledge transmitter to the students to the facilitator of the students for using and learning English.

iii. The teachers should accept the new roles like manager of the class, coordinator of the activities in the class, consultant, advisor, and moderator etc. to help them use CLT successfully for the benefits of the students.

iv. Each classroom is unique with heterogeneous students. A single method or technique can never be the best for all classes and in all contexts. Since the teachers know their context best, they should reflect on their context, their students, their background knowledge, cultural background, and design the method that suits and helps their students learn English communicatively.

v. The teachers should teach English as a skill subject laying importance on the process of learning rather than on the product of learning English.

vi. The teachers should design additional materials and communicative activities like information gap activities, group work, and pair work etc. as per the needs and interests of the students and use them along with the lessons to help themselves take part in the activities and learn communicative English effectively.

vii. The teachers should train the students in using various learning strategies to become independent and autonomous learners.

viii. The teachers should use various teaching aids like tape recorder, video player, charts, and over head projector to bring variety to their classes and make their classes interesting.

ix. The teachers should use authentic materials like newspaper, songs, time table etc. to teach English.

x. The teachers should create very friendly atmosphere in the classroom to make the students feel at ease in the classroom by which they can raise issues, express their views on various issues while accomplishing the activities.

11.3 Recommendations for the Administrators/ Headmasters

Basing on the findings of the present study, the following things are recommended for the headmasters and administrators of the schools for the better use of CLT to teach English in their set ups.

i. The headmasters/ administrators should arrange extensive in-service teacher training on CLT using ELT experts as resource persons for their teachers at regular intervals.

ii. The headmasters/ administrators should provide necessary teaching aids like audio player, video player, and smart board to the teachers to use them in the classes to teach English.

iii. The headmasters/ administrators should see to the fact that the teachers teaching English have Teacher's Handbooks which they can use to know how to teach each lesson.

iv. The headmasters/ administrators should also bring down the student strength of the classes by increasing the no of sections which would help the teachers use CLT activities.

v. The headmasters/ administrators should also give less no of classes to the teachers of English by which the teachers will get sufficient time to design additional materials and activities to be used in the English classes.

vi. The headmasters/ administrators should allot English classes to those teachers who have at least B.A. (English Hons.) and B.Ed. by which they can do justice to their roles as teachers of English because in Odisha anyone who has B.A., B.Ed. is eligible to apply for TGT (Arts) and is appointed to teach all the Arts subjects.

11.4 Recommendations for the Syllabus Designers and the Material Developers

The Board of Secondary Education, Odisha designs the syllabus and develops the materials for the secondary classes in Odisha. Basing on the findings of the present study, the following recommendations have been suggested for the syllabus designers and the materials developers.

i. The Board of Secondary Education should see to the fact that what is taught in the classes is tested.

ii. The Board of Secondary Education should set integrated type of tasks in the grammar section to test grammar of the students in the target language.

iii. The Board of Secondary Education should also produce and provide audio materials to the schools to be used for teaching listening in the target language.

iv. The Board of Secondary Education should also see to the fact that the lessons have enough creative activities that would motivate the students to take part in different activities so that learning English will be incidental.

12 Implications for Future Research

The present study was on finding the difficulties faced by the teachers in using the Communicative Language Teaching Approach at secondary level. Future research can take many directions like the problems faced by the teachers in using the CLT approach at the senior secondary level, communicative needs of the students and the communicative syllabus in the second language context.

13 Limitations of the Present Study

The present study was conducted in five schools but more schools could have been included in the study. Students too could have been included in the study. The text books could have been analysed to find out whether all the lessons are as per the level of the students.

14 Conclusion

The present study found that the teachers faced many difficulties in using the Communicative Language Approach to teach English in the Odia medium schools due to many factors. But they need to accept the change of their roles to use the Communicative Language Teaching Approach. They have to work hard to use it in true sense for the benefits of the students. Required orientation needs to be given to all the stake holders involved in the process of teaching learning of English to make the Communicative Language Teaching Approach successful and result oriented.

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Appendix-1
Guidelines Used for Classroom Observation:
School:
Name of the Teacher:
Class/ Section Observed:
Strength:
Boys/ Girls:
Topic:
Skill(s) Taught:
Method/ Technique(s)/ Strategies/ Approach used in Teaching:
Aims of the Lesson:
Objectives of the Lesson:
1. Motivation/ Introduction:
Remarks:
2. Presentation:
Remarks:
3. Production/ Practice/ Evaluation:
Remarks:
4. Physical Setting, Seating Arrangement:
5. Use of the Material/ Text by the Student:
6. Use of the Material/ Text by the Teacher:
7. Activities Used:
   - Teacher Decided/ Students' Decided.
   - Group/ Pair/ Individual.
   - Activity Creative Enough/ Not.

8. Use of Language by the Teacher:

- Uses the Target Language only.
- Uses the Mother Tongue of the Students.
- Uses Mother Tongue of the Students and the Target Language. Proportion:

9. Use of Language by the Students:
    - Use the Target Language only.
    - Use the Mother Tongue only.
    - Use Mother Tongue and the Target Language. Proportion:

10. Teacher Questions to the Students:
    - Variety of Questions.
    - Open-ended Questions/ Close-ended Questions.
    - Mixed.
    - To Boys only.
    - To Girls only.
    - To Boys and Girls Both: Proportion:

11. Learners' Questions:
    - To the Teacher:
    - To Peers:
    - No of Questions.

12. Teacher's Feedback:
    - Encouraging to the Students.
    - Corrects the Mistakes only.
    - Feedback for only Correct Answers only.
    - Discouraging.

13. Opportunities for the Learners to Learn the Target Language:
    - For All.
    - For a Certain Group.
    - For Boys only.
    - For Girls only.
    - No of Opportunities for the Learners:

14. Teacher Creating Meaningful Interaction in the Target Language in the Class/ Not.
15. Teacher Promoting Learners' Autonomy/ Not.
16. Teacher's Use of Aids other than the Text Book.
    Audio/ Video/ Print/ Any Other:
17. Overall Remarks:

Appendix - 2
Questionnaire for Teacher.
Dear Colleague
This questionnaire is a part of a research study. The information given by you here will not be disclosed to anyone under any circumstances. This will be used for research purpose only. I would be grateful if you could complete the questionnaire.
Personal details   **Address**

Name: _____
Age: _____
Gender: _____
Qualification: _____
Employed at: _____
Total years of teaching experience:
Total years of language teaching experience:
Subjects taught:
Level taught:
Medium you studied: (Please tick your answer)

   a) B.S.E. - Odia Medium/ English Medium. b) C.H.S.E. - Odia Medium/ English Medium.
   c) Degree - Odia Medium/ English Medium. d) Master - Odia Medium/ English Medium.

   e) B. Ed. - Odia Medium/ English Medium. f) M. Ed.- Odia Medium/ English Medium.

Instructions to complete the Questionnaire:

Read the instructions given in the beginning and in some questions carefully and follow them faithfully while answering the questions.

If you find the space is not sufficient to write your answers, please feel free to write in detail on an additional page mentioning the Question No. You may also write in Odia if you are comfortable.

Choose the correct option and tick (√) it and in case of any other, please write your response in the space provided.

Please tick (√) one from the numbers 1, 2, 3, 4 to answer Q 1.

1 stands for strongly disagree. 2 stands for disagree. 3 stands for agree. 4 stands for strongly agree.

1. It is said that teachers face difficulties in using CLT because of:

a) Students' reluctance to accept the change. 1, 2, 3, 4.

b) Students lack motivation. 1, 2, 3, 4.

c) Students lack confidence to use English. 1, 2, 3, 4.

d) Students lack adequate proficiency in English. 1, 2, 3, 4.

e) Students prefer to listen to the teacher than speak and take part in communicative activities.1, 2, 3, 4.

2. What is the teacher-learner ratio in your class? Ans: _____

3. How do you teach English subject?

a) As a content subject to help the students to learn all the lessons of the book.

b) As a skill subject to help the learners to develop their LSRW in English.

c) As a subject that teaches the students to learn the grammar of English. d) Any other: _____

4. Define CLT in your own words:_____

5. What kind of activities do you use in the class for teaching English? (You can tick more than one option.)

a) Pair work.   b) Group work.   c) Role play. d) Any other: _____

6. What kind of teaching aids are there in your school to teach English through Communicative Approach? (You can tick more than one if applicable.)

a) Tape recorder. b) Over-Head Projector. c) Video Player. d) Smart Board. e) None f) If any other:

7. Do you use media to teach English? Yes/ No.

If yes, which media? a) Print.   b) Audio.   c) Video.

Please tick (√) one from the numbers 1, 2, 3, 4 to answer Q 8.

1 stands for strongly disagree. 2 stands for disagree. 3 stands for agree. 4 stands for strongly agree.

8. It is said that teachers are reluctant/ face difficulties in using CLT because of:

a) Inadequate in-service training for teachers. 1, 2, 3, 4.

b) Inadequate English proficiency of the teachers. 1, 2, 3, 4.

c) Teachers have little time to develop communicative activities, 1, 2, 3, 4.

d) Using CLT is very challenging. 1, 2, 3, 4.

e) Large classes. 1, 2, 3, 4.

f) Lack of audio-visual aids. 1, 2, 3, 4.

g) Less time to complete the course. 1, 2, 3, 4.

h) Teachers have wrong notions of CLT. 1, 2, 3, 4.

9. How often do you use additional materials (designed by you) along with the lessons to teach English?

a) Always.   b) Sometimes.   c) Never. d) Any other: _____

10. How do you design materials (if ever) for teaching English?

a) By taking the needs and interest of the learners.

b) Basing on the lessons.   c) From other books. d) Any other: _____

11. Do you have Teacher's Handbook to help you to teach the lessons of the prescribed text books? Yes/ No.

If yes, how does it help you? Ans: _____

Please tick (√) one from the numbers 1, 2, 3, 4 to answer Q nos. 12 and 13.

1 stands for strongly disagree. 2 stands for disagree. 3 stands for agree. 4 stands for strongly agree.

12. It is said that teachers find it difficult to use CLT in the class because of:

a) Lack of effective and efficient assessment instruments. 1, 2, 3, 4.

b) There is a mismatch between what is taught as per the syllabus and what is tested. 1, 2, 3, 4.

c) Tests are not designed as per the local contexts. 1, 2, 3, 4.

d) Tests are grammar based in nature. 1, 2, 3, 4.

e) Pressure of examination. 1, 2, 3, 4.

f) CLT is not suitable from examination point of view . 1, 2, 3, 4.

13. It is said that the teachers face difficulties in using CLT because of:

a) The school administration does not give expected support to use CLT. 1, 2, 3, 4.

b) The colleagues do not provide the required help. 1, 2, 3, 4.

c) The physical condition of the classroom (fixed seating arrangement, tables and benches being fixed) . 1, 2, 3, 4.

d) Compulsion to do non-academic work like election duty, census duty etc. 1, 2, 3, 4.

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