



Impact of ELT Methodology: Students' Attitudes and their Achievement

Ayesha Siddiqua¹

Abstract

The present study was conducted in ten colleges at the Higher Secondary Certificate (HSC) level in Bangladesh, including urban and rural, to determine Foreign Language (FL) learners' attitudes towards English teaching and learning, the performance of the students in the process of learning English while the contradictory views on whether to use the target language or using the mother tongue or allowing the learner to use it in the class, even when inevitable. The study was implemented with 500 subjects 50 from each college, were randomly selected of which 250 were female and 250 were male. Questionnaire survey and document analysis methods were employed to collect data. A vast majority of students' attitudes were similar regarding the instructions of the English teachers in the classroom activities and also showed liking to do much homework, which impact highly and positively on students' achievement. This investigation disclosed that the learners' attitudes towards the thoughtful use of the learners' mother tongue both by the learners and the teachers resulted in linguistic, extra-linguistic and psychological facilitation and help to the learners.

Keywords: Methodology, achievement, EFL, language skills, learning

1. Introduction

In the case of bilingualism or multilingualism, foreign language learning has always been an important concern. In the eighteenth century, written sentences in the textbooks were constructed to illustrate the grammatical system of the language but not to maintain relationship with real communication. The immediate aim of this approach was to teach rules by means of appropriate exercises. Later on, the necessity of the spoken English and emphasis on phonetic training emerged of the Direct Method, the Audio Lingual Method, the Situational Method and other methods influenced by their objectives. In learning of English language, learner's role and teacher's role are closely related to each other in an instructional system. Only their roles can influence the design of an instructional system. A learner's contribution to the learning process specifies a method whether it will be explicit or implicit responses. The roles or activities of learners are reflected in the degree of control the learners have over the content of learning and the view of the learner as processor, performer, initiator, and problem solver. The roles of teachers are also related to both the assumptions about language and language learning at the level of approach. For a source of knowledge and direction, linguists consider the teacher's role as a catalyst, consultant, guide and model for learning. Jack. C. Richards and Theodore S. Rodgers (2001) say:

Teachers' role in methods are related to the following issues: (a) the types of functions teachers are expected to fulfill, whether that of practice director, counselor, or model, for

¹Assistant Professor, Department of English, Dhaka Mohanagar Mohila College, Dhaka, Bangladesh; ayeshasiddiquanaima@gmail.com



example; (b) the degree of control the teacher has over how learning takes place; (c) the degree to which the teacher is responsible for determining the content of what is taught; and (d) the interactional patterns that develop between teachers and learners.

Counseling learning considers the teacher's role as that of psychological counselor. The potential role - relationships of teacher and learner are many and different. The success of a method may depend on the degree to which the teacher can provide the content for successful learning. In Bangladesh, English is a foreign language which is a compulsory subject to be taught in all schools and colleges from the primary to the higher secondary levels. The present curriculum suggests Communicative Language Teaching (CLT) which primarily focuses on teaching the meaning, functionality and use of English in a learner-centred manner utilizing real life tasks, situations and roles in order to develop learners' communicative proficiency in the language. Teacher's and learner's role and learning situations define the types of interaction of a particular method used in a classroom producing a successful result.

The approach mentioned in *English for Today* (EFT) book for class xi and xii is Communicative Language Teaching (CLT) which focuses on "the principle of learning a language by actually practising it. This practice, which is carried out through the four language skills of speaking, listening, reading, and writing usually in an interactive mode underlies the communicative approach to language learning. Each unit, based on a theme, has several lessons that contain reading texts and a range of tasks and activities designed to enable students to practise different skills, sometimes individually and sometimes in pairs or groups. The emphasis on the communicative approach, however, does not disregard the role of grammar. Instead of treating grammar as a set of rules to be memorized in isolation, it is taught in contexts. "Thus students develop their language skills by *practising* language through activities and not merely by *knowing* the rules of language" (NCTB, 2001, p. i). Design and syllabus of the CLT aim the need of listening, speaking, reading, and writing, which can be approached from a communicative perspective. Communicative competence involves acquiring both sociolinguistic and linguistic knowledge referring the ability to use the target language effectively for communication in any situation.

To achieve communicative competence, the approach demands that the medium of instructions will be the target language for teaching and learning. Teaching environment and quality of students cannot keep pace with the approach mentioned in the EFT. Besides, in a big classroom, the proper application of the CLT is supposed to be much difficult for both teachers and learners. The quality of the learners is also very important for learning the target language successfully. The learners get themselves admitted into the HSC level bearing a weak foundation in English. Students usually feel and show disinterest and sit idle as inactive listeners while teachers use the CLTA in the classroom. In such a situation, a good number of learners remain weak in English language. Considering the learning situation, communicative competence (CC) has been turned into a linguistic form while medium is the native language.

Student- centered learners did not achieve permanent benefit although the teachers sometimes had explained textual integrated grammar. To handle the communicative textbook the classroom was fully teacher- centered. As a whole, the attitude of learners and teachers towards CLT is not positive. Therefore, this study signifies the impact of students' attitudes on the teaching methodology and their achievement focusing the following research question:

1. How do students' attitudes towards teacher's teaching methodology affect their (students') achievement in English at the HSC level?

Attitudes are associated with attitude-objects and evaluations of those objects. An attitude is a hypothetical construct oral psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavor for an item. It is also a set of opinions on beliefs,

feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols, which may be rival or acceptable. Positive attitude is a taking decision of acceptance or reaction that reveals the advantages of the subject to take up its value. On the contrary, negative attitude is the attitude that reveals the disadvantages of the subject to dismiss it and to weaken its strong attitude. People can also be conflicted or ambivalent towards an object or meaning that they simultaneously possess both positive and negative attitudes towards the item in question. The teachers are interested to use traditional strategies more frequently than innovative strategies and that the students are more aware of the traditional than the innovative strategies. Many studies show evidence that favourable attitudes towards the learning situation contribute positively to achievement only when they influence motivation; otherwise, the effects tend to be negative, supported by Ibarraran, Lasagabaster, and Sierra (2007). A schematic representation of the relations of attitudes to motivation and SL/FL achievement has been demonstrated below:

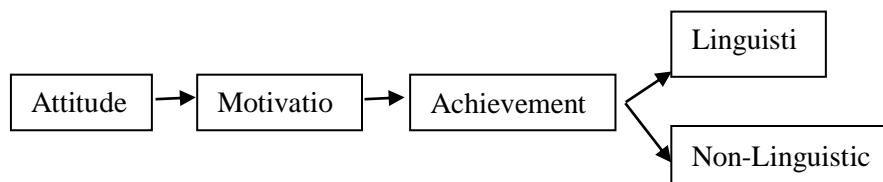


Figure: Attitudes to Motivation and Achievement (Adopted from Gardner, 1979, p.207).

2. Research Design

2.1. Subjects and Research Sites

The study was implemented with 500 subjects (250 of the subjects were females and 250 were males) from ten colleges; 50 students were randomly selected from each college. The study was conducted into ten colleges including urban and rural at the HSC level.

2.2. Research Sites and Participants

Data were collected from 10 research sites as shown in the table below (Table 1). The subjects enrolled in this programme belonged to Science, Arts, and Business Studies groups. Their age ranged from 16 to 17. The subjects were native speakers of Bangla with a compulsory subject of English at the HSC level.

Table 1: Research sites and participants

SL	Name of research sites	Male	Female	Total
1	Motijheel Govt. Boys' College	50	-	50
2	Dhaka Mohanagar Mohila College	-	50	50
3	R.K. Chowdhury University College	25	25	50
4	T&T College, Dhaka	25	25	50
5	Cosmopolitan College, Dhaka	25	25	50
6	Salimullah College, Dhaka	25	25	50
7	Donia College, Dhaka	25	25	50
8	Demra College	25	25	50
9	Araihaazar Hazi Balayat Hossain Degree College	-	50	50
10	Rokunoddin Girls' College	-	50	50

All the colleges had similar facilities such as same curriculum, same material, same testing system, same methodology, similar number of teachers with similar qualifications and similar class-size. The researcher administered the survey in the selected higher secondary colleges and collected mark-sheets of the achievement-tests from those colleges.

2.3. Instruments

In order to investigate the current study, both quantitative and qualitative research methods were applied. With a view to ascertaining the subjects' attitudes towards the teaching methodology, a *questionnaire* was developed (see Appendix). Moreover, students' First Year test score in English language was analysed to check the achievement of the subjects. The data collected for this study were of different types. They included:

- A teacher questionnaire
- Test Scores of Year Final Examination

The test (question-paper) carried 100 marks and three hours with the items of two seen comprehensions, vocabulary, and guided writings. The test of each college was prepared by the English teacher of that institution. The answer-scripts were examined by the respective teachers of those institutions and obtained marks indicated the achievement of the learners. The questionnaire was developed by adapting various items on attitudes with cross questions to find out the real attitudes of the learners as well as how it affected their achievement. The questionnaire was built on a five-point Likert (1932) scale having the options of (1) strongly agree, (2) agree, (3) no opinion, (4) disagree, (5) strongly disagree. To ensure spontaneous participation and for better understanding for the participants, the researcher used the translated form (Bangla format) of the questionnaire. Cross questions (Q6,14,15; Q8,13; Q9,10,12;Q16,17) strongly focused on which method was used for the EFT teaching specifically whether the communicative language teaching approach (CLTA) was practised in the classroom as well as how attitudes to teaching methodology of the learners motivated them for achievement . Q 1, 16 and 17 directly determined students' attitudes towards teaching methodology related to achievement. The participants' test scores are presented in Table 2:

Table 2: Test scores and number of participants

SL	Name of the colleges	Test scores range: Year Final examination		
		31-45	46-60	61-75
1	Motijheel Govt. Boys' College	0	34	16
2	Dhaka Mohanagar Mohila College	17	31	02
3	R .K. Chowdhury University College	50	0	0
4	T and T College	33	16	01
5	Cosmopolitan College	50	0	0
6	Salimullah College	26	24	0
7	Donia College	09	36	05
8	Demra College	25	25	0
9	Hazi Balayat Hossain Degree College	12	30	08
10	Rokunoddin Girls' College	34	15	01

2.4. Data Collection and Analysis

After the ensuring the validity, the reliability, and the practicality, the final questionnaire related to teaching methodology was distributed by the end of the 1st semester to the subjects directly by the researcher. At the beginning of the programme, all participants were informed that the purpose was to draw out both positive and negative attitudes on the ELT method at the HSC level and their impact on achievement. They were given the translated form of the questionnaire and also given forty minutes to fill the questionnaire. The participation was voluntary. After that, the collected data was analyzed by the computer software programmer (SPSS, version 18.0).The



questions are close-ended in respect of learners' attitudes towards teaching and achievement. The questionnaire was coded by strongly agree =5; agree=4; no opinion=3; disagree strongly=2 and disagree=1. Descriptive statistics (frequency measure and SD), tables, charts and graphs are applied to clarify and explain the analysis. After analyzing all types of data, the researcher made a comparison between students' attitudes towards teaching methodology and its effect on their achievement.

3. Findings of the Study

3.1 Questionnaire

Question 1: I like classroom activities that my English teacher wants me to do -

In response to the statement, maximum students (strongly agree 40.6% and agree 41.4%) want to follow the instructions in the classroom activities. But a small number of students strongly disagree (5.4%) and disagree (5.0%) who dislike (Table 2). Mean attitude scores for different categories of the marks obtained by the achievement tests are 3.613, 4.554 and 4.484 (for category 31- 45, 46- 60 and 61- 75, respectively) and std. deviation is 1.079 (Table 3). The finding reveals that attitude of the learners had highly positive impact ($r = 0.436$) on students' achievement (Figure 1). Teaching methodology employed by a teacher is the notion of the use that will bring forth positive or negative outcome in second/foreign language teaching and learning and learners' attitudes towards teaching methodology might be related to their achievement. The learners, who are comparatively more positive to this liking of their teachers, may be dependent on their perception of teachers' knowledge of the subject matter, are being able to earn better academic performance (similar to Eggen and Kauchak , 2001).

Question 2: My English teacher teaches me in pairs and groups -

In reply, the most of the students who strongly disagree (56.4%) and disagree (39.6%) opine with negative attitude and only a few students who strongly agree (0.8%) and agree (3.2 %) mention positive opinion about pair and group work in the classroom activities (Table 2). Mean attitude scores for different categories of the marks obtained by the achievement test are 1.464 for category 31- 45, 1.597 for category 46- 60 and 1.515 for category 61- 75 and std. deviation is 0.733 (Table 3). The attitude (positive/negative) has no significant effect ($r = 0.084$) on students' achievement (Figure 1). The classroom environment (insufficient classroom- time, too many students in a classroom, teachers are in a hurry to finish the syllabus etc.) is not in favour of this technique of Communicative Language Teaching.

Question 3: My English teacher wants me to learn individually -

Here, only few students (4%) give positive opinion, but maximum learners (strongly disagree 39.6% and disagree 51.0%) opine negatively i.e., they opine that their English teachers do not want them to learn individually (Table 2). Their mean attitude scores for different categories of the marks obtained by the achievement test are 1.828 (for category 31- 45), 1.706 (for category 46- 60) and 1.484 (for category 61- 75) and std. deviation is 0.794 (Table 3). The finding reveals highly negative significant attitude effects ($r = -0.118$) on students' achievement (Figure. 1).

Question 4: My English teacher wants me to learn everything in the classroom -

As shown in Table 3, maximum students opine negatively (disagree 51% and strongly disagree 39.6%) and minimum students give their opinion positively (strongly agree 1.2% and agree 2.8%). Their mean attitude scores are 1.828, 1.696 and 1.484 (for the category 31- 45, 46- 60 and 61- 75, respectively) and std. deviation is 0.780 (Table 3). It indicates that there is strongly negative correlation ($r = -0.127$) between the respondents' attitude and achievement in this respect

(Figure 1).

Question 5: My English teacher gives me much homework -

As shown in the Table 3, the minimum students opine negatively (disagree 9.6% and strongly disagree 7.4%) and maximum students show their positive attitude (strongly agreed 38.4% and agreed 44.6%). Their mean attitude scores are 3.574, 4.369 and 4.484 (for the category 31- 45, 46- 60 and 61- 75, respectively) and std. deviation is 1.198 (Table 3).

Table 3: Frequency measure on the statement of respondents

No.	Frequency of the respondents								Total student s	
	SA		A		N		D			
	Frequency	%	Frequency	%	Frequency	%	Frequency	%		
Q 1	203	40.6	207	41.4	38	7.6	25	5.0	27 5.4 500	
Q 2	4	0.8	16	3.2	0	0	198	39.6	282 56.4 500	
Q 3	8	1.6	12	2.4	27	5.4	255	51.0	198 39.6 500	
Q 4	6	1.2	14	2.8	27	5.4	255	51.0	198 39.6 500	
Q 5	192	38.4	223	44.6	0	0	48	9.6	37 7.4 500	
Q 6	0	0	173	34.6	38	7.6	250	50.0	39 7.8 500	
Q 7	198	39.6	237	47.4	38	7.6	27	5.4	0 0 500	
Q 8	0	0	53	10.6	64	12.8	252	50.4	131 26.2 500	
Q 9	29	5.8	260	52.0	38	7.6	173	34.6	0 0 500	
Q 10	32	6.4	257	51.4	38	7.6	173	34.6	0 0 500	
Q 11	57	11.4	301	62.2	53	10.6	89	17.8	0 0 500	
Q 12	0	0	173	34.6	27	5.4	269	53.8	31 6.2 500	
Q 13	0	0	53	10.6	89	17.8	276	55.2	82 16.4 500	
Q 14	0	0	173	34.6	38	7.6	262	52.4	27 5.4 500	
Q 15	26	5.2	263	52.6	38	7.6	173	34.6	0 0 500	
Q 16	223	44.6	277	55.4	0	0	0	0	0 0 500	
Q 17	221	44.2	279	55.8	0	0	0	0	0 0 500	

*SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD= Strongly Disagree

The result shows that the learners' attitude has highly positive significant effect ($r = 0.348$) on their achievement in this respect (Figure 1). Much homework helps learners go to continuing developments of reading and writing and affect their achievement. This finding supports the view that drilling, mimicry, and memorization support learning (Wilson, 2002).

Question 6: My English teacher does not want me to ask any question –

A number of 34.6% students agree to the statement, 50.0% learners disagree and 7.8% respondents disagree strongly while 7.6% learners have no opinion (Table 2). Their mean attitude scores for different category of the marks obtained are 2.726 (for the category 31- 45), 2.635 (for the category 46- 60) and 2.757 (for category 61- 75) and std. deviation is 1.031 (Table 4). The finding reveals that there has no significant relationship ($r = -0.017$) between learners' attitude and achievement in this aspect (Figure 1). At the HSC level, achievement of learners is evaluated by reading and writing skills based on much practice.

Table 4: Students' attitudes and their achievement in EFL

Questions/ Statements	Mean attitude scores			St. deviation
	31-45	46-60	61-75	
Q1	3.613	4.554	4.484	1.079
Q2	1.464	1.597	1.515	0.733
Q3	1.828	1.706	1.484	0.794
Q4	1.828	1.696	1.484	0.780
Q5	3.574	4.369	4.484	1.198
Q6	2.726	2.635	2.757	1.031
Q7	3.914	4.530	4.484	0.802
Q8	2.273	1.862	1.939	0.899
Q9	3.250	3.346	3.242	1.007
Q10	3.261	3.360	3.151	1.015
Q11	3.539	3.772	3.757	0.901
Q12	2.707	2.644	2.757	1.016
Q13	2.378	2.056	2.121	0.846
Q14	2.750	2.660	2.760	1.003
Q15	3.242	3.341	3.242	1.000
Q16	4.371	4.530	4.484	0.497
Q17	4.367	4.526	4.484	0.497
Total	51.089	53.194	52.636	4.277

Question 7: My English teacher wants me to do what he/ she wants -

As presented in Table 3, most of the students opine positively (strongly agree 39.6% and agree 47.4%) and minimum students give their opinion negatively (disagree 5.4%) while 7.6% learners have no opinion. Their mean attitude scores are 3.914, 4.530 and 4.484 (for the category 31- 45, 46- 60 and 61- 75, respectively) and std. deviation is 0.802 (Table 3).

Co-efficient of correlation (Methodology)

■ Q1 ■ Q2 ■ Q3 ■ Q4 ■ Q5 ■ Q6 ■ Q7 ■ Q8 ■ Q9 ■ Q10 ■ Q11 ■ Q12 ■ Q13 ■ Q14 ■ Q15 ■ Q16 ■ Q17

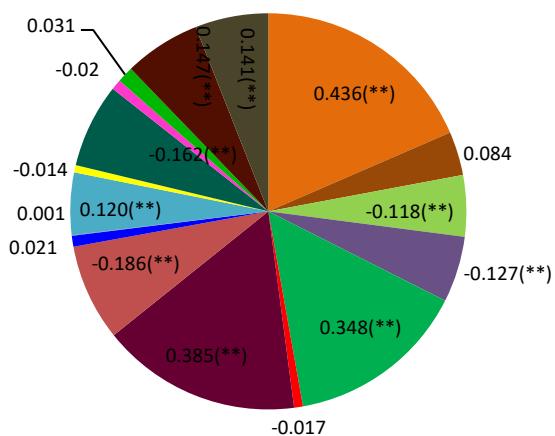


Figure 1: Correlation (r) between mean attitude and achievement
 (**) Correlation is significant at the 0.01 level (2-tailed).

The result shows that the learners' positive attitude has highly positive significant effect ($r = 0.385$) on their achievement (Figure 1). Administration (teaching methodology, giving homework, controlling the class, etc.) led by the teachers in the classroom is very essential and useful for the students, which might affect strongly on achievement. Che and Ying (2010) say, 'Teachers are an important factor in the second /foreign language classroom simply because students' language skills are developed by their instructors who are the first in modeling grammar and speech patterns in the target language'.

Question 8: My English teacher does not encourage me to speak English

Out of the 500 respondents, 252 students (50.4%) disagree, 131 students (26.2%) strongly disagree, 53 students (10.6%) agree and 64 students (12.8%) have no opinion (Table 2). Their mean attitude scores are 2.273, 1.862 and 1.939 (for the category 31- 45, 46- 60 and 61- 75, respectively) and std. deviation is 0.899 (Table 3). It indicates that there is strongly negative correlation ($r = -0.186$) between the respondents' attitude and achievement (Figure 1).

Question 9: My English teacher is sympathetic to me-

As shown in Table 3 4, 5.8% learners strongly agree, 52.0% students agree, 34.6% respondents disagree while 7.6% learners have no opinion to the statement. Their mean attitude scores for different category of the marks obtained are 3.250 (for the category 31- 45), 3.346 (for the category 46- 60) and 3.242 (for the category 61- 75) and std. deviation is 1.007 (Table 3). The finding reveals that there are no significant relationship ($r = 0.021$) between learners' attitude towards teachers' sympathy to them and achievement (Figure 1).

Question 10: My English teacher teaches me in a friendly manner –

Out of 500 respondents, 32 students (6.4%) strongly agree, 257 students (51.4%) agree, 173 students (34.6%) disagree and 38 students (7.6%) have no opinion (Table 2). Their mean attitude scores are 3.261, 3.360 and 3.151 (for the category 31- 45, 46 - 60 and 61- 75, respectively) and std. deviation is 1.015 (Table 3). No significant relationship ($r = 0.001$) between the respondents' positive attitude towards teachers' friendly manner and their marks obtained in the achievement test is found (Figure 1).

Question 11: My English teacher understands my interests and needs –

Against this statement, most of the students express positive attitude (strongly agree 11.4% and agree 60.2%) while minimum students give their opinion negatively (disagree 17.8%) while 10.6% learners have no opinion (Table 2). Their mean attitude scores are 3.539, 3.772 and 3.757 (for the category 31- 45, 46- 60 and 61- 75, respectively) and std. deviation is 0.901 (Table 3). The result shows that the learners' attitude about their interest and needs considered by their teacher has highly positive significant effect ($r = 0.120$) on their achievement (Figure 1). The quality of learners vary in the classroom. If teachers apply same technique for all students, achievement of the all students may not be good. In the classroom, quality of teachers is also an affective factor. Teachers play a major role in motivating their students to learn by providing a comfortable classroom environment (Sarıçoban & Sarıcaoğlu, 2008). If the learners believe that the teacher is associated with them and their learning outcome, understands their problems, they react positively and this factor contributes to their achievement in the classroom.

Question 12: My English teacher is not kind to me-

A total of 173 students (34.6%) agree, 269 students (53.8%) disagree while 27 students



(5.4%) have no opinion to the statement (Table 2). Their mean attitude scores are 2.707 (for the category 31- 45), 2.644 (for the category 46- 60) and 2.757 (for the category 61- 75) and std. deviation is 1.016 (Table 3). The finding reveals that there is not significant relationship ($r = -0.014$) between learners' attitude about teachers' kindness to them and achievement (Figure 1).

Question 13: My English teacher likes me not to speak English

In response to the statement, out of the 500 respondents, 276 students (55.2%) disagree, 82 students (16.4%) strongly disagree, 53 students (10.6%) agree and 89 students (17.8%) have no opinion (Table 2). Their mean attitude scores are 2.378, 2.056 and 2.121 (for the category 31- 45, 46- 60 and 61- 75, respectively) and std. deviation is 0.846 (Table 3). This finding supports the finding of Q 8.

Question 14: My English teacher minds if I ask him/ her any question

173 students (34.6%) agree to the statement, 262 students (52.4%) disagree and 27 students (5.4%) strongly disagree while 38 students (7.6%) have no opinion (Table 2). Their mean attitude scores for different categories of the marks obtained are 2.75 (for the category 31- 45), 2.66 (for the category 46- 60) and 2.76 (for the category 61- 75) and std. deviation is 1.003 (Table 3). The finding reveals that there has no significant relationship ($r = -0.020$) between learners' attitude and achievement in this aspect (Figure 1). This finding supports the finding of Q 6.

Question 15: My English teacher encourages me to ask him/ or her question-

As presented in Table 3, 26 respondents (5.2%) strongly agree, 263 respondents (52.6%) agree, 173 respondents (34.6%) disagree while 38 respondents (7.6%) have no opinion to the statement. Most of the students show positive attitude towards it. Their mean attitude scores for different categories of the marks obtained are 3.242 (for the category 31- 45), 3.341 (for the category 46- 60) and 3.242 (for the category 61- 75) and std. deviation is 1.000 (Table 4). The finding reveals that there are no significant relationship ($r = 0.031$) between learners' attitude and achievement in this respect (Figure 1). This finding supports the finding of Q 6.

Question 16: I like if my English teacher sometimes uses my mother tongue in the class-

A number of 223 learners (44.6%) strongly agree and 277 learners (55.4%) agree to the statement (Table 2). Their mean attitude scores are 4.371, 4.530 and 4.484 (for the category 31- 45, 46- 60 and 61- 75, respectively) and std. deviation is 0.497 (Table 4). The result shows that the learners' positive attitude towards the uses of their mother tongue by their teachers has highly positive significant impact ($r = 0.147$) on their achievement (Figure 1). The finding strongly shows that all the respondents like to learn English using their mother tongue in the class. Mother tongue always helps the learners understand the target language, though little controversy goes over it. If a teacher uses the target language in the classroom, they hope the translation of the delivered lectures. Most researchers support the use of mother language (L1) in foreign language learning by claiming that when used appropriately, the use of L1 can be beneficial (Nazary, 2008). Therefore, the mother language of the learner has to be utilized to hasten the learning process.

Question 17: I do not like if my English teacher delivers lectures only in English-

In response to this statement, 221 respondents (44.2%) strongly agree and 279 respondents (55.8%) agree (Table 2). Their mean attitude scores for different category of the marks obtained are 4.367 (for the category 31- 45), 4.526 (for the category 46- 60) and 4.484 (for the category 61- 75) and std. deviation is 0.497 (Table 3). The result shows that the learners' positive attitude towards the uses of their mother tongue by their teachers has highly positive significant impact ($r = 0.141$) on their achievement (Figure 1). The findings of Q 16 & Q17 strongly show that all the respondents



do not prefer to learn English only using the target language in the class. Thus, L1 serves as a medium in effective foreign language delivery and the needs of learners of various mother languages has to be taken into consideration prior to actual classroom teaching (Zhao, 2005a; Zhang, 2003).

3.2. Achievement Test

The achievement of the participants (male 250, and female 250) was classified into 3 categories as the obtained marks were ranged from 31- 45, 46- 60 and 61- 75 while the number of respondents are 256 (51.2%), 211 (42.2%) and 33 (6.6%), respectively. The achievement test reveals that the highest percent of the respondents remains to the category in 31- 45 while it is the lowest in percent to the category in 61- 75.

4. Conclusion

English at the HSC level predominates over the area of educational system in Bangladesh. The investigation uncovers a significant correlation between the subject's attitude towards the Communicative Language Teaching (CLT) and the Grammar Translation Method (GTM) and achievement in learning ESL/EFL. The application of any teaching methodology does not mean that it definitely generates positive output. But preferred teaching methods and the actual usage may assist to produce more effective second/foreign language outcome. Learners' attitude is also very important to be studied. The language classroom is a system where teachers and students together create a mini-society with its own characteristics, properties, roles, restrictions and expectations that is similar to organism. Maximum students want to follow the instructions of the English teachers in the classroom activities and like to do much homework too. Attitudes of the learners towards classroom activities provide highly positive impact on students' achievement. More practice and drills create learners' ability in developing skills. Practice and memorization are almost unavoidable techniques in foreign language teaching, even though there are many latest teaching techniques introduced such as audio-video teaching, communicative language teaching, etc. the use of practice and memorization is still rudimentary (similar to Che and Ying, 2010, & Wilson, 2002).

Their English teachers do not arrange any sort of pair and group work in the classroom and only a few students mention positive opinions in favour of them (finding of Q2). English teachers do not want students to learn individually, and they do not want also to teach the students everything, which has highly negative co-relation between attitudes and effect on their achievement. English teachers prefer to teach the learners according to teachers' likings and necessity of the classroom. If students speak in English class, the teachers do not mind, but they (teachers) do not encourage the learners. The class is fully teacher-centered, though the objective of the Communicative Language Teaching (CLT) is student-centered classroom. The findings uncover the negative attitudes of teachers and learners towards the CLT negatively affect their learning and achievement sufficiently. Positive attitudes, on the other hand, towards the target language and towards teaching and learning influence the learners to be motivated and lead them to achievement (similar to Moinvazirii, 2008).

The responses provided by the students in the questionnaire (Q16, 17) indicate that their attitudes towards teaching the target language are generally found to be highly positive which has a strong positive impact on achievement. *English for Today*, class-xi-xii, (2001) prescribes the Communicative Language Teaching (CLT), on the contrary, because of having no positive attitudes towards the CLT, the teachers do not explain the texts in the target language and do not engage learners in different language practice activities. It is emerged from the study that both the teachers and the students are more biased towards the GTM. An EFL/ESL teacher can understand the learners' attitudes, interests and needs, which has highly positive significant effect on their



learning. The quantitative and qualitative findings also show that students should be taught in L1 (same as Nazary, 2008; Che and Ying, 2010) in EFL/ESL classroom. Therefore, this attitude (a balanced use of L1 and L2) can help both learners and teachers attain their goals in the target language. However, there are scholars (Johnson and Johnson, 1998; Littlewood, 1981) against the thought of the use of L1 in foreign language instruction who advocate the use of foreign language itself during foreign language instruction. The efforts in knowing the best teaching methodologies, in bridging the expectation and practice in the learning of a foreign language should therefore be emphasized (Xiao, 2005).

References

Eggen, P. & Kauchak, D. (2001). *Educational psychology: Windows on classrooms*. New Jersey :Prentice Hall, Inc

Ibarraran, A., Lasagabaster, D., & Sierra, J. M. (2007). *Inmigración y aprendizaje de lenguas en uncontextobilingüe* [Immigration and language learning in a bilingual context]. Bilbao, Spain: LETE Argitaletxea.

Johnson, K., and Johnson, H. (1998). Communicative methodology. In Johnson, K. and Johnson, Littlewood, W. (1981). *Communicative language teaching*. Cambridge: Cambridge University Press.

Nazary, M. (2008). The role of L1 in L2 acquisition: Attitudes of Iranian University students. *Novitas-ROYAL, (Research on Youth and Language)*, 2 (2), 138-153. Retrieved March 4, 2010, from <http://novitasroyal.org/nazary.html>

NCTB, (2001). National Curriculum and Textbook Board, *English for Today* for classes xi-xii, Dhaka, Bangladesh.

Richards J.C. & Rodgers T.S. (2001). *Approaches and methods in language teaching* (2nd edi.). Cambridge language teaching Library, Cambridge University Press, U.K.

Sarıçoban, A. & Sarıcaoglu, A. (2008). The effect of the relationship between learning and teaching strategies on academic achievement. *Novitas-ROYAL, (Research on Youth and Language)*, 2(2), 162-175.

Wilson, M. (2002). Six views of embodied cognition. *Psychonomic Bulletin & Review*, 9, 625–636.

Xiao, L. X. (2005). Do we reliably know what EFL students like in English classrooms at university level? *The Journal of Asia TEFL*, 2 (3), 67-94.

Zhang, W. X. (2003). In Zhào, Jinmíng.(ed.). (2005). *Introduction to the teaching of Chinese as a foreign language.* (Duiwai HanyuJiaoxueGailun). Beijing: Commercial Press.

Zhào, J. (Ed.). (2005a). *Introduction to the teaching of Chinese as a foreign language*. Beijing: Commercial Press.