

Use of English Language in English Class in GPS: Current Practices and Challenges

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Abstract

The study was intended to explore the current practices of using English in English classes of Government Primary Schools. It also investigate find out the challenges faced by the teachers and students in using English language in English classes. It also investigate to find out the challenges which is faced by the teachers and students in using English language in English classes and find out the ways to overcome the challenges in using English language in English classes. The study was carried out qualitative in nature and was guided by the explorative approach. Data were collected from 5 teachers and 110 students of two government primary schools of one upazila in a District of Bangladesh through conducting in-depth interviews with the head teachers, assistant teachers, AUEO, Instructor of URC and by arranging Focus Group Discussion with the students of class four and five and another systematic method observation. After collecting data, it was managed and analyzed using content analysis technique according to the different themes emerged from the research questionnaire. It has been found that the policy emphasizes to speak in English in English classes but it has been seen that teachers and students have frequently used Bengali in English classes. Students have not got any chance to make conversation through English. Moreover, it has been also found that students have got more interest if the teachers have used audio visual materials in classes but it has less use in the class. That is why to make the students confident and more skilled in English; students should have more practice opportunity in English in English classes.

Key Words: English language, Practices and Challenges, teachers and students, GPS (Government Primary School)

I. Introduction

English is an international language which is spoken all over the world. English is used in almost every country of the world. Language plays an important role to communicate with each other. Language is the vehicle to transfer message. Language plays the most important role in interpersonal and social areas. So we cannot refuse the necessity of learning English. Similarly, we cannot refuse to develop all those four language skills separately from the native language. English is made a compulsory subject from class one to class five in the primary schools of Bangladesh. However, National Education Policy and Curriculum mandates English as a compulsory second language because of its global needs (MOE, 2010). Students start learning English from grade one in primary school of Bangladesh. The text book name for students from grade one to grade five is “English for Today” which is written on the basis of terminal competency & Communicative Language Teaching. The primary curriculum of terminal competency mentions that “To acquire and use English language basic skills as a foreign language” (The National Curriculum-2012). The EFT approaches on terminal competencies & communicative language teaching. English as a language focuses on four skills such as: listening, speaking, reading and writing. Teachers are instructed to teach and enhance the ability in all these four skills of a student. Students should be able to achieve these skills through learning in their classrooms. If a teacher uses English in the classroom, the students will imitate him and be able to speak in English and the terminal competencies will be achieved. It is the core responsibility of the government primary school teachers to teach English language skills to the primary school pupils (MOE, 2010). To teach English language and enhance the skills of primary school pupils in order to develop them as skilled human resource is the main target in today’s highly competitive globalized world. Certainly, there is no alternative use of English language in English class in government primary schools. In this way, students will be able to develop their skills to speak in English and thus build up the digital country and in future lead the country. Therefore, the research study explores the use of English language in English class in Government primary schools highlighting on speaking skill.

II. Statement of the Problem

There is very little opportunity for students to use English in their classroom environment at primary school in Bangladesh (Sultana, 2010). According to Hossain, Nessa & Kafi (2011), "Most of the students of the Primary schools are weak in English language due to the lack of skilled and trained teachers." According to Iftakhar & Shampa (2014), Teachers and students feel shy to speak English in English classes. But it is a matter of regret that studies on English language is less used in English classes." According to Richards and Rodgers (2001), CLT starts with a theory of language as communication and its goal is to develop learners' communicative competence (p.81). Nowadays CLT is used as a method of teaching learning process for learning English language. Teachers do not communicate in English language in English classes but this is very important to teach English. English classes must be conducted by using English language. As the teachers do not speak English in English classes, students do not feel motivated to make any use of English language. Rather they speak in Bengali. English textbooks of primary school in Bangladesh, English for Today (EFT) for grade one to five are language-based books & competency-based curriculum that lay emphasis on four skills that is listening, speaking, reading and writing. NCTB (2012) in the preface of "English for Today" mentions that these books attach importance to communicative approach (Iftakhar & Shampa, 2014.p-194). Existing curriculum helps students to acquire four language skills. The number of Terminal Competencies (TC) in English is Listening-4, Speaking-8, Reading- 7 & Writing-12. The main objectives of learning English at the Primary level are to speak English and to talk about day to day life and fulfill communicative functions (Curriculum, 2012, p-156). But in the existing situation, teachers do not practice English in English class at the primary school and thus students also do not use English language in the English class.

In the above discussion, the present scenario of English teaching in Government Primary School (GPS) is observed poorly. The problems in using English language in classroom and the challenges are: the teachers are not habituated at English language practice in the classroom and the same shortage is seen among the students also. In addition, due to weak monitoring system teachers are not sincere to practicing English language. Moreover, there is a lack of favorable environment for English language practice.

III. Purpose of the Study

The aim of this study is to observe the current practices of using English language in English class and how the teachers and students interact among themselves. Teachers play the key role here and students imitate them. A teacher's adequacy to use English language in English classroom can make a difference for the students to learn to speak English. On the other hand, interest in learning English of the students can inspire a teacher to teach them better and be benefitted even personally. In this study, its try to find and analyze to identify the challenges of the teachers and the students faced in using English language in English class. Finally, it has to be provided some recommendations based on the findings and analysis. In this study, It has excluded the privileged teachers who have been trained well or already adequate in English and those students who have an access to the English speaking community such as to their parents and relatives.

IV. Research Questions

1. What are the current practices in the classroom to use English language in English class?
2. What are the challenges faced by the teachers and students in English class?
3. What types of teaching learning process are used in English class?

Significant of the Study

As English is an international language, our young learners cannot be well prepared for the future without proper English language skills. For example, for higher study in the country and in the abroad, skills in English language is very much essential. Besides, in trade and business, to work in abroad and to communicate with foreigners, English language is very much important. In Sri Lanka, school boys work as guide for tourists. Only because of English language skills, students of Sri Lanka are able to work as guide for the tourists. If we are able to make our young learners expert in English language, it would certainly help them become effective citizens. So, at any cost all the stake holders regarding the issue need to be aware and should play important roles for the respective purpose.

V. Literature review

1. Present Scenario of Using English Language in English Class

It is often said that the English teachers do not use proper instructional strategies to make students learn English lessons in the classroom at primary schools. Reading out from the textbook with mediocre explanation of the texts is the most common method used in English classroom for lesson demonstration (Ahmed et al, 2005. p.94). On the other hand, using English language is difficult here as students are usually reluctant to participate in the English classes (Sadek, Ahmed & Begum, 2006; Maleque, Begum & Hossain, 2008). The changes in English language teaching techniques occurred due to the demand of time, since it has been realized that English Language is more of a skill-based subject than of a content-based one (NCTB, 1995). This point of view

emphasizes Communicative Language Teaching Method in which effective classroom communication is the core of English language teaching. However, practical situation is different where teachers' thoughts and perceptions vary in communicative practice (Richard, 2006).

2. English Language Teaching Learning at the Primary School of Bangladesh

English serves the purpose of a 'global language' today. Any language lesson involves content, whether it is a grammar lesson, a reading lesson, or any kind of lesson (Richards, 2015). Communicative English was introduced in Bangladesh in 1996. In this method, pupils get more opportunity to practice four skills of English language. But the English teachers of Government Primary Schools do not follow the method strictly. As a result, the students get little opportunity to use English in their social and classroom environment. Without a sufficient number of qualified English teachers, it is a great challenge for the students to acquire English language skills. In the existing situation, teaching and learning of English at the primary level in Bangladesh has a very low standard. Moreover, it is seen that most of the rural students are weak in listening & speaking rather than writing. In that case, the lack of proper use of English in the classroom is to a large extent responsible. Our students speak in Bengali and cannot use English in English classes at rural primary schools (Sultana, D. 2010). According to Wilkins (1972), "Communication means that a language learner needs to understand and express his or her ideas rather than describing the core of language through traditional concept of grammar and vocabulary. Because of the lack of practice in English in the classroom, students cannot speak English in the classroom frequently".

3. Current practice of using language in English Class

The speaking skill of most of the primary teachers is not up to the mark and for this reason they cannot manage enough opportunity for the students to practice English in the class. Almost all the primary school teachers conduct English language class by using Bengali language. They emphasize on writing and reading practice in English in a traditional way so that they have to work less (Hosain, Nessa & Kafi, 2015). Otherwise the students could not pass the exam. Our Primary Education Exam system focuses on writing skill only. So teachers get the opportunity to conduct English language class by using Bangla language. They are not habituated at conducting classes in English language class but by using Bengali language. Although teachers have received English training, they do not utilize it properly in English language class. Thus students cannot get sufficient opportunity of speaking in English in classes in rural primary schools. So they use Bengali language in the English classes (Hossain, Sohail & Ali, 2016). The project named PERC (Primary English Resource Center) aims at increasing the quality of English spoken by the teachers and pupils in the primary classrooms. The project organizes English training so that teachers would be proficient & apply their English knowledge in the class & students would be speaking in English language class (Bamber, 1999. p.27). According to National Education policy (2010), appropriate steps will be taken from the very beginning to ensure English Writing and Speaking skills and that will be continued and emphasized in the forthcoming classes as per needs. It means that English classes will be taken through English language to increase the use of English speaking. To suit the purpose, primary English text books have been designed on CLT approach. If a teacher ignores the CLT approach and conducts the class following traditional approach, it will not be possible on his part to achieve the target or learning outcome. According to Iftakhar & Shampa (2015), "Both teachers & students feel shy in using English in English classroom". Because of the lack of practice of speaking in English language in English class, teachers & students do not have the ability to speak in English. From the statement it is obvious that both teachers and students do not use English in English language in English class because of feeling shyness. Each and everybody think that if he or she commits any mistake while speaking in English, others may laugh at him or her. Another author Sultan (2012) stated that, our primary school teachers' knowledge of English is not strong and Iftakhar & Shampa (2014) explored that a major threat to increasing students' awareness comes from their overall concept about English language. It was found that English skill was not strong and overall concept of English language was very weak of the students. So, it can be said that teachers are not interested in applying the skills of English at the classroom and for this reason students are not achieving English speaking skills with other students & teachers. "Teachers have a tendency of slipping in to Bangla after starting a sentence in English. They prefer Bangla as a medium of instruction even for their English lessons due to their poor level of proficiency in English", notes (Haider & Chowdhury, 2012. p18). Similarly, another study conducted on primary education in Bangladesh (Hamid and Honan, 2012) investigates classroom discourse and interaction, learning activities and teacher and learner behavior in primary education. It was seen that teachers use both Bengali and English while teaching English. In some cases, teachers start teaching in English but later switch to Bengali after sometime. From the above discussion, it is clear that teachers do not conduct class in a proper way to use English language at the English class. So they cannot influence the students to speak English in rural primary schools.

4. Curriculum & Text books

The primary curriculum has been revised in the light of educational policy - 2010 which emphasizes learning English as an international language for communication, locally and globally (NCTB, 2012). Thus, this curriculum suggests English teachers to conduct the English class using English language if they want to achieve learning outcomes. The curriculum emphasizes on the development of listening & speaking skills because the development of listening & speaking skills helps to build up the foundation of reading and writing skills. (National Curriculum and Textbook Board, 2012). If English teachers use English in the class and practice English during English class, the students will be able to acquire the language. To learn English, an English learner must listen to a lot of English conversation. A teacher can help the students to create this opportunity for students also. So English teachers should engage each student in various communicative English language teaching method so that students can speak in English.

5. Competencies in Listening, Speaking, Reading & Writing Skills

“English for Today has been developed to help students attain competencies in all four skills (NCTB, 2012). The main objectives of the primary curriculum- 2012 are to understand simple commands/ instructions/ requests and carry them out and to speak English, to talk about day to day life and fulfill communicative functions. These competencies are given below:

Listening:

1. To recognize basic English sound differences, stress and intonation.
2. To understand simple commands, instructions and requests and carry them out.
3. To understand simple questions and statements.
4. To listen to, understand and enjoy simple rhymes, poems and stories.

Speaking:

1. To use English sounds, stress and intonation appropriately.
2. To exchange greetings and farewells and to make introductions.
3. To ask and answer questions.
4. To recite rhymes and poems.
5. To say the names of the days and the months, and to tell the time.
6. To talk about simple things and actions.
7. To give instructions, commands and to make requests.
8. To take part in conversations on topics related to students' daily life

Reading

1. To read aloud texts with proper pronunciation, stress and intonation.
2. To recognize and read both cardinal and ordinal numbers.
3. To read the names of the days of the week, the months and the time.
4. To read aloud poems with proper stress and intonation.
5. To read silently with understanding paragraphs, stories and other text materials.
6. To read instructions and carry them out.
7. To recognize punctuation marks and read accordingly.

Writing

1. To write non-cursive and cursive letters both capital and small.
2. To write cardinal and ordinal numbers.
3. To write words, phrases and sentences using non-cursive and cursive letters both capital and small.
4. To write figures for words and words for figures.
5. To use punctuation marks.
6. To use capital letters.
7. To write the names of the days of the week and the months, and to write the time.
8. To write words, phrases and sentences correctly.
9. To take dictation.
10. To write short and simple compositions.
11. To write simple personal letters.
12. To fill in simple forms (Primary Curriculum -2012).

Curriculum strongly suggested as to what the teachers are expected to do in classroom to involve and engage the students in communicative language activities which is directly linked with the teachers' own competency in the language skills (National Curriculum and Textbook Board, 2012).

6. Importance of listening & speaking skills

Speaking is one of the most important skills. Because we speak for many reasons, because we want something, because we want other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the

past, present, or future, the possibility of something happening, and so on (Lindsay and Knight, 2006: 58). It is important because if we want to get something, we must express it verbally and directly. So it is one of the ways to communicate with other people. However, human communication is a complex process. People need communication when they want to say something, transmit information or need to speak. Speakers use communication when they want to express or inform someone about something. They use language according to their purpose and it is necessary for there to be a listener and a speaker for effective communication. (Harmer, 2007: 46). According to Lindsay and Knight (2006):

“People have four different purposes when they listen: We listen for a purpose, but this purpose can be very different depending on the situation: listening for specific details, listening for general meaning, listening for the general idea or gist. There is also a difference between listening: for information; for enjoyment or social reasons; to learn new language” (p. 46).

However, from the point of view of Anderson & Lynch (1988), the purpose when we are listening can be either: transactional, where “the main purpose is to achieve a successful transfer or exchange of information”, or it can be interactional, “the use of language for establishing and maintaining social contact” (Anderson & Lynch, 1988:15). Now-a-days teaching, listening and speaking skills become an expected aim of all foreign language teachers all over the world (Richards, 2008. p.2). Brown (2004: 140) defines speaking as a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test.

VI. METHODOLOGY

This research follows a qualitative research design. Two government primary schools of rural area in Nesarabad Upazila under the Pirojpur district of Bangladesh selected for this study. One school has recently got the status of the government and another is old government primary school. One GPS is a prominent school in rural areas at Nesarabad Upazila. It has 5 teachers and 110 students. By following convenient sampling technique, It has been selected these two schools considering to easy access there. This research topic is related to head teachers, English teachers and students who are engaged directly in classroom situation. Both head teachers and class teachers are very efficient, qualified and trained. They have got leadership training, curriculum decimation & subject based training. They are always conscious. They were selected subject based trained English teachers among the assistant teachers from both school because they deal with the students in the classroom more closely. They gave real information & data. Students from both schools attend classes regularly. Also two other participants include in this research work. Both of them work as specialist in English subject in the primary level education of Bangladesh. One of them works as Assistant Upazilla Education Officer who has inspection experience of English class in the government primary school for about five years. Another specialist in English subject is basically an instructor at URC of Ministry of Primary & Mass Education (MOPME) Bangladesh. He is a Master Trainer of English & English in Action (EIA) at primary level. He has an experience of imparting training to primary school English teachers & observing the English classes. All the participants helped me get the authentic data.

Data collection methods

In order to complete this study, had to develop a field plan, interview guide, focus group discussion (FGD) and class room observation checklist. Data collection methods are given below:

01. Individual interview
02. Observations methods and
03. Focused Group Discussion

Individual Interview

Individual interview is an appropriate method to gather concern information of any qualitative research. Researchers conducted two interviews of two head teachers considering the research questions because the headmaster is a part and parcel of the school. On the other hand, two regular English class teachers (class 4 & 5) were also interviewed to collect the relevant data which took approximately 50 minutes each. They are specialists in English. Researchers also conducted two in depth-interviews with the headmaster and assistant English teacher. By these interviews, they wanted to know about the insight meanings of my research. By taking interview, researchers tried to know about their thoughts, feelings and views. Interview allowed me to enter into other person's perspective. It is descriptive too. Besides these, researchers wanted to know their opinion about the actual happenings in the English classroom. Researchers interviewed an assistant Upazilla Education Officer and an instructor of URC. These interviews were taken properly following the interview guide line. Both of them gave authentic data because they supervised the English class and gave training to the teachers. The conversation of the interviewees was recorded by tape recorder with the permission of the participants which researchers would transcribe as soon as possible. Thus it became possible to know their strong opinion about the use of English language in government primary schools.

VII. Observation

Researchers conducted another research method named observation because researchers wanted to observe two English classes of grade 4 & 5 of two schools. They mainly observed the teachers' activities and responses of the students and teaching learning process in English classes. It enabled me to describe the existing situation using five senses. Researchers observed the teaching learning activities of the English language classes of grade-IV and V for my better understanding. Researchers also tried to observe the reaction of the teachers and students by observing the English class. Such observation allowed them to understand the existing practice and challenges to use of English Language in English class.

Focus Group Discussion (FGD)

Researchers conducted two focused group discussion with the grade- IV & V students of two schools. Every FGD had 4 persons (2Boys & 2 Girls) from grade- IV and 4persons (2Boys & 2 Girls) from grade- V. They wanted to get a clear idea about the information to the Focus Group Discussion and collected data very shortly and knew various kinds of information on a particular issue at a time. It is also a planned discussion process to collect authentic data for qualitative research. Sometimes the participants gave depth opinion regarding particular issue within interacting situation. Researchers wanted to know the grade IV & V students' feelings, perceptions, beliefs and mainly their challenges to use English speaking in the English class. Also they learnt more by observing participants' reactions and helped those participants who wrote down on the note book and who participated in discussion and activities during the FGD. So they chose focused group discussion method. Data analysis is the one of the most significant parts of research. Collected data were analyzed on the basis of qualitative data analysis framework. It has provided clear picture of our social phenomenon. Collected data were analyzed using three major steps:

1. Reviewing the data

At first collected data from two government primary schools in Nesarabad Upazila from different angles according to research tools. After receiving data from the participants, researchers reviewed collected data again and again to understand the actual meaning of the data.

2. Categorization of the data

Then researchers organized and categorized data to reach actually what they wanted to explore by this study. It was impossible to explore research goal without organizing collected data. It has categorized the data by selecting some themes.

3. Themes

After reviewing and organizing data, I have selected some themes according to the findings. I have also analyzed the data according to my themes.

Limitation of the study

Each and every work may have some limitations. The present research work is not an exception. During the data collection process, it was tough to manage the time schedule of the participants, because the participants were engaged with a lot of academic and co-curricular activities and also with their model test examination. Though researchers observed the English class of grade-IV & grade-V, some teachers avoided me and gave me no proper statement. This data analyze might not reflect or cover the whole area in Bangladesh.

VIII. RESULTS

This chapter of the study presents research data and draws the research findings. It is based on the analysis of all relevant research data which has been collected from the English classes at government primary schools. The study of collected data shows that English teachers receive training but they hardly applies the learning experience in the English class. Teachers do not follow the lesson plan which is included in the learning outcomes. They only use some common English sentences during English lessons. Moreover the English teachers do not have enough competencies in English. It has categorized collected data according to the research questions. Researchers has also tried to bring out the findings and finally explained them in details on the basis of or under the title of three majors themes.

- Current practices in English class.
- Teachers faced challenges in English classes.
- Students faced challenges in English classes.

1 Current Practices in English Class

This study wants to find out the nature of the current practices of using English in English classes. That is why, to get actual result from this point, researchers have put forth some sub themes under the major themes.

2. Present Condition of English Teaching in GPS

From the Interview with the teachers, it is clear that the national curriculum strongly emphasizes on using English language during English class. Hence, our English teachers should follow the instruction properly. One of the interviewee teachers says,

"I always follow the curriculum and teachers' guide whenever I prepare any lesson plan."

But from the classroom observation it is found that English teachers do not follow the given instructions. Even they do not maintain the lesson plan. Interview with AUEO data shows that some teachers don't make lesson plan while some others don't follow the lesson plan. Interviewee Instructor said, "Although teachers make the lesson plan but don't follow the lesson plan. Even the teachers don't follow the textbook with in & out."

3. Current practices on Listening and speaking skills

Few students do not understand the teachers when the teachers read the text in English. A student said, "I do not understand my teacher at the time of teaching English." Classroom observation data also showed that some teachers gave instructions in English but the students didn't show the expected response. After that, the teacher began to deliver the lecture in Bengali which was the easy way to get student's response.

4. Current Condition of Practices in English Class by Teachers

Teachers focus less on dialogue practices by the students. They teach the texts by traditional method even though it is a dialogue based topic, such as, in the EFT class five "How far is Saint Martin's Island" is a dialogue based text. Here it is needed to practice this text in the dialogue between two students. But from classroom observation & FGD, researchers found that teachers discuss the text by themselves. He does not practice it as a dialogue by the students. Thus the students do not get the opportunity to make themselves skilled in communicative English or usual conversation. Even the teachers themselves do not use English to give general directions to the students.

5. Capability of the Teachers

One head teacher said, "In English classes, all the students cannot understand all the speeches of a teacher. So, many of the students do not respond to their teacher. As a result, they don't do well in communicative or speaking English." From the English class observation in class five, observed that a teacher teaches his students in his own way. He does not try to involve the students in the class. Both AUEO & Instructor said,

"Actually, most of the teachers do not use or cannot use the techniques to involve the students in conversation in English in an English class. Because they have no idea either on how to take the class room how to conduct English class properly. Beside this, they have a little idea about CLT."

Interview with a teacher also showed that he got subject based training in English only for 6 (six) days but that training is not sufficient for a better English class.

6. Limitations of Teaching Aids

Assistant teacher wants to make use of the teaching aids. But he could not continue the use of the teaching aids in English class. One head teacher said,

"Several kinds of teaching materials are needed for a sufficient and fruitful English class such as flash cards, word cards, poster cards, real or semi-real objects etc. Topic related audio-video, digital contents are also useful to the students to improve their listening and speaking skill. But these materials are not available in the school."

Another head teacher said, "Teachers use teaching aid barely and sometimes there is no use of audio - visual system or device." From the classroom observation, I found out that a teacher tried to show a digital content to the students but there was no sound system in the classroom. So, this type of teaching cannot be effective. Moreover while the teacher was showing the content by the laptop, all the students gathered around the laptop to see it. AUEO said,

"Our government has not yet provided all these instruments to all the GPS. There are some materials in our GPS such as chart, model and text book, which our teachers use in the classroom. This shortage of teaching aids hampers our teaching system"

On the other hand, URC instructor said "No materials are provided by the government, but some materials are provided by English in action, an NGO."

7. Using English Conversation in the Classroom

Interview with the AUEO indicates that the principle of teaching communicative English is to make the students able to use English in their day to day conversation in English classroom, at home and outside. But teachers and students don't practice English regularly in English class. Classroom observation data shows that sometimes teachers arrange discussion session, make groups and select a topic to discuss with each other. But the reality is that students don't do that or can't do that and teachers don't encourage the students to discuss in group. In another classroom observation, it is seen that teachers generally speak in Bengali in English class and the students also respond in Bengali in group discussion. My FGD data shows that a few students try to use English at the time of conversation. But most of the students do not use English in conversation because of fear or shyness or they are not able to talk in English with each other. Sometimes teachers use shortcut English for greetings. Such as: "Good morning, how are you? Open your book, Come here, Go to your sit, Raise your hand" etc. Though some student's response in English, the process is not sufficient to develop speaking ability.

8. Limited Use of English in Group Work

Classroom observation data shows that teachers do not give group work/activities during English class. Another observation shows that a teacher does not encourage students to speak in English. He reads one sentence and students repeat it following him. FGD data shows that sometimes a teacher divides the class in the group activities but his instructions are in Bengali and so students present their group work in Bengali. AUEO's interview data shows that EFT has a lot of group activities for teaching and helping students to speak English in English class but they are not done inside the English class. Instructor's interview data indicates less use of group activities of English in English class. Assistant teachers' interview data shows that sometimes they use English word or sentence but most of the time they use Bengali language (Mother tongue) during English class. Another classroom observation data shows that a teacher commands the students to make a group, but the students keep silent because they do not understand what is to be done.

9. Interaction between Teachers and Students

From the interview with the head teacher, it is found that the students do not use English to interact with the teacher during the English period. Because, teachers give some instructions to the students in English but students fails to make response. Interview with the instructor shows that interaction between teacher and student in English class is not remarkable even though teachers conduct the class in spoken English. Classroom observation shows that first bencher students try to response in spoken English but other students keep themselves always silent in the class and they don't try to response willingly. From another classroom observation report, it is seen that teachers use only easy word and easy sentences to give instructions or task in speaking English but most of the students are found silent and they don't response.

10. Ignoble Use of Teaching Method in English Class

FGD data collection at a point showed that a teacher entered into the classroom and checked home tasks done by the students. After that he read texts from the textbook loudly and translated into Bengali from English. Sometimes he told the students to read out from the English guide. AUEO's interview data showed that our EFT was designed on IPT technique. If a teacher follows the IPT techniques, students must speak in English in the classroom. Most of the English teacher teaches the students in the traditional way. Though teachers get subject based training in English, some of the English teachers conduct English class by speaking Bengali. AUEO discusses with assistant teachers, head teachers about the teaching method but after few days they operate the English classes in Bengali as usual. Head teacher's data showed that teachers manage class in Bengali translation method. This system of teaching continues for a long time. From classroom observation, I have found that teachers use Bengali language full time in English class. Some of them use easy English at the beginning but when it becomes difficult, he starts speaking in Bengali.

11. Challenges Faced by the Teachers in English Classes

They have to provide the best treatment to get the best achievement. For effective teaching and learning, teachers need to teach the students using some techniques so that the students can practice the language more and get sufficient opportunity to talk with others in English. But teachers face some problems while teaching the students. Classroom observation shows that English practicing condition inside the classroom is very poor. A teacher cannot make the classroom atmosphere favorable for practicing English. An Assistant teacher said, "A few students use English in the classroom." Instructor interview data reveals that "We need at least one or two skilled English teacher per GPS". However in order to ensure speaking English atmosphere in Government Primary Schools, some research findings should be brought under our consideration like:

- Some students avoid speaking English in conversation for their shyness because they don't find English friendly environment around them.
- Due to the learning method, teachers aren't interested at all to hear the audio or video materials for teaching English.
- Shortage of skilled English teachers in our GPS is a key factor. If it is possible to ensure sufficient trained skilled English teachers for every GPS, the atmosphere for English learning and teaching will definitely be better.
- Most of the students are not eager to speak in English.
- Shortage of audio-visual instruments like laptop, sound box and projector is a great barrier to English learning and teaching in an English friendly environment. Even there are some schools which are not linked with electricity.

12. Challenges Faced by Students in English Classes

From classroom observation noticed that students do not engage themselves in speaking English because:

- They are not capable of using English word properly.

- They feel shy to speak English.
- They are too worried about their accent.
- They feel nervous while committing mistakes during utterance or grammatical errors.
- Teachers do not encourage them sufficiently.
- They are not provided with efficient materials to practice English.
- Students like to imitate teachers and practice English in their own style. But due to the lack of skilled and effective teachers, students do not seem motivated to speak English.

Key Research Findings:

1. Though national curriculum strongly emphasis to speak in English in English classes but it is found that teachers speak thoroughly in Bengali in English class.
2. Students get less scope to make English conversation in the class.
3. English teachers are not interested to apply the teaching technique in English classes that they have learnt from English training.
4. English teachers do not follow the instructions of text book at the time of English teaching.
5. Teacher speaks thoroughly in Bengali in English classes.
6. Both teachers and students feel shy to speak in English while teaching English.
7. Students get more interest while audio visual and other EIA teaching materials are used in English classes but it is comparatively less practiced in our English classes.
8. Less use of Group activities and teacher don't monitoring properly.

VIII. Discussion

This study is based on rural context. The researcher has wanted to see the use of English in English classes of government primary school. They went to two GPS to collect data and interviewed head teachers and English teachers of both schools. While observing classroom, the researcher took interview of eight students. Four of them are from class five and another four of them are from class four. They selected two girls and two boys from class four and the same from class five. The researcher has wanted to know whether the boys or girls are more prone to learning English. They took interview with AUEO and URC instructor too as they wanted to know what types of problems they face and what solutions they suggest to solve those problems.

Basically the researcher has tried to find out the current practice of English in English classroom. There are few teachers who are qualified and are capable of teaching English in the English classroom. They can inspire students to speak English and teach it as an international language. As the researcher has collected data from different stakeholders, they have become well aware of the existing problems, the current condition of practicing English, how teachers feel about teaching English and how students feel about learning English and what materials are provided by the government through AUEO, URC instructor and head teachers to the assistant teachers and to the students.

The discussion of this research can be done from two different points of view. There is difference in the perception of stakeholders regarding this issue. The challenges faced by both teachers and students to teach and learn English respectively are also different. Later on, the researcher has made some recommendations on the basis of the discussion which can help the nation solve these issues. First of all, perception of different stakeholders regarding the current practice of English in English classroom is different. According to the head teachers, subject based teachers teach English in the classroom. English is a mandatory subject from grade one to grade five. If any teacher feels sick, someone else has to conduct the class in place of him. So each and every teacher needs to be efficient in English.

Another striking point is that the teacher speaks in English in the classroom but very often he doesn't make the proper use of English language in English class. That is why students cannot react in a positive way. Even students cannot understand when English is spoken. If the teachers always conduct the class in English, students will become habituated to speak in English with the passage of time. Our EFT has a lot of activities to develop the listening & speaking skill. If the teachers practice listening & speaking activities in the classroom regularly, the present environment for teaching and learning English will definitely be improved.

Teachers assign group works to the students in the classroom but they are given instruction in Bengali. Teachers mostly read texts from the book and translate it into Bengali. There are words that students do not understand. Teachers explain it to them in Bengali. Thus students have less knowledge of English. Students say that most of them are afraid of English because it seems tough to them to pronounce or speak fluent English. They forget words or cannot make a proper sentence. Even teachers do not encourage the students much because teachers also do not seem to have vast knowledge or quality skills. As a result, students feel de-motivated and the situation is very disappointing in learning a language. One cannot learn a language without committing mistakes. But our teachers and learners are afraid of doing mistakes. It takes time to learn English. But our teachers and learners do not want to wait. If the teachers are well qualified and they can teach the students using English language tactfully in the classroom, the condition of English in GPS will definitely improve. It will help students a lot and makes them learn faster in no time.

URC instructor also has a saying that government supplied materials are not enough to cover all the primary schools and so teachers cannot perform well due to the shortage of materials. However, basic materials like teaching manuals, lesson plans etc. are provided to teachers. Teachers need to make the best use of the provided materials.

According to AUEO & Instructor, EFT has a lot of pair work, chain drill, and group conversation but from the classroom observation, it has been found that regular conversation in English is not done in GPS. The importance of practice is always ignored. If teachers always speak in English in the group conversation, both teacher & students will be habituated at speaking in English.

AUEO in his visit to classroom finds that teachers give materials to students and give them group work. However teachers give instructions in Bengali, which should be done in English. Sometimes teachers start the class using English but after a few minutes, they switch to Bengali. It may happen on two grounds: either the students cannot understand anything which discourages the teacher or the teachers do not feel comfortable speaking English at a stretch. However ATEO claims that teachers are well instructed and given feedback to improve their speaking skills. They are advised to follow class manual before coming to class and learn and prepare the lesson before teaching it to the students.

Students don't understand when teachers speak in English. English is very much needed to interact between teacher & students. When teachers give some instructions in English and students fail to understand or realize what the teachers say, poster paper, miming & gesture etc. can be used at that time as alternative.

It is seen that teachers get subject based training in English but they take class in traditional way & follow grammar-translation method. For the reason, students get habituated at speaking Bengali in English class. Sometimes teachers feel discouraged to continue to speak in English because students barely understand what is being said to do. In this connection, teachers should bear in mind that students are not familiar with English from before and it is very normal that they do not understand. Creating environment in English will help them gradually to understand English. Even if they cannot speak English, they can understand it little by little. Students always need to be motivated to speak English. It doesn't matter how many mistakes they commit.

Again, students too face challenges to learn English as English teachers lack skills in speaking. Teachers do not speak much in English and even cannot create environment for students to practice. Naturally students do not get motivation to use English. Again there is lack of sufficient materials. Documentaries, short films are not shown to students to cheer them up and make them feel the necessity of using English.

IX. Recommendations

The researcher has tried to observe the practice of English in English classroom and he comes to know that the condition is not so good and needs to be improved. So, he has few suggestions after the interviews. The researcher hopes that these recommendations will help GPS to improve the present situation and teachers will also be able to enhance their English knowledge as well as their speaking skill. Students too will feel motivated to learn English and understand the necessity of learning English at every stage of their life. Those recommendations are given below:

- Teachers need to provide proper support so that they can use English as the medium of instruction properly.
- Teacher should follow teaching guide line in the English class.
- More English training should be provided to the English teachers.
- Using digital content through ICT in English classes can motivate the students of GPS and improve the teaching and learning environment of English to a large extent.
- It is necessary to provide more EIA support for English learning for English teacher.
- Teachers should follow the direction of text book while teaching English in English classes.
- Providing more teaching materials other than the textbooks and supplying ICT based teaching materials are two key factors in order to motivate the students of GPS and improve the teaching and learning environment of English there.
- Students need to be exhibited 'short films' or 'documentaries' to make them realize the necessity of learning English and how speaking English can help them to reach the expected destination.
- Students need English speaking training on the regular basis.

X. Conclusion

The current practices of English in English classes especially in rural areas are not very satisfying. Teachers are not capable enough to conduct classes in English. There are trainings to train them but these are not enough. Advanced trainings should be introduced and it should focus on a teacher's speaking skill. Head teacher has to motivate and give guideline to the assistant teachers. They should communicate with AUEO and ask for proper materials and keep it up to date. ATEO needs to inform the government about the shortage of budget for primary education and appeal to ensure a better quality of education for the young generation. And students need to go to class regularly, participate in group works, engage themselves in active learning and ask

teachers questions about everything they think in their mind in English. As the research shows the condition of practicing English is poor, everyone needs to be aware and play their own role to come forward to solve this problem. Guardians too need to be aware and take proper steps to educate their children well. There are a lot of researches available on the issues regarding GPS. But the current practice of English in English classroom especially in rural areas is almost neglected. The researcher believes that his research would help others to go forward and research more and more in order to bring out most benefits from them. The problems need to be found and take steps as it needs to be dealt with.

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