Effectiveness in Teaching with CLT method: the Role of Instructor

Sofe Ahmed
Adjunct Faculty of English, Leading University, Bangladesh.

Abstract
In teaching English by either traditional or modern method role of teacher is quite vital for the fruitfulness or effectiveness in teaching. A teacher indeed plays the role of a bridge between the method and learners. Learners can’t reach the method until that bridge or teacher functions properly. In other words, success of teaching or implementation of teaching method mainly depends on the expertise of teachers. Surveys and studies in the field of ELT in Bangladesh prove this reality (Ahmed, 2012). Many of the researches in this field find that it is the teachers of English because of whose lack of skill the implementation of newly introduced Communicative Language teaching lag behind (Ahmed, 2012). This is why it is very important to conduct continuous research and surveys in this arena. But unfortunately the current efforts of scholarly research in the field of teaching or teachers’ performance are not up to the mark. This study is an attempt to focus on some of the problems regarding the role of teachers in the classroom particularly in teaching English by CLT method and find probable solutions. Finally the study aims to draw the attention of researchers to launch adequate research in this field in order to find out more appropriate solutions for better performance and effectiveness of teaching particularly in Bangladesh.

Introduction
With global demand of learning English, interest in the profession of teaching English is getting increased. But the supply of qualified teachers is not up to the mark particularly in non-native countries like Bangladesh. Though the quantity of English teachers or professionals has a gradually upward flow, but quality is questioned. As the trend of choosing this profession is greatly lies with commercial purposes, question of maintaining or achieving academic standard is therefore ignored. But academicians do agree that there should at least be an average criterion and monitoring in the case of teaching standard of public educational institutions. Research is therefore significant in this field. This study attempts to discuss some factors which can have great influence on the performance of teachers and thus bring better outcome or effectiveness in learning.

Orientation and Determination of Career-Goal
Majority of the teachers start his or her teaching as a conventional duty. They come to class and tend to finish the designed syllabus focussing on some exam oriented practices. Students find nothing to dream or determine to learn a foreign language. Learning and teaching happen there mechanically other than spontaneously and enthusiastically. It is therefore important for the teachers to make students dream of the fruit of his or her effort of learning English thoroughly.

The Relation between Teacher and Students
It is often suggested in modern teaching methodology that the relation between teacher and students is expected to be friendly and frankly other than a relation of superior and inferior. But, this principle is not always practiced. Here relation is sometimes defined on the basis of financial benefit of tuition, private coaching etc. which are not available to the learners of underprivileged class. Teachers must reconsider this tendency and should be service oriented.

Teachers’ Basic Need
It is the fact and bitter reality in Bangladesh that teachers are quite poorly salaried employees of government why they have to struggle and involve themselves in other business beyond their academic responsibility. Consequently,
they can’t give the desired effort in the class to make the teaching effective. This solution can be provided by the noble, practical and conscious attention of government and concerned authority. Teachers should also be morally strong enough to control their greed and perform the given task accordingly, because sometimes their need can’t be defined by themselves; it becomes endless where money is the ultimate goal other than teaching.

**Training**
Lack of training regarding the new method or methodologies of teaching is greatly responsible for ineffective teaching. That’s why teacher should realize that there is no alternative of this practice being well trained before they start teaching particularly any newly introduced subject. Authority of educational institutions must look at this background of training of a candidate before they recruit him or her.

**Transparency**
Strict and harsh attitude of teachers no doubt make the class burdensome and dull to learners. It is quite harmful for the fruitfulness of teaching particularly in the language classes where interaction plays vital role or is a mandatory task for making the teaching effective. (Ara,2004)

**Use of Supplementary**
Supplementary in many cases shakes monotony in a class of long duration. In language classes new contextual language based task; story, fun, acting etc. can be prepared by the teachers before they start classes. Wingate is in this case in favour of telling short personal story on a given topic (Wingate,2003).

**Sincerity and Honesty**
Teachers’ commercial attitude sometimes makes the students inattentive and less sincere in receiving instruction from him or her. Whereas a teacher’s sincerity could more effectively draw the attention of a student and can take learners close to a teacher that ultimately result an expected friendly environment of learning.

**Language of Teacher**
Some teachers characteristically become a bit less conscious that they use informal language in dealing with their students. Students feel unready and embarrassed and in such situation. This humiliation makes gap between learners and teachers which ultimately hampers their interaction and is considered to be an essential part or technique of teaching.

**Treatment of Students Regarding Age**
Learners’ expectation of teachers’ treatment with them varies as their age varies or increases. Teachers should therefore understand the psyche of students and must not mingle their treatment of young learners with adults’.

**Students Satisfaction**
Students’ satisfaction is one of the ultimate goals of an effective class and a key to success of making students satisfied is to ask and value their opinion regarding the presentation and interpretations of learning items. A sample ‘evaluation sheet’ is provided below which can used to get an idea of how to ask learners opinion and evaluate the effectiveness of a lecture after delivering it.
### Evaluation Sheet (evaluation and review of the class by the students)

<table>
<thead>
<tr>
<th>Formal comment</th>
<th>Topic:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the topic easily understood?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do you feel it easy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was it difficult? Why?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do you think it could be understood more easily? Your formal suggestion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Conclusion
The effectiveness of a class is largely dependent upon teacher. He or she is the key to make the class effective. And it is a continuous process of evaluation, analysis, and study why a class is or is not effective. This task of thinking is indeed the part of spontaneous responsibility of a teacher. If he or she is self conscious and responsible, it will be much more effectively than any other efforts.

#### References


