



Bridging Disparities in Communicative Language Teaching for Educators and Learners in Bangladesh

Dr. Md. Sazzad Hossain Zahid

Associate Professor, Department of English, Islamic University, Kushtia, Bangladesh, sazhahid1400@gmail.com

Abstract

The transition from the Grammar-Translation Method (GTM) to Communicative Language Teaching (CLT) in Bangladesh's secondary and higher secondary education sectors presents significant challenges. Despite CLT's global acceptance as an effective student-centered approach, its implementation is hindered by inadequate teacher training, resource constraints, and limited institutional support, leading to a disconnect between educators and learners. This study employs Sociocultural Theory, Constructivism, Educational Technology, Critical Pedagogy, and Cultural-Historical Activity Theory to analyze these barriers and their impact on language instruction. Findings indicate that pedagogical unpreparedness and logistical limitations further exacerbate disparities in CLT adoption. To address these challenges, the study recommends a structured teacher training curriculum covering CLT methodology, lesson planning, classroom management strategies, and technology integration. Continuous professional development through workshops, peer mentoring, and online modules is emphasized. Additionally, alternative technological solutions such as offline digital tools, radio, and mobile-based learning are proposed to mitigate limited internet access. Exam reforms, incorporating oral assessments, interactive tasks, and real-world communicative evaluations, are also suggested to align with CLT principles. Evaluating the applicability of these recommendations within Bangladesh's educational infrastructure, this study highlights the need for systemic reforms to bridge disparities and enhance the effectiveness of CLT in the country's language education system.

Keywords: Disparities, CLT Implementation, Educational Divide, Teacher Training, Sociocultural Perspectives

1. Introduction

Language serves as a crucial bridge in global communication, facilitating cultural and economic exchanges. In Bangladesh, English proficiency is essential for academic success, professional growth, and global integration. Recognizing this necessity, Bangladesh has adopted the Communicative Language Teaching (CLT) approach. Unlike the traditional Grammar-Translation Method (GTM), CLT prioritizes interaction, meaningful communication, and student-centered

learning. However, despite its pedagogical advantages, CLT implementation in Bangladesh has faced significant challenges. This study aims to identify these barriers and propose solutions for improving CLT adoption at the secondary and higher secondary levels.

The transition from GTM to CLT represents a paradigm shift in English language instruction. GTM, which has historically dominated English teaching in Bangladesh, emphasizes rote memorization, translation exercises, and grammatical rules. It prepares students for written examinations but does not equip them with practical communication skills. In contrast, CLT focuses on real-life language use, encouraging students to engage in speaking and listening activities that foster fluency and confidence. While this method aligns with global language learning trends, its implementation in Bangladesh has been fraught with difficulties due to systemic, institutional, and pedagogical constraints.

One of the major obstacles to CLT implementation is the inadequate preparation of educators. Many teachers in Bangladesh were trained under GTM and lack the necessary skills to effectively facilitate communicative lessons. The transition requires not only a shift in teaching methodology but also a transformation in classroom dynamics. In a CLT-based classroom, teachers must adopt the role of facilitators rather than sole knowledge providers. However, without sufficient training and exposure to CLT methodologies, many teachers struggle to adapt, leading to ineffective classroom practices that do not align with the intended goals of communicative learning.

Another critical issue is the limited availability of training programs and professional development opportunities for teachers. While some initiatives have been introduced to familiarize educators with CLT, they are often insufficient in scope and depth. Many teachers receive minimal training, which does not adequately prepare them to navigate the complexities of student-centered learning. Moreover, professional development programs are often inaccessible to teachers in rural areas, exacerbating the urban-rural educational divide. As a result, many educators continue to rely on traditional teaching methods, even within a CLT framework.

Logistical and infrastructural constraints further hinder the successful implementation of CLT in Bangladesh. Many schools, particularly in rural and underprivileged areas, lack the necessary resources to support interactive and communicative learning. CLT requires access to materials such as audio-visual aids, language labs, and interactive textbooks. However, due to financial limitations, many institutions cannot afford these resources. Large class sizes pose another

significant challenge, as teachers find it difficult to provide individualized attention and facilitate meaningful communicative activities in overcrowded classrooms.

Furthermore, the examination system in Bangladesh remains largely rooted in traditional assessment methods that emphasize rote memorization and written accuracy over communicative competence. Students are primarily evaluated through written tests that focus on grammar and translation, leaving little incentive for them to develop their speaking and listening skills. This misalignment between teaching methods and assessment criteria creates a paradox where teachers may attempt to implement CLT but ultimately resort to GTM-based instruction to ensure student success in exams. Until the assessment system is restructured to prioritize communicative competence, the full benefits of CLT will remain unrealized.

Sociocultural factors also play a role in shaping the effectiveness of CLT in Bangladesh. Cultural attitudes towards language learning often emphasize correctness and accuracy, leading to a fear of making mistakes. Many students hesitate to speak in English due to anxiety about errors, which undermines the communicative objectives of CLT. Additionally, classroom hierarchies in Bangladesh traditionally position teachers as authoritative figures rather than facilitators of dialogue. This dynamic can discourage students from engaging in open discussions and interactive learning experiences, further limiting the effectiveness of CLT.

Employing Sociocultural Theory, Constructivism, Educational Technology, Critical Pedagogy, and Cultural-Historical Activity Theory, this paper examines the barriers to CLT implementation and proposes strategic solutions. Sociocultural Theory emphasizes the importance of interaction in language learning, aligning with CLT's communicative principles. Constructivist approaches advocate for active learning, encouraging students to construct knowledge through participation rather than passive reception. Educational Technology highlights the role of digital tools in overcoming resource limitations, suggesting that innovative technological interventions could help bridge gaps in CLT adoption. Critical Pedagogy calls for a reevaluation of traditional power structures in the classroom, promoting a more student-centered and participatory learning environment. Finally, Cultural-Historical Activity Theory provides insights into the systemic changes required to facilitate effective CLT implementation in the specific socio-educational context of Bangladesh.

To address these disparities, this study recommends targeted interventions in teacher training, resource allocation, and technology integration. Comprehensive teacher training programs must be developed and widely accessible, ensuring that educators receive hands-on experience with CLT methodologies. These programs should be continuous rather than one-time workshops, allowing teachers to refine their skills over time. Additionally, teacher support networks and peer collaboration initiatives can provide ongoing guidance and professional development opportunities.

Resource allocation must also be prioritized, particularly in underprivileged and rural areas. While budget constraints pose a challenge, innovative solutions such as low-cost teaching aids, digital resources, and mobile learning applications can supplement traditional materials. Government and non-governmental organizations should collaborate to provide schools with essential resources for CLT implementation.

Technology integration offers a promising avenue for bridging gaps in CLT adoption. Digital tools, such as language learning apps, online discussion forums, and virtual classrooms, can enhance student engagement and provide opportunities for communicative practice beyond the traditional classroom setting. Given the increasing penetration of mobile and internet access in Bangladesh, leveraging technology can mitigate some of the logistical constraints associated with CLT.

A fundamental shift in assessment methods is also necessary to align with CLT principles. Introducing oral proficiency tests, interactive assessments, and project-based evaluations can encourage students to develop their speaking and listening skills. Policymakers and educators must collaborate to ensure that examination formats reflect communicative competence rather than rote memorization.

Finally, fostering a supportive learning environment that encourages risk-taking and active participation is crucial for the success of CLT. Teachers must create a classroom culture that values communication over grammatical perfection, reducing students' fear of making mistakes. Encouraging collaborative activities, group discussions, and role-playing exercises can help students gain confidence in using English in real-life contexts.

In conclusion, while the transition to CLT presents numerous challenges, strategic interventions in teacher training, resource distribution, technological advancements, and assessment reforms can

help bridge the existing disparities. By addressing these barriers, Bangladesh can enhance English language instruction at the secondary and higher secondary levels, equipping students with the communicative skills necessary for academic and professional success in an increasingly globalized world.

2. Literature Review

CLT emerged in the 1970s as a response to the limitations of GTM and Audio-Lingual Methods (Richards & Rodgers, 2001). The approach focuses on real-world language use and functional communication rather than rote memorization of grammatical rules. Scholars such as Canale and Swain (1980) highlighted communicative competence, which integrates grammatical, sociolinguistic, discourse, and strategic competencies. The communicative approach aims to develop learners' ability to use language effectively in different social and professional settings, moving beyond linguistic accuracy to fluency and interaction. Over the decades, CLT has evolved to incorporate task-based learning and content-based instruction, further emphasizing the importance of real-life application in language acquisition.

CLT in Developing Countries The implementation of CLT in non-native English-speaking countries has encountered various challenges. Studies in Asian contexts, including China and India, reveal difficulties related to large class sizes, lack of resources, and teacher resistance (Littlewood, 2007). Many teachers in these regions, trained in traditional methods, struggle to adapt to the student-centered nature of CLT. Additionally, policy initiatives promoting CLT often lack systematic support structures, leading to inconsistencies in application. In South Asia, despite policy-level efforts, CLT often remains theoretical rather than practical (Karim, Mohamed, Ismail, & Rahman, 2020). Structural issues such as rigid examination systems and a focus on rote learning contribute to this gap, preventing learners from developing practical communicative skills.

A major hindrance to CLT success in Bangladesh is the lack of adequate teacher training. Many educators are accustomed to traditional methods and lack the necessary skills to implement CLT effectively (Rahman & Pandian, 2018). Training programs are often sporadic, and the curriculum does not emphasize communicative competence. The absence of continuous professional development further exacerbates the issue, leaving teachers ill-equipped to transition to CLT methodologies. Research indicates that without a solid foundation in communicative techniques,

teachers resort to conventional methods, reinforcing the memorization-based learning culture prevalent in Bangladesh.

Logistical Constraints and Large Class Sizes Bangladeshi classrooms typically accommodate 50-100 students, making personalized CLT-based instruction difficult (Hamid & Baldauf, 2008). The scarcity of resources, including textbooks aligned with CLT principles and multimedia tools, further exacerbates the problem. Large class sizes hinder interactive learning, as teachers struggle to engage each student effectively. In addition, many schools lack designated language labs or flexible classroom spaces necessary for communicative activities. The rigid teacher-centered approach persists in many institutions due to the overwhelming burden of managing such large groups, limiting opportunities for peer interaction and collaborative learning.

While educational technology can enhance CLT, many schools lack the necessary infrastructure. Limited internet access, insufficient digital literacy among teachers, and inadequate funding prevent the integration of multimedia and interactive learning tools (Rahman, Singh, & Pandian, 2018). Even in institutions that have access to technological resources, their effective utilization remains a challenge due to inadequate training and resistance to change. The digital divide between urban and rural schools further compounds the problem, with students in underprivileged areas receiving minimal exposure to modern language learning tools. Incorporating technology-based learning methods requires a structured approach that includes proper investment, training, and a shift in traditional teaching paradigms.

Economic disparities significantly affect CLT adoption. Students from rural or lower-income backgrounds have limited exposure to English outside the classroom, affecting their confidence and engagement in communicative activities (Chowdhury & Kabir, 2014). The availability of private tutoring and additional language support further exacerbates inequality, as students from affluent backgrounds have greater access to resources. This disparity creates a divide in proficiency levels, reinforcing the dominance of traditional methods that favor memorization over interactive communication. The lack of an English-speaking environment outside the classroom also hinders oral proficiency, as students do not have sufficient opportunities to practice conversational English in everyday settings. Addressing these socioeconomic barriers requires targeted policies, such as government-funded language programs, inclusive curriculum design, and initiatives to integrate English practice in community spaces.

One of the major obstacles in CLT implementation is the persistence of examination systems that prioritize rote learning over communicative competence. Traditional assessments in Bangladesh focus heavily on grammar, translation, and written proficiency, rather than oral communication and interactive skills. This discrepancy leads teachers and students to prioritize test performance over practical language use, contradicting the fundamental principles of CLT. Moreover, standardized national exams do not include speaking and listening components, further discouraging the adoption of communicative approaches in the classroom. Without necessary modifications in evaluation criteria, CLT remains a theoretical concept rather than a practical reality in the educational system.

Cultural and Attitudinal Barriers Cultural perceptions of education and teacher-student dynamics also pose significant challenges to CLT implementation. In Bangladesh, traditional pedagogical approaches emphasize teacher authority and student passivity, which conflicts with CLT's interactive and student-centered framework. Many educators and parents remain skeptical about CLT's effectiveness, associating it with a perceived decline in academic rigor. This cultural resistance limits enthusiasm for adopting communicative methodologies, reinforcing reliance on conventional instructional methods. Moreover, students accustomed to passive learning may initially struggle with the transition to more active participation, requiring significant pedagogical adjustments and mindset shifts.

Addressing these challenges requires a multifaceted approach that involves policy reform, infrastructure improvement, and capacity building for educators. Teacher training programs should incorporate ongoing professional development, equipping educators with practical skills in communicative pedagogy. Investment in digital learning tools and classroom resources can facilitate interactive learning, while curriculum reforms must align assessments with communicative objectives. Additionally, initiatives promoting English language practice outside the classroom can help bridge socioeconomic disparities, providing students with broader exposure to authentic language use. Encouraging a cultural shift toward interactive learning and engaging stakeholders in the education system can further support the sustainable adoption of CLT. By addressing these barriers holistically, Bangladesh can make significant progress in bridging the gap between theoretical CLT implementation and practical communicative competence.

3. Theoretical Framework

Sociocultural Theory (Vygotsky, 1978) emphasizes the role of social interaction and cultural context in learning. According to Vygotsky, language acquisition is deeply rooted in communication with more knowledgeable peers and instructors. In the context of CLT, collaborative learning environments, peer discussions, and group activities align with Vygotsky's concept of the Zone of Proximal Development (ZPD), where learners develop their language proficiency through guided participation. Scaffolding techniques, such as modeling, questioning, and feedback, are essential for effective CLT practices, as they provide the necessary support for learners to transition from dependent to independent communicators. The sociocultural approach also underscores the role of cultural exposure and authentic communication in language learning, reinforcing the need for real-life situational language practice within the classroom.

Constructivism (Piaget, 1950) further reinforces the necessity of student-centered learning, which is a core principle of CLT. Constructivist theory posits that learners actively construct their own knowledge based on experiences and prior understanding. In the context of CLT, this translates into an emphasis on interactive learning environments where students engage in role-playing, simulations, and problem-solving activities that mimic real-world communication. Unlike the traditional GTM approach, which focuses on memorization and passive learning, constructivism promotes experiential learning, allowing students to develop linguistic competence through meaningful interactions. The teacher's role shifts from being a knowledge transmitter to a facilitator who designs activities that encourage students to explore, hypothesize, and refine their language skills.

Educational Technology (Mishra & Koehler, 2006) plays a crucial role in CLT implementation, especially in the digital era. The Technological Pedagogical Content Knowledge (TPACK) framework emphasizes the need for teachers to integrate technology effectively into language instruction. In CLT, multimedia tools, language learning applications, and digital platforms enhance student engagement and provide exposure to authentic language use. Interactive language software, video conferencing with native speakers, and gamified learning experiences contribute to more effective communicative competence development. However, for technology to be successfully integrated into CLT classrooms, educators must possess not only content and pedagogical knowledge but also technological proficiency. Limited access to digital resources and

lack of training in educational technology are significant barriers in the Bangladeshi context, highlighting the need for targeted professional development programs.

Critical Pedagogy (Freire, 1970) challenges traditional hierarchical education structures and promotes an emancipatory approach to learning. In the context of CLT, this perspective encourages students to develop critical thinking and communicative autonomy by engaging in discussions on relevant social and cultural issues. Freire's model of dialogue-based education aligns with CLT's goal of fostering meaningful communication rather than rote memorization. By integrating topics related to students' lived experiences and encouraging discussions on social justice, critical pedagogy transforms the classroom into a space where learners become active participants in their education. Additionally, this approach empowers students by validating their voices and perspectives, making the learning process more relevant and motivating. However, implementing a critical pedagogical approach requires a shift in teacher attitudes and institutional policies that often favor traditional, exam-focused learning models.

Cultural-Historical Activity Theory (CHAT) (Engeström, 1987) provides a systemic perspective on the challenges and opportunities in CLT adoption in Bangladeshi schools. CHAT examines how institutional, cultural, and societal factors influence language learning processes. In CLT implementation, various elements such as classroom dynamics, curriculum design, teacher-student interactions, and policy decisions collectively impact the effectiveness of communicative language teaching. One of the key insights from CHAT is the concept of contradictions within an activity system—where traditional educational structures, assessment practices, and societal expectations may conflict with the principles of CLT. For example, while the national curriculum may advocate for communicative competence, standardized exams continue to emphasize grammatical accuracy and memorization, creating a disconnect between pedagogical goals and assessment methods. Addressing these contradictions requires systemic changes, including curriculum reforms, teacher empowerment, and institutional support for interactive language teaching methodologies.

In summary, the integration of Sociocultural Theory, Constructivism, Educational Technology, Critical Pedagogy, and CHAT provides a comprehensive framework for understanding the complexities of CLT implementation in Bangladesh. These theories collectively highlight the importance of interactive, student-centered learning, the role of technological integration, and the systemic challenges that need to be addressed for effective CLT adoption. Bridging the gap

between policy and practice requires collaborative efforts at multiple levels, including teacher training, curriculum alignment, and infrastructural improvements. By leveraging these theoretical insights, educators and policymakers can develop more effective strategies to enhance communicative language teaching and ensure its long-term success in Bangladesh.

4. Discussion

4.1 Addressing Teacher Training Deficiencies

To enhance the effectiveness of Communicative Language Teaching (CLT) in Bangladesh, it is imperative to develop comprehensive and practice-oriented teacher training programs. Currently, most training initiatives focus on theoretical knowledge rather than equipping educators with practical skills necessary for real-world classroom implementation. This gap in teacher preparedness results in ineffective CLT application, leading to a disconnect between pedagogical expectations and actual classroom practices. Addressing these deficiencies requires a multi-pronged approach, including hands-on workshops, peer mentoring, and continuous professional development (Karim et al., 2020).

Collaboration with international organizations and online training platforms can significantly enhance the quality of teacher training by exposing educators to global best practices in CLT. Furthermore, teacher education institutions should integrate CLT methodologies into their curriculum so that new teachers enter the profession with adequate instructional competence. Regular assessments and structured feedback mechanisms should be introduced to monitor training effectiveness, allowing for continuous refinement and adaptation to the needs of educators.

Currently, teacher training programs in Bangladesh offer only a basic introduction to CLT, with a predominant focus on theoretical frameworks rather than practical implementation strategies. Most programs fail to provide sufficient training on essential aspects such as lesson planning, interactive classroom management, and student-centered learning. As a result, many teachers struggle to create communicative environments in their classrooms, often reverting to traditional methods such as rote memorization and translation exercises. To bridge this gap, the following additional training components should be integrated into teacher development programs:

4.1.a Lesson Planning and Activity Design

Effective Communicative Language Teaching (CLT) requires structured lesson planning that fosters engagement and real-world communication. Lessons should align with curriculum goals while promoting meaningful language use through student-centered activities. Instead of rote memorization, teachers should employ task-based and project-based learning that encourages spontaneous and purposeful interaction. Role-plays, group discussions, and real-life simulations help students navigate communication challenges, think critically, and respond naturally. Activities like ordering food, asking for directions, or participating in mock interviews enhance fluency, while debates and storytelling exercises improve argumentation and creative expression.

To encourage spontaneous communication, lesson plans should include information gap activities, structured debates, and collaborative storytelling. These activities require students to generate language in real time rather than relying on scripted responses. Teachers should design engaging tasks where students exchange information, defend viewpoints, and construct narratives, fostering fluency and confidence.

Adaptability is key to effective lesson planning. Differentiated instruction allows teachers to modify lessons based on students' proficiency levels and learning styles. Flexible groupings enable peer collaboration, while multisensory approaches—such as visual aids, audio resources, and kinesthetic activities—ensure engagement. Scaffolding techniques, including sentence starters and visual cues, support learners in gradually building their communicative competence.

To make CLT effective, lesson content should reflect students' cultural and social contexts. Teachers should integrate relevant themes, such as Bangladeshi festivals and everyday interactions, to make language learning more relatable. Using authentic materials like newspapers, social media posts, and advertisements exposes students to real-world language use. Community-based projects, such as conducting interviews and surveys, extend learning beyond the classroom, reinforcing language application in practical settings.

A structured lesson should follow a logical sequence: warm-up activities to activate prior knowledge, introduction of a communicative task, guided practice with scaffolding, peer collaboration, and reflection. This approach ensures meaningful engagement and gradual skill development.

Technology enhances lesson planning by providing digital storytelling tools, virtual reality simulations, and online collaboration platforms. Apps like Duolingo, Quizlet, and Google Docs facilitate interactive learning, while virtual exchanges allow students to communicate with fluent speakers worldwide.

By incorporating communicative activities, differentiated instruction, real-world relevance, and technology, teachers can create dynamic and effective CLT lessons. Comprehensive teacher training is essential to equip educators with the skills needed to implement these strategies effectively, ensuring that students develop the language competence required for real-world communication.

4.1.b Technology Integration

Given the disparities in technological access across urban and rural schools in Bangladesh, a strategic and inclusive approach is required to integrate technology effectively into Communicative Language Teaching (CLT). While urban institutions may benefit from high-speed internet, interactive digital classrooms, and multimedia-based learning platforms, rural schools often face infrastructural limitations, including unreliable connectivity and insufficient access to digital resources. To bridge this divide, teacher training programs must include comprehensive guidance on leveraging both online and offline digital tools, ensuring that all educators can facilitate language learning regardless of resource constraints.

Educators should be trained to incorporate mobile learning applications, radio programs, and offline digital content to supplement traditional teaching methods. Open-access platforms and government-sponsored digital education initiatives can provide an extensive repository of audio-visual materials, which can be adapted to meet diverse learner needs. Additionally, integrating digital storytelling, virtual language labs, and multimedia-enhanced instruction can foster interactive learning experiences, improving students' communicative competence.

For institutions with limited internet access, alternative strategies must be explored to ensure equitable learning opportunities. Recorded audio lessons, pre-loaded educational content on USB drives, and community-based language learning hubs can offer sustainable solutions. Furthermore, mobile-based assessments, including SMS-delivered quizzes and voice-based interactive

exercises, can facilitate continuous learning and engagement without the need for high-bandwidth connections.

Another crucial aspect of technology integration involves ensuring digital literacy among educators. Many teachers, particularly those in rural areas, lack formal training in utilizing educational technology. Targeted workshops and professional development programs should be implemented to equip teachers with the necessary skills to integrate digital tools effectively. These sessions should cover essential topics such as designing interactive digital lesson plans, utilizing free and low-cost digital resources, and engaging students through gamified language learning applications.

Blended learning models can also play a transformative role in CLT implementation. By combining face-to-face instruction with digital interventions, educators can create a flexible learning environment that accommodates diverse student needs. Digital collaboration tools, such as online discussion forums and peer-to-peer language exchange platforms, can extend classroom interactions beyond traditional learning spaces. Schools should also encourage students to participate in online English learning communities, where they can practice communication skills in real-world contexts.

To ensure the long-term sustainability of technology integration, policymakers must work toward reducing the digital divide by improving school infrastructure and providing subsidies for internet access and digital devices. Public-private partnerships can be instrumental in expanding technological resources to underprivileged institutions, ensuring that every student—regardless of socioeconomic background—has access to quality language learning opportunities.

By implementing these strategies, technology can serve as a powerful enabler in CLT classrooms, fostering a more dynamic, engaging, and inclusive learning environment that supports students in developing essential communicative competencies.

4.1.c Classroom Management Strategies

Effective classroom management is essential for the successful implementation of Communicative Language Teaching (CLT), particularly in contexts where large class sizes and limited student participation create challenges. In many Bangladeshi classrooms, teachers must navigate overcrowded environments with limited resources while ensuring that students remain engaged in

communicative activities. To address these challenges, teachers should be trained in management strategies that foster an interactive, student-centered learning environment, ensuring that all students have opportunities to practice and develop their language skills.

One of the most effective strategies for managing large classes is organizing small group discussions. Instead of conducting lessons in a traditional teacher-centered manner, educators can divide students into smaller groups where they engage in structured dialogues, debates, or collaborative problem-solving tasks. This approach allows students to interact more frequently, reduces the pressure of speaking in front of large audiences, and creates a supportive learning environment. To facilitate meaningful interaction, teachers should assign specific roles within groups, such as discussion leader, note-taker, or question moderator, ensuring that all students actively contribute to the conversation.

Implementing peer-learning strategies can also enhance classroom engagement. Pair work and peer tutoring enable students to learn from one another, reinforcing their understanding of language concepts while building confidence. For example, stronger students can assist their peers in pronunciation practice, vocabulary development, and sentence construction, making learning a collaborative effort rather than a one-way process. Teachers should provide clear guidelines on peer interactions, ensuring that feedback is constructive and that students remain on task.

Another crucial component of classroom management in CLT is the use of interactive questioning techniques. Instead of relying on yes/no or one-word-answer questions, teachers should pose open-ended questions that encourage students to elaborate on their responses. Techniques such as think-pair-share, Socratic questioning, and elicitation strategies help students engage more deeply with language structures and meaning. Teachers should also create an encouraging classroom atmosphere where students feel comfortable making mistakes, as errors are a natural part of the learning process. Positive reinforcement, such as acknowledging effort and improvement, can help students develop confidence in their communicative abilities.

Balancing teacher-led instruction with student-centered activities is another key aspect of effective classroom management. While some direct instruction may be necessary, excessive teacher talk time can limit opportunities for students to practice communication. Teachers should focus on facilitating rather than dominating discussions, guiding students through activities while allowing them to take the lead in conversations and problem-solving tasks. This shift from a teacher-

dominated classroom to a learner-centered approach aligns with CLT's core principles and enhances student engagement.

Finally, fostering an inclusive learning environment is critical for student participation in communicative activities. Teachers should be mindful of students' varying proficiency levels and create opportunities for all learners to contribute. Encouraging participation through interactive games, real-life simulations, and culturally relevant discussions can make lessons more engaging and accessible to diverse student groups. By implementing these classroom management strategies, educators can create a dynamic, supportive, and communicative learning atmosphere where students feel motivated to develop their English language skills.

4.1.d Assessment Reform Techniques

Traditional assessment methods in Bangladesh, such as grammar-focused written exams, fail to capture students' communicative competence. While these tests emphasize accuracy in syntax and vocabulary, they do not assess essential language skills like fluency, pronunciation, interaction, and real-world communication. As a result, students may perform well on written tests yet struggle to express themselves effectively in spoken English. To align assessments with the principles of Communicative Language Teaching (CLT), teachers must be trained in designing evaluation strategies that measure students' practical language abilities rather than just their theoretical knowledge.

One key alternative assessment strategy is **oral examinations**, which directly evaluate students' speaking and listening skills. Instead of relying solely on written tests, teachers can conduct structured oral assessments where students respond to prompts, engage in conversations, or participate in simulated real-life scenarios. These assessments should measure fluency, coherence, pronunciation, and the ability to interact meaningfully. Teachers must be trained in creating effective rubrics that provide clear criteria for evaluating oral proficiency, ensuring fairness and consistency in grading.

Project-based assessments offer another valuable method for evaluating students' communicative competence. Assignments such as research presentations, storytelling, or real-world problem-solving projects encourage students to use English actively and creatively. For example, students could conduct interviews, create short documentaries, or participate in community-based language

projects where they practice English in authentic contexts. Such tasks not only enhance linguistic skills but also promote critical thinking and collaboration—key competencies in modern education.

Peer evaluations can also be incorporated into assessment frameworks to foster collaborative learning. Students can provide structured feedback on their classmates' presentations, debates, or role-play activities, helping them develop self-assessment skills and greater awareness of effective communication strategies. Teachers should guide students on how to give constructive feedback, ensuring that evaluations are supportive and focused on improvement rather than criticism.

Real-world communicative tasks further strengthen assessment alignment with CLT. Role-plays, debates, group discussions, and interactive simulations provide students with opportunities to demonstrate language skills in meaningful contexts. For example, instead of simply writing an essay about travel experiences, students could engage in a simulated conversation where they book a hotel, ask for recommendations, or discuss cultural differences. Such tasks encourage spontaneous communication and help students build confidence in using English beyond the classroom.

In addition to alternative assessment strategies, **formative assessments** should be emphasized. Unlike summative assessments, which measure student performance at the end of a term, formative assessments provide continuous feedback throughout the learning process. Techniques such as reflective journals, self-assessment checklists, and teacher-student conferences allow learners to track their progress and receive targeted support. This approach shifts the focus from memorization and test scores to continuous skill development, ensuring that students improve their communicative abilities over time.

By integrating these alternative assessment strategies, Bangladesh can bridge the gap between CLT theory and practice, ensuring that students are evaluated on their ability to use English in real-world situations. Training teachers to implement these methods will not only improve the quality of language instruction but also equip students with the communicative competence necessary for academic achievement and professional success. Moving away from rigid, grammar-based assessments toward dynamic, communicative evaluations will foster a more holistic and effective approach to English language education.

4.2 Resource Allocation and Classroom Management

Reducing student-teacher ratios through strategic resource allocation is critical for effective CLT implementation. Schools should adopt rotational class structures, which allow for smaller group interactions and more individualized attention. Investing in teacher assistants can alleviate the burden on educators by supporting classroom management and providing targeted support during group activities. Additionally, integrating digital resources such as interactive software and multimedia content facilitates engaging, student-centered learning experiences (Hamid & Baldauf, 2008).

Government policies must prioritize increased funding for infrastructural development. Enhanced financial support will ensure that classrooms are equipped with essential learning aids, including modern audiovisual equipment, interactive whiteboards, and access to digital libraries. Collaborative teaching practices should be encouraged, with teachers working together to manage larger classes effectively. The implementation of small group activities can further enhance student engagement and allow for differentiated instruction.

Exploring hybrid learning models, which blend in-person instruction with digital support, offers an efficient strategy to maximize resource utilization. Such models not only optimize classroom space and technological tools but also provide flexibility to adapt to varying class sizes and learning needs. These measures, combined with a well-planned resource allocation strategy, are essential for creating an environment conducive to effective communicative language learning.

4.3 Technological Integration

Integrating technology in CLT can be facilitated through low-cost mobile applications, interactive digital boards, and government-supported ICT initiatives. Providing teachers with digital training and access to online teaching materials can improve CLT adoption (Rahman et al., 2018). Schools should introduce blended learning strategies where digital tools complement traditional classroom instruction. Language learning apps, virtual classrooms, and multimedia resources support the development of communicative competence beyond school hours, while mobile-friendly platforms help bridge technological disparities in rural areas.

In contexts where internet access is limited, alternative solutions must be prioritized. Offline digital resources, such as pre-loaded educational content on USB drives or DVDs and locally managed

intranet networks, offer continuous learning opportunities without reliance on stable connectivity. Additionally, radio-based language programs and community-based digital kiosks can provide access to quality content in remote regions. SMS-based learning modules and voice-based instructional services, delivered through basic mobile networks, serve as low-cost solutions to support language development. Establishing designated community centers or hubs with periodic internet access can further enable teachers and students to download updated materials. These comprehensive strategies, coupled with robust digital training for educators, can enhance the effectiveness of CLT even in low-connectivity environments.

4.4 Addressing Socioeconomic Inequality

Government policies should prioritize support for underprivileged schools by allocating funds to establish well-equipped English language labs and by offering scholarships that enable students to access quality language education. Targeted community-led language initiatives can create local centers of excellence, offering remedial classes and immersion programs that expose students to English in real-world contexts (Chowdhury & Kabir, 2014). Language immersion programs, for example, can incorporate practical activities such as local field visits and interactive workshops that simulate everyday communicative situations.

Partnerships with non-profit organizations can further enhance resource allocation, enabling the setup of mentorship programs that connect urban students with their rural counterparts, thereby fostering linguistic and cultural exchanges. Providing subsidized internet services and affordable digital devices is crucial to ensure that students from marginalized backgrounds have the means to engage with online learning platforms. Additionally, parental involvement programs can be introduced to equip families with strategies to support English language learning at home, reinforcing classroom instruction and building a more inclusive educational environment.

4.5 Enhancing Assessment and Evaluation Methods

Current assessment practices in Bangladesh predominantly rely on written examinations, which fail to capture the full spectrum of students' communicative competence and oral proficiency. To align evaluation methods with the principles of Communicative Language Teaching (CLT), several concrete reforms are proposed.

First, standardized speaking and listening assessments should be developed. These assessments would incorporate role-play simulations, structured interviews, and interactive tasks designed to evaluate fluency, pronunciation, and overall communicative ability using detailed rubrics based on established frameworks, such as the Common European Framework of Reference for Languages (CEFR). Implementation could begin with pilot studies in selected schools, followed by a gradual, ministry-supported rollout that includes targeted teacher training sessions.

Second, portfolio-based assessments offer a viable alternative for continuous formative evaluation. Students would maintain portfolios containing recorded oral presentations, group discussion recordings, reflective journals, and self-assessment reports. Standardized guidelines and submission intervals would be established, while specialized training workshops would equip teachers with the skills to assess these portfolios reliably.

Third, incorporating structured peer assessments and performance tasks can further enhance evaluation. By engaging students in group debates, role-plays, and project-based activities, educators can assess real-world language use and collaborative skills. The implementation of this approach would involve developing standardized templates and integrating dedicated modules into teacher training programs to facilitate effective peer assessment.

Fourth, integrating digital tools into assessment practices is critical, particularly given the diverse technological landscape in Bangladesh. In regions with stable internet access, virtual language labs, mobile applications, and multimedia resources should be utilized to record and evaluate oral tasks. For areas with limited connectivity, offline digital resources—such as pre-loaded educational content on digital devices and SMS-based oral tasks—offer practical alternatives. Collaboration with ICT departments and periodic digital training workshops for teachers will be essential for the effective deployment of these tools.

Finally, comprehensive teacher training for assessment reform is paramount. Training programs must incorporate modules on designing and implementing these alternative assessment strategies, emphasizing both formative and summative approaches that reflect authentic language use. Continuous professional development through in-service training sessions, workshops, and structured feedback mechanisms will ensure that educators are well-equipped to evaluate communicative competence accurately.

Collectively, these reforms are expected to create a robust assessment framework that not only measures language proficiency more holistically but also supports the broader pedagogical objectives of CLT in Bangladesh.

4.6 Promoting Extracurricular Language Activities

Extracurricular language activities serve as a critical supplement to formal classroom instruction, providing students with immersive opportunities to develop communicative competence. Evidence suggests that participation in English clubs, drama performances, storytelling sessions, and public speaking events fosters an environment where language use becomes dynamic and contextually rich. Such activities encourage spontaneous communication, improve fluency, and build confidence in using English in varied social contexts.

To operationalize this approach, schools should implement structured programs that integrate extracurricular activities into the regular academic calendar. For example, establishing English clubs with regular meetings can facilitate informal conversation practice and debate sessions. Drama performances and storytelling sessions, organized as part of annual cultural events, offer platforms for creative expression and collaborative learning, while dedicated public speaking events can enhance critical thinking and presentation skills.

Moreover, institutional partnerships with cultural institutions, embassies, and language learning centers can further enrich these programs. Such collaborations may include guest lectures by native speakers, cultural exchange workshops, and demonstration classes that provide authentic language exposure. In addition, leveraging digital platforms—through online forums, social media groups, and digital storytelling projects—can extend learning beyond school walls. These platforms offer interactive spaces where students can engage in asynchronous discussions, share multimedia projects, and participate in virtual language contests.

Implementing these initiatives requires a coordinated effort between school administrations, local education authorities, and community stakeholders. Formal guidelines, adequate funding, and targeted teacher training are necessary to ensure that extracurricular activities align with educational objectives and effectively support language acquisition. Collectively, these measures promise to create a more vibrant, engaging, and effective environment for language learning in Bangladesh.

4.7 Strengthening Policy Implementation and Stakeholder Collaboration

The successful implementation of Communicative Language Teaching (CLT) in Bangladesh necessitates a coordinated effort among policymakers, educators, students, and community stakeholders. While CLT has been introduced as a pedagogical approach, its effective adoption has been hindered by inadequate teacher training, resource constraints, technological disparities, and assessment limitations. Addressing these challenges requires the formulation of a robust policy framework supported by a clear implementation strategy, active monitoring, and collaborative partnerships.

4.7.1 Developing a National Action Plan for CLT

A well-defined national action plan for CLT integration should be developed, incorporating specific objectives, implementation timelines, and measurable outcomes. The plan must outline key areas such as curriculum reforms, teacher training enhancements, technological integration, and assessment innovations. A dedicated governmental task force, in collaboration with educational experts and practitioners, should be established to oversee the implementation and continuous refinement of CLT policies. This task force should ensure that policy recommendations are contextually appropriate and adaptable to the diverse educational landscapes of urban and rural Bangladesh.

To ensure transparency and accountability, the action plan should include regular performance audits, progress reviews, and stakeholder consultations. The establishment of regional monitoring units within the Ministry of Education can facilitate localized policy assessments and provide feedback mechanisms to address implementation gaps effectively. Additionally, these units should work closely with school administrators and teacher associations to ensure that policy directives align with classroom realities.

4.7.2 Strengthening Local Education Authorities' Role in CLT Implementation

Local education authorities (LEAs) must be empowered to play an active role in monitoring and evaluating CLT initiatives. Given the variability in school infrastructure, teacher preparedness, and student demographics, LEAs should conduct periodic assessments to identify context-specific challenges and best practices. By gathering real-time data from schools, they can inform national

policymakers about the practical constraints of CLT implementation and recommend targeted interventions.

One of the key responsibilities of LEAs should be facilitating teacher training programs at the regional level. They should work in collaboration with teacher education institutions and NGOs to organize regular professional development workshops, ensuring that educators receive hands-on training in CLT methodologies. Furthermore, LEAs should establish teacher support networks where educators can share best practices, exchange lesson plans, and collaboratively develop communicative teaching materials.

4.7.3 Public-Private Partnership for CLT Resource Mobilization

Given the financial and infrastructural challenges associated with CLT adoption, fostering partnerships with NGOs, private sector organizations, and international educational bodies can help bridge resource gaps. The government should encourage private sector investment in education, particularly in the areas of technological integration, teacher training, and resource distribution.

Private technology firms can be engaged to develop and distribute low-cost digital learning materials, mobile applications, and interactive classroom tools tailored for CLT instruction. Moreover, corporate social responsibility (CSR) initiatives should be leveraged to fund teacher training scholarships, provide free digital resources, and support infrastructure development in underprivileged schools. International organizations such as the British Council and TESOL International can also play a crucial role in bringing global expertise to Bangladesh, offering training programs and pedagogical resources aligned with CLT best practices.

4.7.4 Changing Societal Perceptions through Public Awareness Campaigns

Resistance to CLT in Bangladesh often stems from deeply ingrained traditional teaching methods and societal emphasis on rote memorization. Public awareness campaigns should be launched to change perceptions about communicative language learning, highlighting its benefits for academic success, career advancement, and global competitiveness.

These campaigns should utilize multiple communication channels, including television, radio, social media, and community outreach programs, to engage parents, educators, and students.

Community workshops and town hall meetings can also serve as platforms for dialogue, allowing stakeholders to voice concerns, share experiences, and understand the broader objectives of CLT adoption. Schools should play an active role in these initiatives by hosting orientation programs for parents, demonstrating the value of communicative approaches in real-life language use.

4.7.5 Strengthening Cross-Sector Collaboration for Sustainable CLT Implementation

For CLT to be sustainably integrated into the Bangladeshi education system, continuous collaboration between various stakeholders is essential. This includes partnerships between government agencies, schools, teacher associations, non-profit organizations, and international education bodies. A multi-stakeholder advisory committee should be established to facilitate ongoing dialogue, ensuring that policy decisions are evidence-based and contextually relevant.

Furthermore, research-driven policy adaptation should be encouraged. Universities and research institutions should be engaged to conduct longitudinal studies on CLT implementation, assessing its impact on student learning outcomes. The findings from these studies should be used to refine CLT policies and inform future pedagogical strategies.

By fostering strong policy implementation mechanisms, enhancing stakeholder collaboration, and promoting public engagement, Bangladesh can create an enabling environment for the successful adoption of CLT. This integrated approach will ensure that students receive the necessary linguistic skills to thrive in academic and professional settings, ultimately contributing to national development and global participation.

4.8 Responses and Results

4.8.a Teachers' Responses: To understand the challenges faced in implementing Communicative Language Teaching (CLT) in Bangladesh, teachers were surveyed on various aspects of their teaching experiences. Their responses provided valuable insights into the gaps between CLT theory and practice and highlighted areas requiring targeted interventions.

1. Teacher Training and Preparedness A major concern raised by teachers was the lack of adequate training in CLT methodologies. According to survey results:

- 72% of teachers reported that they had not received sufficient training on CLT.

- 65% admitted that they still relied heavily on the traditional Grammar-Translation Method (GTM).
- 58% mentioned that CLT workshops were too short and theoretical, offering little practical guidance.

To address these deficiencies, comprehensive and sustained professional development programs must replace short-term workshops. Training should incorporate hands-on activities such as lesson planning simulations, classroom management role-plays, and student-centered teaching demonstrations. Peer mentoring and online training platforms should be introduced to ensure continuous professional growth. Furthermore, a structured feedback mechanism should be implemented to assess the effectiveness of teacher training and refine methodologies accordingly. Rural teachers, who face additional accessibility challenges, should benefit from mobile training units and online certification programs tailored to their needs.

2. Availability of Resources and Logistical Support Teachers highlighted the severe shortage of resources necessary for CLT implementation:

- 79% reported inadequate teaching materials in schools.
- 63% lacked access to audio-visual aids or language labs.
- 81% found large class sizes (50–100 students) to be a barrier to communicative learning.

To ensure equitable access to CLT resources, a resource-sharing network should be developed at the regional level, allowing schools to access and exchange teaching materials, digital content, and multimedia resources. Government and non-governmental organizations (NGOs) must collaborate to establish low-cost digital resource centers, particularly in underprivileged areas. Schools should also be encouraged to adopt rotation-based classroom models, where small groups receive focused CLT instruction while others engage in independent or peer-led activities. Investing in teacher assistants to facilitate group-based CLT learning can significantly improve engagement in large classrooms.

3. Use of Technology in CLT Classrooms Teachers acknowledged the potential of technology but faced significant obstacles:

- 74% lacked training in digital tools.

- 56% encountered unreliable internet or electricity issues.
- Only 32% used multimedia regularly in classrooms.

To overcome these challenges, technology-based teacher training programs should be made a mandatory component of professional development. Schools should be equipped with alternative offline digital solutions, such as preloaded educational tablets, localized language learning applications, and radio-based instructional programs. A hybrid learning model, incorporating a combination of in-person teaching and mobile-based language practice, can help bridge the digital divide and ensure that technology enhances rather than hinders CLT implementation.

4. Socioeconomic Barriers Affecting CLT Implementation Teachers observed significant disparities in students' access to English learning opportunities:

- 68% reported that students from lower-income backgrounds had limited exposure to English outside the classroom.
- 54% noted minimal parental support due to language barriers.

To mitigate these disparities, localized community-led English learning initiatives should be developed, such as neighborhood-based English clubs, free online English workshops, and mentorship programs linking proficient speakers with learners. Government-backed financial aid programs should provide underprivileged students with essential learning tools, such as subsidized textbooks and digital learning resources. Additionally, parental involvement workshops can equip families with strategies to create an English-friendly home environment, helping bridge learning gaps outside the classroom.

5. Assessment and Examination Challenges Teachers expressed concerns over the current examination system:

- 77% believed national exams prioritized grammar and writing over speaking and listening.
- 61% admitted focusing on test preparation rather than communicative practice due to grading pressure.
- 82% suggested incorporating oral exams and project-based assessments.

A phased transition toward communicative-based assessment models should be introduced, beginning with pilot programs in select schools. Standardized oral proficiency assessments, structured group discussions, and interactive project-based evaluations should gradually replace grammar-heavy written tests. In addition, digital assessment tools such as recorded oral presentations and AI-assisted pronunciation evaluations can provide scalable solutions for evaluating communicative competence in large classrooms.

4.8.b. Students' Responses: Student feedback further illuminated the gaps in CLT effectiveness and provided insights into their learning experiences.

1. Challenges in Different Language Skills Students identified specific difficulties in learning English:

- 41% struggled most with speaking.
- 36% found listening challenging.
- 15% had difficulty with writing, while only 8% found reading difficult.

To address these concerns, schools should implement structured speaking practice sessions, such as language immersion hours and conversational practice forums, to build students' confidence. Introducing interactive listening exercises using multimedia and real-world audio content can improve listening comprehension skills.

2. Engagement in CLT Activities Student engagement levels varied:

- 48% enjoyed group discussions and role-playing exercises.
- 39% felt uncomfortable speaking in front of peers.
- 57% said CLT activities were not conducted regularly due to time constraints and large class sizes.

Classroom layouts should be restructured to accommodate small-group discussions, ensuring every student has opportunities to participate. Introducing a “safe space” speaking policy, where students are encouraged to speak without fear of mistakes, can help build confidence. Schools should also establish peer mentoring programs to increase student participation.

3. Access to Technology and Multimedia Students reported disparities in access to digital learning tools:

- 62% of urban students had computer and internet access at home, compared to only 27% in rural areas.
- 44% said their teachers occasionally used videos and online resources.
- 51% stated that lessons relied solely on textbooks and lectures.

To ensure equal access to technology, mobile-based and offline digital solutions must be scaled up. Schools should provide free access to digital language learning platforms through community learning centers.

4. Teacher Support and Classroom Environment Students provided feedback on teacher support:

- 53% felt encouraged by their teachers to participate in CLT activities.
- 42% reported receiving little guidance on improving their speaking skills.
- 61% wanted personalized feedback on pronunciation and fluency.

To enhance support, teachers should be trained in structured feedback techniques, including recorded speech assessments and personalized progress tracking. Digital platforms allowing students to submit recorded speaking assignments can provide individualized feedback.

5. Suggestions for Improving CLT Classes Students offered recommendations to make CLT lessons more engaging:

- 68% suggested more games and interactive activities.
- 55% wanted increased use of visual aids like videos and pictures.
- 79% reported that assessments focused mainly on reading and writing, with little emphasis on speaking and listening.

Interactive storytelling, digital role-playing, and gamified language-learning platforms should be integrated into the curriculum. The national examination structure should progressively incorporate oral assessments to align with communicative learning objectives.

Conclusion

This study has critically examined the challenges and disparities in implementing Communicative Language Teaching (CLT) in Bangladesh, identifying key obstacles such as inadequate teacher training, limited infrastructural support, misaligned assessment systems, and socio-economic barriers. These factors have hindered the transition from the traditional Grammar-Translation Method (GTM) to CLT, resulting in a disconnect between theoretical frameworks and classroom realities. The findings reveal that without targeted interventions, the adoption of CLT will remain inconsistent, failing to equip students with the communicative competence necessary for academic and professional success.

To bridge this gap, the study proposes a series of strategic reforms. Extensive and practice-oriented teacher training programs must replace one-time workshops, ensuring educators receive continuous professional development in CLT methodologies. Equitable distribution of resources, including digital learning tools and infrastructure, is essential for fostering a communicative learning environment, particularly in underprivileged and rural areas. Furthermore, integrating blended learning models and offline digital solutions can mitigate technological disparities, allowing CLT to be more effectively implemented across diverse educational contexts.

Assessment reform is another crucial aspect of sustainable CLT implementation. The study recommends transitioning from traditional grammar-focused exams to communicative assessments, including oral proficiency tests, portfolio-based evaluations, and real-world communicative tasks. A phased approach, beginning with pilot programs in select schools, will help refine these methods before wider implementation. Additionally, policy-level reforms must ensure that national assessments prioritize communicative competence, aligning evaluation criteria with CLT principles.

Beyond immediate policy and pedagogical interventions, the study underscores the need for collaborative efforts among educators, policymakers, and stakeholders. Public-private partnerships, international collaborations, and cross-sector engagement can help mobilize resources and expertise to support CLT implementation. The findings also highlight the significance of societal attitudes toward language learning, emphasizing the need for awareness campaigns to shift cultural perceptions and encourage student participation in communicative activities.

While this study focuses on Bangladesh, its findings have broader implications for other nations facing similar linguistic and educational challenges. The recommendations presented provide a roadmap for improving CLT adoption in resource-constrained environments, contributing to the global discourse on effective language instruction. By investing in sustainable and inclusive educational practices, Bangladesh can bridge the educational divide and foster a new generation of confident, proficient English speakers prepared for global engagement.

References

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.

Chowdhury, T. A., & Kabir, M. M. (2014). The challenges and prospects of Communicative Language Teaching (CLT) in Bangladesh. *International Journal of Language and Linguistics*, 2(3), 108-116.

Engeström, Y. (2001). Expansive learning at work: Toward an activity theoretical reconceptualization. *Journal of Education and Work*, 14(1), 133-156.

Freire, P. (1970). *Pedagogy of the Oppressed*. Continuum.

Haider, M. Z., & Chowdhury, T. A. (2020). Challenges and opportunities of CLT in Bangladesh. *Asian EFL Journal*, 22(3), 45-66.

Hamid, O. M., & Baldauf, R. B. (2008). Will CLT ever work in Bangladesh? *Asian EFL Journal*, 10(2), 65-93.

Hossain, M. (2018). Integrating technology in CLT classrooms: The Bangladeshi perspective. *International Journal of Educational Technology*, 8(2), 67-80.

Karim, K., & Mohamed, N. (2019). The role of teacher training in CLT implementation in Bangladesh. *Language Teaching Research*, 23(4), 525-548.

Karim, K., Mohamed, N., Ismail, S. A., & Rahman, M. M. (2020). The role of teacher training in CLT implementation in Bangladesh. *Language Teaching Research*, 23(4), 525-548.

Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language Teaching*, 40(3), 243-249.

Littlewood, W. (2013). Developing communicative competence: A revisited perspective. *Applied Linguistics*, 34(4), 423-445.

Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.

Piaget, J. (1952). *The Origins of Intelligence in Children*. W. W. Norton.

Rahman, S. (2015). The implementation of CLT in Bangladesh: Challenges and prospects. *Journal of Language and Education*, 9(1), 23-38.

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge University Press.

Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.