Report On

Teaching English Grammar to Primary Level Students

By

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Declaration

It is hereby declared that

1. The internship report submitted is my original work while completing degree at Brac University

2. The report does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The report does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I have acknowledged all main sources of help.

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Executive Summary

This report is based on the experience of my internship at ACADEMIA School with a focus of identifying how the teachers are teaching English grammar to the primary level students who are learning English as a second language. I worked hard to find out the different techniques of the teachers of teaching grammar. During my internship I sincerely tried to apply all my knowledge that I had acquired from different courses of ELT. In this paper, I have also provided some recommendation and suggestion in case of teaching grammar to the primary level learners.

Table of Content

List of Acronyms

GTM   Grammar Translation Method

CLT   Communicative Language Teaching

GBT   Grammar Based Teaching

FonF   Focus On Forum

MALL   Mobile Assisted Language Teaching

CCTV   Closed-Circuit Television

Chapter 1

Introduction

English is widely practiced as a second language in Bangladesh. There are many Bangla medium schools in our country which are giving the opportunity to the students to learn English as a second language. On the other hand, there are some English medium schools in Bangladesh that are following the British curriculum in the education process. Therefore, these students are learning English as a second language as well as their basic language to learn other subjects following the British Edexcel curriculum.

This British Edexcel Curriculum is followed in the school named ACADEMIA situated in Lalmatia, Dhaka, Bangladesh. The school was established in 2002 with the view to provide quality academic programs in English medium leading to IGCSE/O' Level examinations. I got the opportunity to work as an intern in the junior section of Academia as a substitute English language teacher of class 3 in September, 2018. My internship was for three months. So I worked there till December, 2018. Throughout the internship process, I was allowed to observe various English classes as well as taking some classes which provided me the opportunity to explore the different techniques of the teachers teaching English grammar to the young fresh learners.

I would also like to mention that the learning environment of the school was satisfying. Each of the classrooms was well decorated. The walls had various colorful paintings drawn by the teacher and also had some motivational quotes written on the walls. This helped the students in visual learning as well.

Chapter 2

Literature Review

Grammar is an essential element of a language. In order to learn the target language effectively one has to have a good grasp on the grammar of the target language. According to Wang (2010) grammar, as a lot of standards for picking words and assembling words to make sense, plays a big role in language teaching. This is why the teachers or facilitators concentrate much on grammar teaching in order to make the teaching-learning process more effective. Ellis (2006) stated that linguistics provides a variety of range of grammar such as structural grammar, generative grammar and functional grammar. Traditionally, the most adapted grammar teaching techniques deals with the structural or descriptive grammar that helps to learn the language in use accordingly. However, grammar teaching depends much on the individual beliefs and techniques of the teacher or instructor. From the previous ages to the modern age, till now, grammar teaching has developed various theories, approaches and techniques. Therefore, in this chapter, we are going to look at the different theories and approaches suggested by various scholars. We are also going to look at the recent modern techniques of teaching grammar to young learners.

2.1 Theories and Approaches of Teaching Grammar

To begin with, Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) are two popular methods of language teaching but grammar is taught differently in the methods. Natsir and Sanjaya (2010) pointed the difference between these two methods by stating that, in terms of the grammar, GTM method emphasises that learners must understand the grammar before producing the sentence of text whereas in CLT they focus on the students' willingness to communicate with the target language and check or revise the students' grammatical mistakes after producing the language. In other words, GTM

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focuses on deductive grammar teaching and CLT focuses on inductive grammar teaching. Widodo (2006) also mentioned the deductive and inductive methods of teaching grammar. According to him, when grammar is taught in the deductive approach, learners are provided the grammar rules and examples are told to memorise them and then are asked to apply the rules to other examples. On the contrary, in inductive approach, learners are provided with the examples first and then from the examples a particular rule or principle is formed (p. 123). In addition to that, Sik (2015) suggested that the academic success of learners, the deductive teaching group is more successful and more proficient in using the structures that were taught in the grammar sessions. The survey conducted by him among teachers concluded that deductive teaching works better with the learners when the academic success and proficiency levels are examined.

Another theoretical approach of grammar teaching deals with the Grammar Based teaching (GBT) and Focus On Form (FonF) teaching. Azar (2007) mentioned that Grammar Based teaching (GBT) and Focus On Form (FonF) blends grammar and communicative teaching, but approach the integration of grammar into a curriculum differently. She further added that, generally, FonF seeks to integrate a grammar component into a communicative language teaching (CLT) curriculum and GBT seeks to integrate CLT into a structured syllabus, mostly in a single class with a larger, different curriculum. Simply stated, the issue facing practitioners today is whether to teach grammar separately but integrated with CLT methods. The issue of integrated teaching is discussed in the later section of this chapter.

Scholars also explained the approach that deals with the implicit and explicit knowledge on grammar. Burges & Etherington (as cited in Uysal and Bardakci, 2014) investigated teacher beliefs regarding grammar teaching and found that teachers in general believe that grammar is central to language learning and students require direct and explicit teaching of grammar rules for accuracy. Explicit knowledge is the conscious knowledge of grammatical rules

learned through formal classroom instructions (Widodo, 2006). On the other hand, implicit learning is the subconscious learning. This is more like how a child learns his or her first language subconsciously. The child subconsciously learns all the elements of the language without any educational or formal learning. Farrell and Particia (2005) conducted an interview where Daphne shared her experience as a teacher. Daphne (as cited in Farrell and Particia, 2005) stated that she herself went through the process of explicit learning and therefore her belief of explicit instruction of grammar rules are more beneficial for her students.

Scholars have also concentrated on the real life context of teaching grammar and have shown how effective regular practice of grammar can be in case of language learning. Ellis (as cited in Richards &Renandya, 2002), suggested that most of the teachers like to teach the grammar of the target language in such a way so that the learners can use these in everyday life communication. In this approach, the learners are provided with the structures and rules of various grammatical elements and they are allowed to practice those in a regular basis. Different types of practice works are mechanical practice, contextualised practice and communicative practice. The mechanical practice is more like substitution practice. Contextualised practice refers to the examples from the real life situations and they are practiced accordingly. She further added that, the communicative practice refers to the classroom activities, gap activities that give the opportunity to learn grammar more effectively (p. 167). It can be said that, the ultimate goal of practice activities is to develop the kind of automatic control of grammatical structures that will enable learners to use them productively and spontaneously in everyday life.

2. 2 Different techniques of teaching grammar

Teaching grammar basically depends on the personal beliefs and techniques of a particular teacher. Therefore, the techniques of grammar teaching vary from one to another teacher. This section of the chapter demonstrates different teaching techniques adapted by teachers or facilitators from time to time.

2.2.1 Traditional Grammar Teaching

According to Widodo (2006), grammar teaching has been traditionally dominated by a grammar-translation method where the use of first language is clearly important to elicit the meaning of target language by translating the target language into native language. In this method teachers are not able to implement different techniques of their own as the traditional way requires the same drilling technique. When inductive method of teaching grammar was introduced it added a different motion of grammar teaching by introducing group works, pair works and so on. The analysis of Phipps and Borg (2009) highlighted the teachers' stated beliefs and their practices, mainly related to inductive and contextualised presentation of grammar, meaningful practice and oral group-work. Some of these tensions were consistent, while others were specific to particular grammar points and lessons.

2.2.2 Integrated Grammar Teaching

Integrated grammar teaching deals with teaching the content as well as teaching the grammatical items at the same time rather than teaching it separately. Burns (2009) conducted a survey that was done with the teachers on the topic of whether they prefer teaching grammar as separate language element or integrate it into classroom tasks and texts. The survey result shows that the majority of the teachers prefer to integrated grammar approach than the separated way as more effective teaching and learning process. According to the survey results, teachers' decisions about grammar teaching shows that students need grammar to scaffold their learning effectively so that they can achieve particular skills in the

target language. Thus, teachers will always need to make decisions about whether grammar should be integrated before, during or after classroom activities. On the other hand, Verenikina (2008) concentrated on some basic techniques of scaffolding such as breaking the tasks into smaller pieces, modeling and demonstration, which are relatively easy to grasp and implement in case of integrated grammar teaching.

Another survey conducted by Borg and Burns (as cited in Petraki and Hill, 2010) analysed teachers convictions and practices about the integration of grammar and skills from 18 different countries. They noted that the teachers did not appreciate the ideas of teaching grammar items in isolation rather they agreed that integration of grammar with skills leads to the active participation of students as well as help to build student confidence and satisfaction.

2.2.3 The modern grammar teaching techniques adapted by teachers

The modern technique of teaching grammar is very different from the traditional drilling technique where students were bound to memorise the rules and structures of grammar elements. In today's modern age primary level language learners are exposed to various modern techniques in case of grammar teaching. Teachers are coming out of their traditional way of teaching grammars and are applying their own techniques in classrooms to teach grammar. Use of multimedia in the classroom, conducting various games have changed the boring and tiring way of teaching grammar into more exciting and interesting activity in the classrooms. According to Yolageldili and Arikan (2011), recreational games are a standout amongst the most ideal approaches to coordinate young students' vitality into language learning since young students like to be physically dynamic; in addition, they are inventive and innovative and they adapt intuitively. They conducted a survey among the Turkish EFL teachers and the results shows that majority of the teachers agree that playing games as a form of instruction is beneficial in the classroom while teaching the grammar explicitly. In

this regard, Saricoban and Metin (2000) suggested songs, verses and different kinds of games can help teachers to teach in a friendly atmosphere rather than making it a strict teaching process. They further added that, while singing the songs or verse the basic features of grammars can be taught and later when the grammar practice is concerned the teacher can use the songs and verse to apply different techniques such as- gap fills or close texts, focus questions, true-false statements and so on. Another research conducted by Arikan and Taraf (2010) with the Turkish young learners showed that the arrangement of related animated cartoon can provide visual support to the young learners in case of learning a new language and will help them to contextualize accordingly. On this note, Shima, Paris and Yussof (2012) suggested board games in case of grammar teaching. The study conducted by them among Malaysian ESL students showed that using board games instead of text books while teaching grammar motivates the students in a great extent and helps them to learn the language effectively. Another study by Wang (2010) with the Taiwanese Primary school students showed the application of different communicative language games while teaching the students the target language and how it helps to create a supportive environment in case of language teaching. Moreover, according to Widodo (2006), grammar teaching in the modern age should be innovative as well as effective in the classroom pedagogy. He also suggested a five step procedure of teaching grammar which includes building up knowledge about the grammar rules, eliciting the rules, familiarising students with the rules, students' activation of the rules and enrichment of those rules.

Teaching grammar to the primary learners has gone to another level with the use of latest mobile phone technologies. This learning process is known as Mobile Assisted Language Learning (MALL). Kukulska-Hulme (as cited in Begum, 2011) suggested that with MALL learners can get to language learning materials, and to speak with their instructors and companions, at whenever, anyplace. Also, different apps are introduced in the mobile phones

and with the help of those apps primary learners are learning the language with a cheerful mind. 'Pogg-spelling & verbs', 'super why', 'flashcard' and other applications are created to help the kids of the 6-10 age group in the process of learning English language and its grammatical elements (Gangaiamaran & Pasupathi, 2017).

Chapter 3

Theories into Practice and My Experience

During the three months of my internship in the Academia School, I got to work as an English language substitute teacher of class 3. However, I was also allowed to observe the English language classes of class 2, Class 3 and class 4. The students are mostly aged between 9-10 years old and have the basic idea of the target language. All the classroom interaction between the students and the teacher took place in the target language, English.

The students had 3 English language classes every week. The teachers concentrated on teaching the students three different English language elements each day. For example- one day the teacher taught grammar, the other day she taught comprehension and the third day was for enhancing the creative writing skill of the learners.

As I was allowed to observe different language classes, I got the opportunity to observe various teaching techniques of the individual language teachers of teaching grammar to the primary learners. Therefore, this particular chapter is divided into three parts where I am going to describe the grammar teaching techniques of the teacher's who were appointed as the English language teacher of class 2, 3 and 4 in the first part. The second part is going to be about my personal experience of teaching grammar to the elementary students of class 3 and in the last part of the chapter I am going to describe the other responsibilities that I fulfilled as an intern teacher. Hence, in this chapter, I will discuss my experience of working both as an observer and as a teacher in the light of the different theories mentioned in the literature review chapter.

3.1 As an Observer

In this part, I am going to describe the grammar teaching techniques of the English language teachers who were assigned to teach the students of class 2, 3 and 4. I have observed their

several classes and all of them followed the same techniques of teaching grammar to the students.

Class 2

The teacher of this class used to start the class by exchanging greetings with the students. There were 26 students in the class and English was the target language for both the teacher and the students. The teacher used the target language from the very beginning of the class and continued till the end of the class. On the other hand, the learners are at the beginning level of language learning process and know only the basics of the target language. They still lacked knowledge of proper grammar skill and comprehension. No translation or speaking in L1 was allowed in the class. Therefore, all the classroom discussions, the question-answer sessions were happening in the target language. Both the students and the teacher were communicating comfortably in English during the entire class period even though there were some errors.

After the greeting session, the teacher practised some simple physical exercise with the students. Later, when I asked her about the purpose of practicing this kind of exercise, she stated that in this way the students can warm up before the class and can give their full attention in the class accordingly. Then the teacher told the students to show her their right hand, left hand, fingers and so on. These were just the regular warm up sessions that the teacher practiced regularly to retain the attention of the students in the class period.

After the warm up session, the teacher introduced the topic of the lesson to the students which was 'Articles'. She wrote some rules of the article following the text book of the class on the board and told the students to copy them. After that the teacher explained those rules and provides some examples. She also used objects like-apple, ball, pen, marker etc to explain the use of articles. She provided examples like –

> I had a ball, I lost the ball yesterday.
>
> I have an apple. I am hungry. I am going to eat the apple.

Then the teacher asked the students if they had not understood anything and explains more in detail. Some students had questions and the teacher solved them for the students. After a while the teacher provided a worksheet on 'Articles' to the students which contained fill in the blanks. The worksheet contained the following paragraph:

> "Once there was a young man who was a shepherd. He worked for a rich farmer who had a large flock of sheep. The farmer was spread over seven large valleys. Each valley lay between eight large hills. And every hill, every valley was covered with the farmer's sheep. One day there was a storm. It was not an ordinary storm but an extraordinary storm! The young man had to drive all the sheep together, from all the seven valleys and eight hills and take them to shelter."

While the students were doing their work individually, the teacher monitored the activity actively. She was walking around, viewing and listening to the problems of the students which refer to the teacher's role of monitor actively (Scrivener, 2011).

In this particular grammar class, the teacher followed the Grammar Translation Method of language teaching mentioned in the first part of the literature review chapter where the teacher provides the rules of the grammar content and the students follow them accordingly (Natsir and Sanjaya, 2010). It was clearly visible that the teacher had a specific lesson plan in her mind and she followed her lesson plan accordingly. She followed the activity route map mentioned in Scrivener's book (2011, p. 40). She was not confused what to do one after another and was going with the flow. First, she introduced the topic of the lesson to the students. Then, she tried to elicit answers from the students. She wanted to know the

students' existing idea about 'Articles' before he provides certain instructions on it which refers to the theory of eliciting where information, ideas are drawn out from students' mind (Scrivener, 2011).

However, the teacher followed the traditional method of language teaching. She concentrated on the accuracy of the grammar rather than the fluency. She provided the grammar rules first and then explained those rules with some real life examples which refer to the method of deductive teaching (Widodo, 2006). The teacher also used realia like - apple, ball etc and the learners followed her accordingly. So it can be said that the learning was visual and auditory skill-focused. However, I believe that if the teacher had used the CLT method, the language learning process would have been more effective. She could have assigned the students some group activity rather than providing individual worksheet. The teacher also could have used group discussion sessions or role play sessions in order to teach articles to the students. The method that the teacher used only helped the learners to know the grammar rules. The learners did not get the chance to use the language content properly.

Class 3

I was also allowed to observe the English language classes of class 3. Not only that but also I took some grammar classes of this particular class as I was appointed as the substitute teacher. The English language teacher of this class was very free with the students than the teacher of class 2 and she followed the very traditional way of language teaching. The first class that I had observed of her was a lesson on English grammar where the teacher gives the students a lesson on "Interrogative pronoun" and "Possessive pronoun". To start with, the teacher and the students exchanged greetings and some students came to hug the teacher. This exchange of hugs showed the cordial relationship between the teacher and the students. Then the teacher told the students to go to their seats and sit down. Then the teacher told them to stand up and then again told them to sit down. After doing this stand up-sit down for

15-20 seconds the teacher finally told them to sit down. This was actually a warm up session for the students before starting the main lesson. After that, the teacher introduced the topic of the lesson to the students. The teacher asked the students if they have any idea on 'pronouns'. Some students raised their hand and gave answers. Then the teacher told the students about interrogative pronouns and possessive pronouns. The teacher also provided some examples and wrote them on the board for the better understanding of the students. Such as-

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1. This bag belongs to Betty. It is <u>hers.</u>

2. Munia, I forgot to bring my book. Can I borrow <u>yours</u>?

3. Do not touch this bat, it's <u>mine.</u>

4. Do you see the boy? He is a friend of <u>mine.</u>

5. That car belongs to Mr and Mrs Rahman. It is <u>theirs.</u>

6. <u>Who</u> painted these pictures?

7. <u>Whose</u> bag is this?

This was basically the traditional method of teaching grammar where the teacher initiated all the talking in the classroom and the students only followed the teacher's lecture. The students did not get the chance to participate in this kind of learning environment. The teacher finished the class by giving the students homework from the book.

I think the teacher could have made the class more interesting by assigning some group work or pair works to the students. Rather than following the traditional teaching method, the teacher could have used some flash cards and other materials to teach the students the grammar elements as a modern technique (Gangaiamaran & Pasupathi, 2017). The group or peer discussion could have also given the opportunity to the students to participate in the learning process more effectively.

Class 4

Finally, in this part I will share my experience of observing English language classes of class 4. In my opinion, this class was better than the classes of the previous two language teachers. What we saw previously is that the teachers of class 2 and 3 implemented some refreshing activities before the class but all the classes were conducted very traditionally with the help of GTM Method and explicit learning. On the contrary, the English language teacher of class 4 used different techniques to teach the students English grammar. I have observed the classes were the teacher taught the students English grammar elements like – punctuation, parts of speech etc. The teacher did not follow the traditional way of teaching grammar by providing the rules first. For example while teaching punctuations; she tactically went to the topic of the lesson by conversing without any pause in the sentences. Like- "Do you know my dear students what happened to me last night I witnessed a car accident when I was going back from work I saw a bus hit an old man and the man was lying on the street with blood nobody came to help the man."

Hearing, the sentences without any pause or intonation the students realised that there were some problems on the sentences which their teacher was uttering. Then the teacher finally explained them what was wrong in those sentences and introduced them with 'punctuations'. She also showed a video on punctuations on her mobile phone which helped the students to learn about punctuations more effectively. Similarly, in all her grammar classes, she applied this kind of techniques to teach the students. Instead of following the traditional method of teaching grammar she allowed the students to explore themselves and learn about the elements of the grammar. She also used mobile technology to show the relevant videos that helped the students to learn more effectively.

Particularly in this class we can see that the teacher is very enthusiastic and very lively. This teacher is more creative than the other teachers mentioned earlier. She tried her best to

implement her own ideas of teaching grammar to the students. Even though there was no multimedia support from the school, she used her own mobile phone as a technology to help the students learn better and helped her to bring life to class.

3.2 As a Teacher

In this section of the paper, I would like to share my own teaching experience of teaching English grammar to the students of elementary level. It was always my dream to become a successful English language teacher. Therefore, when I got the chance of teaching the kids English language through this internship, I tried very hard to make the teaching and learning process very effective. Even though I did not get the chance to take many classes due to the official interference of Academia School, the few classes that I took, were conducted with utmost sincerity from my side. Hence, I tried to implement all the knowledge that I have gathered throughout my four years of undergraduate studies on ELT. I tried to maintain a friendly relationship with the students and teach them in a manner so that they do not feel bored, rather they enjoy each and every moment of the class. The following paragraphs describe my teaching experience accordingly.

I entered the classroom and greeted the students with a warm smile. The students saw me observing their classes before but they were very excited to see me as their language teacher that day. As a part of the ice breaking session I told the students about myself and also tried to know about them through a short question and answer session. The students enjoyed the session as they got the chance to express themselves as an individual. After that, I gradually entered in the lesson by taking examples from our interaction session. Like- in the ice breaking session, the students shared their names and their favorite things, activities, hobbies etc. So, I explained to them how their individual names are examples of proper noun such as – Rafisa, Punno, Rahma, Nawar etc. Similarly, common nouns are chair, table, and board and so on. This is how I tried to use inductive method of teaching grammars to the students.

After that, I officially introduced the topic of the lesson which was 'common noun and proper noun' and discussed about those. I provided some examples such as-

> "Merry mouse lived in the <u>town</u>. He came to visit his cousin <u>Pip</u> who lived in a nest near a <u>forest</u>. Pip gave him <u>seeds</u> and <u>plants</u>."

Here, I tried to make up a story using words like mouse, forest to create interest among the students as they are children who liked animals and jungles. When I saw that the students seemed interested to learn more about the story, I explained them the basic rules of the grammar elements. Then I provided a group task to the students by providing them a worksheet and they completed the task accordingly. As the class was small in size, I was not able to arrange a proper seating arrangement for the students. So I told them to turn around and sit backwards and work with the people behind them (Scrievener, 2011). While the students were engaged in the activity I monitored them discreetly (Scrievener, 2011). The students knew I was there in the class but I did not help them instantly. I finished the class through a wrap up session where the students enjoyed a short video on 'common and proper noun'. For the first grammar class, I would say that I was not satisfied fully with my own performance. As it was my first time facing 24 students at once, I felt nervous. I was also not able to control the class properly and there was much noise. However, I had a good time talking with the students in the ice breaking session where we got to know each other.

For my next class, I started the class with an ice breaking session where the students played a short game known as 'APPLE PIE' where one student had to make some weird noises pronouncing 'apple pie' and the other students had to find out who made the noise. The

students had much fun playing the game. As a continuation of the game I drew the attention of the students to learn 'adjectives'. I showed them expressions like- sad, happy, excited etc. I used some flashcards and expressed some examples of adjectives through my expression to the students and taught them the rules and other things. This is how I used inductive methods to teach the students (Widodo, 2006). After that I provided a worksheet to the students where they did group work on adjectives. I ended the class by showing a video on adjectives to the students. My second grammar class was also similar to the first one. After that, for both of my grammar classes I tried to engage the students in group activities where the students were divided into 6 groups consisting of 4 members. They did worksheets on adjectives and nouns in groups. I prefer the CLT method of teaching language. Therefore, my focus was on how to engage the students in different activities so that they can communicate among themselves and learn different elements. At the end of the class I showed some videos to the students which created a great interest to the students and they wanted to know more about the language element. Students were enjoying the videos. However, I would mention that I went through some troubles in order to perform these activities. As the school did not provide projector or computer in the classroom so I had to bring my own laptop and speaker to show the videos. Also I could not manage a big screen. So the students who were at the back had a hard time watching the videos. It would have been better if the school had better and proper equipments.

3.3 Other Responsibilities

As an intern teacher, I was also allowed to do some other work as well. I was allowed to take some classes rather than English language classes. The most exciting experience among them was to conduct the 'ICT' (information technology) class of class 3 where the students were learning about technologies such as computer in English language. I was provided with a

'keyboard' which is a part of the computer and was told to explain the function of the keyboard to the students. As it was an English medium school, I had to take the class in English and also had to explain everything in English. The referred book was also in English. I would like to mention here that the attention of the students in this class was more promising than the language classes. It was clearly visible that the students were more excited about computer based learning than the traditional way of learning.

I have worked as an invigilator in ACADEMIA School as well. The half yearly examination of the school took place at that time and I was allowed to work as an invigilator.

I was assigned as an invigilator for class 3 where the students gave 8 examinations for different subjects for a period of 10 days. Two teachers were assigned to invigilate one exam hall. Class 3 had 3 different sections and the students were paired up with the students of class 4 as their seat plan. As an English medium school the students gave all the examinations in English apart from the subject, Bangla. All the benches were arranged row wise in the hall. The time period for each examination was one and a half hour. As an invigilator I performed all the duties carefully. I distributed the copies and question papers timely. I monitored the examination hall by walking from one corner to the other corner. The students asked me questions whenever they had problems understanding the question and I tried to solve those problems. Here, both the students and I used the first language which is Bangla from time to time. As it was the time when they really needed to understand every part of the question so I instructed them in Bangla also. I tried to explain them in English at first but when I saw they were facing problems, I used L1 as well.

The English Language question paper had two parts. The first part was the grammar part and the second part was the creative writing part. In the grammar part, there were multiple choice grammar items, fill in the blanks items, matching items and completion items. The grammar part contained exercises on 'pronouns', 'articles', 'adjectives', 'prepositions' and

'punctuations'. In the creative writing part, students were instructed to write a paragraph on their 'best friend' and there was another question which required the students to describe the picture of the question. The question had some specific words as hints. Therefore, it can be said that the language testing was about both objective and subjective testing.

Furthermore, I think that the English language test possessed validity: that is, it should measure what it is intended to measure and nothing else (Heaton, 1975). As the students were taught English grammar for four months, this test tested their grammar skills and writing skills as well. Therefore, it can be said that the test possessed validity. This test also falls under the category of progress test (Heaton, 1975). Since the students' progress of learning the language is assessed through this test it can be referred to 'progress test'. Moreover, ACADEMIA has a system of rechecking of the examination scripts. I was allowed to recheck some scripts and found some mistakes made by the teacher who checked the scripts at first. The marks were counted differently for some question answers. So it can be said that the test lacked reliability. If two or more examiners award different marks for the same answer, the test lacks reliability (Heaton, 1975). Nevertheless, I had a great experience as an invigilator. The experience will certainly help me to perform better in the future.

Chapter 4

Challenges

Throughout the internship process there were some certain challenges which I had to go through. Firstly, I would mention maintaining the class timing as a challenge in case of teaching the primary or elementary students. It takes time to make the students understand every instruction. As they are not fully aware of the language and not used to speak freely in the language, they need time to understand teacher's instructions. Within 35/40 minutes it is actually not possible to conduct a class properly.

Secondly, I was not allowed to take a lot of classes as it was a well reputed school and they had their own official rules. I was allowed to observe the classes more. Also, there were not only grammar classes there were specific comprehension and creative writing classes that I had to observe as a part of my duty. This is why sometimes I was not able to concentrate only on the grammar teaching of the teachers. I had to observe the teaching process of the other language skills as well.

Thirdly, as a school situated in a developing country like Bangladesh, ACADEMIA school had their own limitations. The availability of modern teaching tools was very less. There was no projector, computer or any visual aid in the classrooms. Therefore, teachers were not able to use the modern techniques to teach the students. Hence, they had to follow the traditional method and use only whiteboard and marker as teaching tools. As we can see the third chapter, only one among the three teachers used her own mobile phone to teach the students and the rest of the two followed the old techniques of drilling and memorizing the grammar rules. It has become a certain situation and the teachers are not being able to come out of the old techniques in this country.

Fourthly, ACADEMIA school did not provide a particular table and chair for the teachers. Therefore, the teachers used to stand up during the entire class period. It sometime became

very difficult for the teachers to maintain the same position. There were some moments when I observed that the teachers were sick and were not able to conduct the class properly.

Fifthly, I would like to mention the overall comfortable learning environment in the school. Each classroom of the school had air conditioner and CCTV camera. I saw some students falling asleep in the class due to the comfortable atmosphere in the class. It actually diverted the attention of the students in the class. Also, the CCTV camera did not help the students as well. In fact, it constantly reminded them that they were being monitored and sometimes the students were too much cautious of their behavior in the classroom.

Lastly, I would like to mention about the qualification of the English language teachers who are being appointed in the schools. Primary level students are the primary learners of learning a new language. Therefore, the nurturing should be done with enough patience and should be handled tactically. However, during my internship, I have observed that some of the teachers were not considerate to the students and only think of their interest. They did not consider the students' situation and behaved roughly with them. I have also seen some teachers who scolded the students for no reason. The classroom situations that could have been controlled in a better way, the teacher ruined it all with her anger management issues. Some of them even used the word 'disgusting' for the students. This kind of behavior really affects the children and greatly hampers the teaching and learning process in a great extent.

Chapter 5

Conclusion and Recommendations

To conclude, I would like to say that the internship experience was a great journey for me. I got to learn about the real life situations in the classrooms and how to deal with them. The main purpose of the internship was to have an idea about how the teachers of the new generation are teaching English grammar to primary level students in the classrooms. After observing the teaching techniques closely I tried to analyse them with the related theories and tried to incorporate them accordingly through this report.

During my internship, I identified some points that can help to teach grammar to the students more effectively:

1. The class timing should be more than 40 minutes.

2. Students should be provided with a flexible seating arrangement so that group works can be conducted easily in the class.

3. There should be availability of modern teaching tools like- projector, computer so that the teachers can implement different teaching techniques.

4. Teachers should be up to date and well-aware of the modern techniques of teaching grammar so that he or she can apply those techniques in the classrooms.

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