

Effectiveness of Techniques and Methods of ESL Learning for Younger Learners

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### **Acknowledgement**

First of all I am really grateful to my advisor for giving me such an opportunity to complete my paper under her supportive monitoring. Honorable Shenin Ziauddin helped, supported and motivated me in preparing this research paper with patience and sincerity. She helped me, particularly with the things which I could not understand properly. The approach I have used in this research paper is based on my observations and thinking in adopting the method or approach which I have learned at my University. I am really thankful to all of my advisor Shenin Ziauddin, teachers and my family who helped and inspired me in completing this research paper.

### **Abstract**

This thesis paper deals with the difficulties of young learners with learning second language (English) analyzing teaching methods that can improve and encourage young learners to acquire English as a foreign language. A certain emphasis or pressure is laid on teaching processes and methods which is sometimes a burden to a young learners. To ensure a stress less learning teacher or parent should make an environment while teaching young learners. There are a lot of techniques and ways to learn English for young learners who are facing a anxiety, nervousness, uneasiness in learning second language learning. There are so many teaching ways, behavior, habits and traditions through which children can learn English without any pressure and trauma to improve them in learning English.

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## **Chapter 1**

### **Introduction**

In terms of globalization it is necessary to learn second language (English) and for that reason they are on the school curriculum. Generally, foreign languages are taught at the basic schools although there are some kindergartens where pre-school children are introduced to a second language.

When children first meet with the new language their reaction to the encounter is various, because it is unlike their native language. The unknown language has different structure, rules, systems etc. What happens is that some children easily cope with the language, some need time to do so and some struggle with it from the beginning to end.

As far as the thesis is concerned, its purpose is to consider young learners at the age of 10 – 12 who were not identified with a learning disability but have significant difficulties learning a second language. The objective of the thesis is focused on the analysis of teaching methods that can help and support young learners with learning difficulties in English.

This thesis gives the importance on several points, they are as described below

- ✓ How the processes and strategies of learning language are helpful for young learners
- ✓ Whether the teacher and parents role are going to help the young learners to remove their anxiety and nervousness or not
- ✓ Whether there is any importance of motivation for young learners in learning second language or not

- ✓ Whether the teaching techniques, methods and principles are useful or not
- ✓ The educational activities are have the necessities or not

These points will provide evidences through some children providing a survey to prove that the techniques and methods are, in actual fact, supportive for a young learners or not.

### **1.1 Streams of education in Bangladesh**

There are three streams of education in Bangladesh

1. Bangla medium
2. English medium

This study is focusses on two streams of education, namely: English medium and Bangla medium.



## Chapter 2

### Literature Review

This chapter is concerned with the features of the most well-known methods and attitudes to language in the second language classroom. All aspects of any teaching method are based on an analysis of the nature of the subject concerned and the application of teaching and learning principles drawn from research. These research results generally refer to the teaching methods, which play a vital role in first or second language teaching. It is, therefore, necessary to examine the effectiveness of the teaching methods and approaches in light of the recent theoretical developments in the field.

Before analyzing teaching methods that can help and support young learners with

Learning difficulties in English as a foreign language, the main attention should be drawn to the process of learning language in general.

Very interesting results were revealed by Joan Tough<sup>1</sup>, who has a lifetime's experience in language teaching as a primary school teacher. Her research and her practice show that there is a connection between learning mother tongue and learning a foreign language.

The fact that young children learn their first language with such speed and competence must mean that if the process can be better understood it should be possible to design experiences through which children learn a second language in much the same way as they learn their first language. (Tough 213)

The explanation can be seen in "the potential for social and cognitive development" (Tough 213) during the children's early years. Children's potential develops as the interaction with others,

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mainly with parents, is intensive and children experience the language. This communication is firstly based on children's non-verbal reactions (e.g. gestures, facial expression, actions and vocalizations) and later the first verbal responses are presented. The stage of verbal communication comes first by a long process of experiences.

Concerning learning foreign language there are similar stages that must be followed as with acquiring the mother tongue. Therefore,

It is important to support communication through the use of gesture, facial expression and action because this gives children clues to the meaning of what they hear and so draws their attention to and helps them to become familiar with the sounds, rhythms and stress of the second language which are different from those of their first language. (Tough 221)

## 2.1 Learning strategies

It was found out that children and their parents are able to develop strategies that help children acquire the first language. And very often the same strategies are used when learning a foreign language.

The first stage of acquiring a language is **imitation**. Imitation is used when trying to produce speech by imitating single words that are used by others. When the meaning of words is attached, children start to use them frequently and repeat through practice.

The second stage is **repetition** when "children respond to a parent's comment by repeating what has been said before going on to formulate a response" (Tough 224). This

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helps children to recognize the structure of the utterances.

A further step of the learning strategy is called **formulaic speech**. This stage is reached when children learn and continuously use short phrases that are attached to everyday life situations.

Recent studies of young children learning a second language have confirmed that imitation, repetition and formulaic speech are the first strategies to be used. In summarizing evidence on second language learning, Hatch (1983) places importance on such use, not only for children's first steps in learning the second language, but for their continuing progress. (Tough 224)

The final stage of the learning strategy is **incorporation** which is based on "taking the form of repeating a word or short phrase used by the adult and putting it in some sequence with elements already established" (Tough 224). This leads towards recognizing principles of the language use.

### 2.1.1 Parent's and teacher's role

Children's development in learning a language is fundamentally dependent on their parents who intuitively teach them and provide them with essential information.

When teaching their children the first language they use several strategies that should be used deliberately by teachers to reach the same effect in a foreign language.

Here is a list of basic intuitive strategies used by parents that can be adopted by teachers to promote foreign language development (Tough 225-226):

- ✓ teaching language in **concrete situations** that **children** are **involved** in
- ✓ slow **speech** with a high pitched voice addressed to individual child
- ✓ clear **articulation**, often repetition of single words and their simple, well-formed,

- ✓ colloquial utterances
- ✓ starting **from single words** through their combination **to formulaic phrases**
- ✓ when wrongly named an object or action, then provide quick appropriate name,
- ✓ repetition and indication of the object to **demonstrate the reference**
- ✓ giving children **time to listen** and prepare their answer (let them complete the idea)
- ✓ using **telegraphic phrases**
- ✓ responding with a **reformulation** of children's ill-formed utterance helps children
- ✓ stimulates to think about the ill-formed structure
- ✓ **involving children** in conversation

## 2.2 Learning and acquisition

Obviously, there is a difference between the terms learning and acquisition. But learning is a short-term process that results in 'knowing about' the language, and acquisition is a long-term subconscious process which results in the knowledge of a language (Harmer 33).

Krashen (1981) distinguishes between learning and acquisition in more details. According to his theory, "learning is an explicit, conscious process that uses grammatical rules, depends on aptitude and follows from simple to complex order of learning"(Krashen 85). On the other hand acquisition is an implicit, subconscious long-term process which rather uses grammatical 'feel', depends on attitude and follows the recognized order of acquisition.

### 2.2.1 Review and a 'forgetting curve'

*"Practice makes permanent."*

The key process that fills the gap between learning and acquisition is review. Review is a process of practicing what was presented to master the knowledge (to become permanent). Young learners with learning difficulties would give enough opportunities and time to repeat through a

variety of exercises and activities. Certain teaching methods can be applied as well as to support review. (Cogan & Flecker, 202)

### **Figure-1: The Forgetting Curve**

One example of the 'from learning to acquisition' process can be seen on the 'forgetting curve' that shows the process from first learning to acquisition. There is a time line that illustrates the time of acquiring a certain amount of knowledge. The first 'forgetting curve' expresses how much children would remember during the period if they did not review anything. There is the probability that a learner would remember only 20 % of the present knowledge. On the other hand, the other curves show how review is effective and leads towards the acquisition of knowledge. (Cogan & Flecker, 203)

### **2.2.2 Motivation**

Indeed, the essential part of the language learning (acquiring) process is motivation. Motivation can be defined as a nudge that forces students to take an action to achieve something.

The young learners, who start learning a foreign language, motivation is the most important element because, contrary to adults or high school learners who have some degree of motivation<sup>2</sup>, young learners have none and it is necessary for teacher to raise motivation in the classroom to encourage them and make them be successful in language learning.

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<sup>2</sup>For example, the need to pass an exam, the hope of financial reward, or the possibility of future travel etc. This kind of motivation is extrinsic and concerns with factors outside the classroom.

This means that students might be mainly motivated by the enjoyment of the learning process or by a desire to make themselves feel better. Generally these motives go to the category called **intrinsic motivation**.

There are several factors that affect children's intrinsic motivation. Some of them are:

- ✓ physical appearance of the classroom
- ✓ the atmosphere in the lessons (classroom)
- ✓ teacher's attitude (approach) towards children
- ✓ teacher's enthusiasm for the language
- ✓ activities that involve children in
- ✓ showing appreciation of children
- ✓ praising and assessing children

According to Joan Tough, when children start learning their first language they are mainly motivated by enjoyable activities and by parents' encouragement such as praising and showing appreciation. These major motivators help children to directing their language. Using the same features, results can be achieved in acquiring a foreign language. (joan 237)

## 2.3 Methods of teaching English

*The first exercises in the new material should be very easy; not until later should more difficult material be introduced and practiced. - Comenius<sup>3</sup>*

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<sup>3</sup> John Amos Comenius was a Czech speaking Moravian teacher, educator and writer. He is considered the father of modern education.

In teaching, there are plenty of teaching methods that can be applied in the education process, however, not all of them are effective. In terms of young learners with learning difficulties, their success in learning English is varied.

### **2.3.1 Teaching principles**

Before identifying appropriate teaching techniques that would help young learners with their learning difficulties influenced teaching principles or strategies, that support teachers to create suitable conditions for students to acquire a foreign language easily, should be mentioned:

- ✓ Systematic approach
- ✓ Predictable and friendly environment
- ✓ Motivation
- ✓ Interventions (accommodation and modification)
- ✓ Clear instructions
- ✓ Review

The most important teaching principle is the systematic approach that is based on structured or sequential (step-by-step) teaching (Comenius's quotation). Then the teacher should provide a friendly environment to support the children and make them to feel comfortable in lessons. Motivation is used to encourage students to learn English. Mainly for young learners with learning difficulties, it is essential to apply accommodation and modification. Another significant principle is the clearness of instructions which means that all directions should be clear in both orally and visually which is presented by a teacher in classroom. Last is review and regular repetition that helps children to acquire what they have learnt.

### **2.3.2 Teaching techniques**

The object of the thesis are young learners with learning difficulties, and my analogies show how teaching techniques are highly recommended for teaching learning difficulties students.

It is not unexpected that from the teaching techniques are chosen and practised with learning difficulties students. In few researchers show it is not easy for the teacher to differentiate between students with learning disabilities and those with learning difficulties (sometimes called “slow learners”).

According to an article published by The International Dyslexia Association<sup>4</sup> many students have difficulties learning a new language system. This does not mean that they are dyslexic or that they have a learning disability. Just as there are some students who have particular strengths in math, science, or any other discipline, some students have particular strengths in learning languages.

The teacher should be aware of this and they realize the students' weaknesses (difficulties) and make them able to provide appropriate pedagogical help (teaching method). Otherwise these difficulties start to grow up and later they have a negative influence on young learners.

One result of falling difficulties can be following: when young learners try to do their best at English lessons, they are not successful. This failure causes their stress and, slowly or quickly, they lose their self-confidence and self-esteem.



The teacher should know how to take steps with these difficulties from problems and show them a way to manage the language.

Among the most efficient ways (teaching methods) that the teacher can apply are: Multi-sensory techniques, Metacognition, Total Physical Response (TPR), discovery techniques and presentation techniques.

### 2.3.3 Presentation techniques

This method uses different objects (instruments) in the classroom to create connections between “abstract” vocabulary and “real” things. Thus these techniques help to build learners background knowledge with using their senses to learn about a given subject.

The presentation techniques are as below:

- **Realia** - real objects are used as examples
- **Pictures** - explaining the meaning of vocabulary items through pictures
- **Mime, action and gesture** – this technique uses a human body to express for example grammatical points, verbs or tenses
- **Contrast** - presenting the meaning of a certain word by contrasting it with the opposite one
- **Enumeration** - general and specific meaning of words
- **Explanation** - giving a definition
- **Translation** – the easiest technique but not productive

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<sup>4</sup> The International Dyslexia Association serves individuals with dyslexia. Its mission was to continue Dr Samuel Orton's pioneering work in the study, prevention, and treatment of the specific learning disability known as dyslexia.

### **2.3.4 Total Physical Response (TPR)**

This technique was first invented in 1960s by James Asher. This technique is based on command activities. The teacher gives verbal comprehensible stimulus (instructions) and students act or (physically) respond according to it. The method shows the evidence of the input and output of the learning process. The students learn language through actions rather than through drills.

Students' output reaction, their "understanding" is expressed by acting and speaking skill is not important. This characteristic of TPR can be implemented for very young learners who cannot make a whole sentence in foreign language but they understand situation.

The advantage of the technique can be taken when students have 'silent period', which means that they do not speak but respond in a different way, e.g. pointing to a picture, performing, gesturing or just responding with a simple "yes" or "no" to express that they understand and participate in the lesson.

### **2.3.5 Discovery techniques**

The most practical example of teaching is discovery techniques that are based on the fact that students have to work with rules and meanings for themselves. These techniques used to allow students to activate their previous knowledge and to share what they know. By involving students with words, it is help them to learn and remember. Students discover the ways in which the language works and they learn through this process the function of language.

This technique has a good pedagogical and methodological effect on students because they are involved in the learning process and aware of language and this technique is also called "awareness activities".

The main discovery techniques are: matching tasks, mind mapping, word in context, gap filling etc.

The ‘matching task’ activities are based on arranging pictures or things. Students are asked to match pictures with appropriate words. If they do not know the words they can look their meaning in a bilingual dictionary.

The second mentioned discovery technique is the ‘mind mapping’ activity. Mind mapping helps students to group words according to their characteristics and their relations.

The “word in context” activity is suitable for advanced students because they learn the meaning of certain words through a text. The information in the text helps students to deduct the proper meaning of the words.

Another mentioned activity ‘gap filling’ or fill-in passage is more or less similar from the previous activity. Students are given a text with missing words (gaps) and they have to think of a suitable word for the gap. As a help for young learners the gaps in the text are provided with pictures.

### **2.3.6 Multi-sensory techniques**

The approach helps young learners who have difficulties in learning foreign language. This technique focuses on teaching students through three senses (auditory, visual and tactile). This method is workable for teaching pronunciation, spelling, reading. The multisensory technique supports young learners to memorize information.

Schneider and Crombie announced a motto of multi-sensory techniques that is ‘Hear it, see it, say it, write it, act it out’ and make learning as active as possible.

Some practical examples of multi-sensory techniques: simultaneous oral spelling, tracing sandpaper numbers/letters, writing with a finger into sand or on someone's back etc.

The technique of simultaneous oral spelling consists of five steps. Firstly a young learner says a word, which means the student hears and feels him saying the word. Then the young learner spells the word aloud and doing this he hears the sequence of letters within the word. In third step, the student writes the word saying the letters aloud and he hears the letters again and feels his hand write the letters' shapes. The final step is checking what was written. This step is visual; the young learner sees the word on the page and then compares it with the original.

Multi-sensory techniques are employed to integrate the learning of the sound of a letter, its shape on the written page and the feel of writing it in cursive script, so that a secure sound-symbol relationship is established for reading and spelling.  
(Townend 38)

The other example of multi-sensory techniques - tracing sandpaper numbers or letters - involves the tactile sense, which means that not only seeing numbers and hearing them but also feeling their shapes ( it is used in sandpaper) helps the young learner to make a parallel link between the symbol (number or letter) and its sound.

### **2.3.7 Metacognition**

Typical metacognitive techniques include systematic rehearsal of steps or consciousness within strategies to complete a task, and students are aware of learning a process and it will ease

learning. Schneider and Crombie called metacognition is a technique that provides “problem-solving strategies”.

### 2.3.8 Mnemonic devices

Schneider and Crombie offer useful mnemonic<sup>5</sup> devices that support meta cognitive, actually metalinguistic, skills and which helps students to remember and retrieve information more easily (sometimes in a humorous way).

Here is a list of mnemonic devices (Schneider and Crombie 32-42):

- **Sound clues** – help the memorisation and recall of pronunciation patterns and vocabulary (example: the student links the letter sound with a cultural-semantic association in the first language /to improve pronunciation)
  
- **Letter-shape clues** – help to memorise and recall spelling patterns (non-phonetic words or word parts) and vocabulary (example: linking the letter shape of the letter that causes spelling problems with an association in the first language or an important keyword that entails it – such as sounds {p} and {b}; {p} = ‘top part is rounded, {b} = ‘bottom’ part is rounded)
  
- **Crazy stories** – difficult spelling words are integrated in groups of up to five in a story that students make up individually (the crazier the story and the shorter, the better for later retrieval) – good to illustrate with picture mnemonics (example: ‘When two vowels go walking, the first one does the talking.’ – beat,

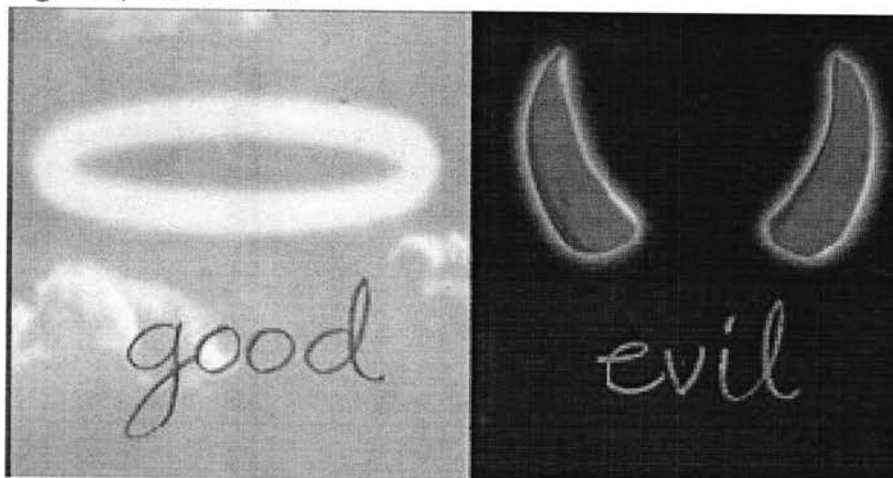
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<sup>5</sup> Mnemonics aim to translate information into a form that the human brain can retain better than its original form. Even the process of applying this conversion might already aid the transfer of information to long-term memory.

boat, read etc.; 'My Very Easy Method Just Speeds Up Naming Planets' =Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto)

- **Picture clues** – visual illustrations done by student or by teacher help memorise and recall difficult new vocabulary and class activities.

**Figure 2, Picture clue**



- **Acronyms** – the letters of an entire word each stand for a concept memorize and recall (e.g. a syllable pattern or study device) (example: KISS = Keep It Short and Simple)

- **Keywords** – (belong to the learners' active vocabulary) help to retrieve pronunciation of letters, meanings of words or sequences of a grammatical pattern; a keyword sentence helps to memorize and recall syllable patterns of learning steps

- **Songs and sounds** – a melody or entire song helps memorize and recall pronunciation, vocabulary or grammar – a sound helps recall specific language

patterns (e.g. sentence structure) (example: remaining a young learner of missing ending -s in singular present tense the teacher uses the sound of hissing snake)

- **Gesture and motion clues** – signals meaning or a pronunciation, spellchecker or reading comprehension rule (example of gesture to remind about spellchecker rule – finger-tapping technique, which is tapping one finger per sound in a syllable)

- **Personalization** – an abstract concept is ‘personalised’ with characteristics of a human being, animal, flora or fauna

## 2.4 Educational Activities

*One learns a foreign language better through practice (speaking it) than through rules.-Comenius*

This section provides some examples of educational activities that can practice in the classroom to help and support young learners with learning difficulties in English.

Generally, the process of the activity can be divided into four parts. The first part is an explanation of the activity which is the most important part because a bad description can spoil the full activity. The second part of the process is giving an example practically what to do or what is the activity about. The main part is the real performance of the activity. In this stage the time limit should be specified in advanced. The final part of the activity process is a discussion on the activity its process, conclusions, students’ feelings, etc.

### 2.4.1 Pronunciation – sounds activities

This activity is focused on learning sounds and phonics in terms of understanding the language. Pronunciation is a crucial point for Bangladeshi young learners.

According to the article “Understanding Phonics and Whole Language Approaches in English” young learners should be taught how to ‘sound out’ new words by learning the following items:

- **Consonant letter sounds:** b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
- **Blend sounds:** br, cr, dr, fr, gr, pr, tr, wr, bl, cl, fl, gl, pl, sl, scr, str, sm, sn, sp, sc, sk
- **Short vowel sounds:** a, e, i, o, u
- **Digraph sounds :** sh, ch, th, wh
- **Double vowel sounds :** ai, ea, ee, oa
- **Other double vowel sounds:** oi, oo, ou, ow
- **Silent e**
- **R controlled vowel sounds :** ar, er, ir, or, ur

At the beginning, students should be introduced to the rules of sounds. The main part of teaching sounds and phonics is following the teaching principles, the structured and sequential principle, which means to start with the simple thing and continue to the complex one. For example, start with short vowels and when young learners acquire those go on with long vowels.

A good example of an exercise is grouping words or ‘word families’.

### 2.4.2 Word Families

This activity helps young learners who have difficulties with acquiring new sounds and rules of pronunciation to adjust the system of a foreign language.



Young learners are presented with a 'word family' for instance – **ip** and their task is to add appropriate phonics to make a word and the possibilities are **dip, sip, flip, zip, lip, tip, trip, clip, skip, hip** etc.

The next step of this activity that helps the students to remember phonics. For example to create a short poem or story using selected words.

### **2.4.3 Spelling activities**

This part (spelling activities) is borrowed from Susan Jones that provides useful guidelines for learning to spell and also presents six different ways to practice spelling. This spelling activity is suitable for young learners who have difficulties with spelling and make mistakes in spelling words. The advantage of the activity is that when students learn the steps they can practice on their own.

### **2.4.4 Four guidelines for learning to spell**

The first step is **practice**. Students spell a word incorrectly; they are 'practicing' the wrong spelling. If students are not sure how to spell the word, find the correct spelling and then practice it. Students should keep a notebook of words (a personal dictionary or digital dictionary) and write in it the words they have difficulties.

Another step can be called **revising**. Students should not try to learn all the words at once. In this stage they should practice few at a time. Then, add another word to their list, or start on different ones. Each time students learn another word; they should go back and practice the ones they learned before it.

The following step is **review**. In this step, students review the words that they have known. If students practice the words that they already know, once or twice before they start they do not know.

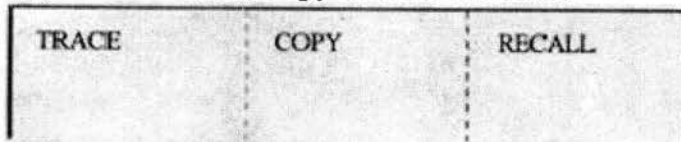
The final step is **usage** which means that students use the learnt words in practice when writing a letter or an essay.

### 2.4.5 Six different ways to practice spelling

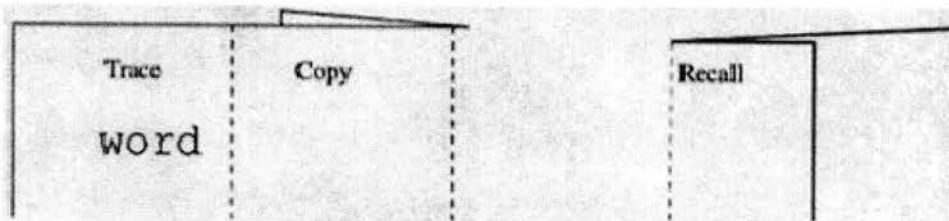
#### 1. "Trace, Copy and Recall"

This article has taken from Susan M. Jones' "Trace, Copy and Recall". This way of practising spelling, requires a chart (figure 3-1) with three or four spelling words that the student wants to learn. Then fold over the "recall" part so that only the first two columns are shown.

**Figure 3-1 'Trace, Copy and Recall' chart**



**Figure 3-2 folded chart**



The practising part is following: the students says the word to himself; then trace it in the first column, saying the letters as tracing and say the word again. He should try to put a little rhythm into it (example: "CARE. C – pause – A – pause R – E – CARE"); the other step is to go to the second column, say the word and write it the same way; then, while the rhythm and the

sound are the feeling are fresh in student's mind, he should flip the paper over and say the word and spell it out – the same way, saying each letter; if it is a hard word, it is better to put it on the list more than once. If the student is feeling particularly smart, he can trace and copy two words and try to remember them both. before flipping the page over; the final step of this way of practicing spelling is going through all the words this way a few times, start doing them two or three at a time and when the student feels like he knows them, he can go through the list again.

## 2. Reverse chaining by letters

- The student says the word and then writes it down, saying each letter aloud (trying to put rhythm into it).

C - A - R - E

- Then the student leaves out a line and says the word and writes it again (without the last letter). He just pronounces the last letter, but do not write it down.

C - A - R - \_

- The same pattern follows: the student skips a line and says the word and writes. It once more without the last two letters that he says, but do not write them.

C - A - \_ - \_

- These steps are done until the student is only writing one letter.
  - After this the student should go back to the top and read the word and then spell it aloud.
  - The further step is that the student folds the page over so not to see the whole word and says the word, spells it and adds that last letter.
- The previous activity is done again but the student adds the last two letters.
- This is kept going until the student spells the whole word.
  - The final part of the activity is to go back and check and make sure that any letter was not left out!

### 3. Reverse chaining by syllable<sup>6</sup>

- The student pronounces the word and then writes it out, saying each letter aloud (trying to put a rhythm into it).

I - M - M - E - D - I - A - T - E - L - Y

- Then the student skips a line and says the word and writes it again without the last syllable that is just said and spelled out but is not written down.

I - M - M - E - D - I - A - T - E - \_\_\_\_\_

- This continues until the student is not writing anything (but continues to say the spelling aloud).

- After that the student goes back to the top and reads the word, then spells it out aloud.

- The further step is that the student folds the page over so not to see the whole word and pronounces the word, spells it and adds the last syllable.

- This continues until the student spells the whole word.

- The final step is to go back and check and make sure that any letter was not left out!

### 4. Using a tape recorder to test and to practice using them

This way is based on pronouncing the words correctly into a tape recorder. The words should be recorded as a spelling test.

### 5. Practice using the words in short phrases

Here students think of five different phrases containing the practicing word and they write them out. For example: separate rooms, separate cars, separate houses etc.

## 2.4.6 Other skills activities

### Dream, Draw, Write

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<sup>6</sup> This way of practicing spelling is harder and should be used for longer words.

This activity is a classical example of multi-sensory technique because it practices thinking, drawing, speaking and writing skills together. The activity can also be easily adapted and can cover different topics.

Firstly, young learners are told to think about something, for example their Favourite place, for a few minutes. Then they are asked to draw what they were thinking about – their favorite place.

The third step of this activity practices speaking skills. Students are put into groups or pairs<sup>7</sup> and exchange descriptions of their pictures or basically discuss what they drew. The other (higher) stage of the speaking activity can be that students present in front of the whole class what their peers drew.

Students can shy to show in front of their pairs so that it is better to deliver a writing part of the activity and assign students a task to write a short summary about their colleague's picture or about their own picture.

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## Chapter 3

### Research Methodology

#### 3.1 Introduction

This chapter explains the methodology of the study to present the teaching method and techniques teachers use to teach English in ESL classrooms in English and Bangla medium schools. In addition to introduce the empirical techniques which are applied in the class. This research methodology requires gathering relevant data from the specified documents and compiling databases in order to analyze the material and arrive at a more complete understanding. The main data collection instruments used in this research study were questionnaire and observation.

#### 3.2 Type of research

Considering all the characteristics this research fell under quantitative research. In this study, a quantitative method of enquiry was applied because it allowed the researcher to use the structured questions where the response options are predetermined and a large number of respondents are involved to explore the teaching techniques and methods in English language class. Quantitative research is research involving the use of structured questions where the response options are predetermined and a large number of respondents are involved.

#### 3.3 Methods of data collection

In a survey when respondents answer questions directly on a questionnaire without an interviewer's interaction that is called self-administered survey. Through this survey the researcher collected different kinds of data that would gradually begin to shed light on the problem. Again, in order to observe classes, the researcher intended to observe several classes

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but due to some limitations and problems it was not possible and the researcher could only observe 2 classes. The duration of each class was one hour. In two different primary school settings, around 10-12 years old children were observed. The researcher used questionnaire and classroom observation as research instruments.

### **Phase 1: Questionnaire:**

Using questionnaire as a method of data collection is one of the most useful methods. Questionnaire is very popular among educational researchers in general and ELT research. Questionnaires are associated with survey work and it is specialized form of conversation. Questionnaires are designed to make the quantification and interpretation of the results easier. For the respondents, to fill in structured questionnaire requires little time. The answers are relatively objective and easy to analyze and discuss.

### **Phase 2: Observation**

Observation is an important tool for all researchers and is frequently used to collect data in both quantitative and qualitative studies. Laura Brown (1991) discussed about observation by considering observation more than just 'watching' and there are different types of observation techniques which can be employed.

## Chapter 4

### Finding and Analysis

This chapter deals with the raw data, obtained from the questionnaires and observations respectively on teaching methods and techniques used in ESL classroom. The findings of the relevant studies are also presented for the agreement and disagreement with the current study.

#### 1 . Using text for writing and reading activities:

In inquiry of question number-1 the teacher is asked whether they are using their text to teach reading and Writing for the children. In English medium school the teacher have answered 4.5 and Bangla medium teacher has replied within 2.5 for Bangla medium school. From the discussion it can be said in Bangla medium school most of the teacher is not regularly using text or materials for the reading and writing activities but in English medium school they are using text for the children to complete the reading writing activities. Because most of the time the bangla background children are not well-tolerated or easily understand their specific materials and for that reason sometimes teachers has to use more easy topic beyond their book. But for the English medium school children happen reverse.

#### 2. Using native language in class:

In question no. 2 it has asked that whether the teacher is using the native language in classroom frequently or not. In case of English medium the teacher have answered their question within 4.5 to 5.0 which means they strongly agree with the fact that they does not use native language within classroom. But the teacher of Bangla medium school they have replied within 1.5 to 2.5. in bangla medium school teacher has said that they speak in native language because if they use English students will not be able to understand what they are asking.



### **3. Teaching vocabulary through bilingual lists:**

In English medium school the teacher have replied their answer with 1.5 to 2.0. In English medium school the teacher do not use bilingual lists for vocabulary rather they use English to English list for vocabulary.

On the contrary in Bangla medium school teachers are strongly agree to teach vocabulary through English to Bengali language and they rate it on 4.5 to 5.0.

### **4. Teaching English through examples and drills rather than grammar:**

In English medium schools the teachers uses profusely a lot of drills and examples for their students. They never use the grammatical rules for the students. The teacher have counted this question 4.5 to 5.0.

But in Bangla medium teacher counted it as 1.5 to 2.0. They have said that they also use a lot of examples and drills but they do all these trough grammatical rules. In Bangla medium schools without grammar and rules there is nothing to teach English.

### **5. Using pictures and realias :**

English medium school teacher has argued with the fact that they use verities pictures and realias to make connections between words and objects for their children and they counted the question as 4.5 to 5.0.

On the contrary the Bangla background teacher evaluated the question as 2.5 to 3.0, because most of the Bangla background teacher do not use any pictures or realias for the classes.

### **6. Asking question in target language and insist to reply in complete sentences:**

In Bangla background teacher usually do not ask questions in target language as well as they do not insists the students to make it as whole. They evaluate the question 1.5 to 2.0.

On the contrast the English medium teacher have answered it within 4.5 to 5.0, because the teacher always ask students in target languages and they also insist the children to reply the answer completely rather saying “yes/no”

**7. Providing visual images to encourage students’ communication:**

The English medium teacher has said that they frequently provide images within classroom and ask the children to do the pair or group work in order to interact with each other. The teacher has evaluated this question within 4.5 to 5.0.

But in case of Bangla medium teacher rarely use picture to encourage students’ communication. They evaluate this question as 2.5 to 3.0. The Bangla medium students are not given visual sort of things or images to do pair or group works in order to encourage their communication. The teacher is the main communicator with the students.

**8. Encouraging the children for broader participation:**

In Bangla background student’s participation is stern, teachers’ participation is broader. They evaluate the question within 1.5 to 2.0.

In contrast the English background teacher encourages students for broader participation. They evaluate 4.5 to 5.0.

**9. Giving feedback to encourage motivation:**

In English background the teacher gives feedback to encourage the children’s motivation. They has given the evaluation as 4.5 to 5.0.

Similarly the Bangla back ground students are also given the feedback to encourage the motivation. They ranked it as 4.0 to 4.5.

**10. Doing error correction in different ways:**

In English background level teachers do error corrections in different ways like peer correction, self-correction etc. to motivate children. They ranked it as 4.0 to 5.0.

But in Bangla medium schools teachers are not usually correct errors in different ways. The teacher make their corrections. They ranked it as 2.5 to 3.0.

#### **11. Giving commands with gestures and postures:**

The Bangla medium teachers sometimes give their gestures and postures for words or sentences for the younger learners. But not necessarily they always do the same. The teachers ranked the question as 3.5 to 4.0.

Similarly the teachers of English medium school always appreciates command of words and sentences through gestures and postures. They ranked it as 4.5 to 5.0.

#### **12. To promote reading encourage to be faster:**

In English background schools the teachers encourage their students to become faster to promote reading. They ranked the question as 4.5 to 5.0. the teacher has said that in order to finish the vast syllabus they have to be faster.

In case of Bangla background the teachers are not usually encourage the students to become faster because the syllabus is not so excessive. They ranks the question as 3.5 to 4.0.

#### **4.1 Analysis of questionnaire and observation**

The questionnaire that is used in this research paper contains 12 questions and it is organized in a way that after collecting and analyzing the findings of the data, it would reflect the use of teaching methods, techniques and approaches in the English language classroom. After questionnaire, the researcher chose observation as a data collection method in order to obtain reliability the researcher observed teacher and students' behavior throughout the class.

There were four classes observed from two different schools, two from English medium and two from Bangla medium school.

## **Chapter 5**

### **Conclusion**

The thesis paper focuses on teaching methods that can be practiced to effectively help young learners who have difficulties in learning the English language. The most suitable teaching methods (presentation techniques, total physical response, discovery techniques, multi-sensory techniques and metacognition) were analyzed. The thesis is arranged with examples of activities that cover the most problematic areas, e.g. remembering, memorizing, understanding, pronouncing and spelling, and to help young learners to learn English language without difficulties. These learning processes and teaching methods can be applied to minimize learning difficulties of young learners who have difficulties in learning English as foreign language. These principles are based on teaching methods and techniques which can be important elements for the teachers who teach English to young learners. These methods will be provided by the teachers to help young learners to encourage them so that they can overcome their primary difficulties without problems in learning English language.

#### **5.1 Findings of the study in brief**

Through the observations and research it has found that teachers were not using any specific methods and techniques in the class. Whatever method suits, they instantly follow that method and they are doing this unconsciously. These techniques fall under this method and that is the eclectic method. The eclectic method is a combination of different method of teaching and learning approaches Freeman(2000) and Mellow (2000) both have used this method to describe as desirable, coherent, pluralistic approach to language teaching. This method effectively works for any kind of learners' of age and standard.

It is revealed from the study that the Bangla medium teachers are more qualified rather than English medium teachers in terms of academic degrees. However, most of the Bangla medium teachers have professional training on CLT or other teaching methods. On the other hand, English medium school teachers do not have that much professional training experience. Most of them are from English medium background and it is their advantage. Though the quality and value of this training was not examined in this study, it is generally agreed that a combination of good academic background and professional training is needed to produce better teachers for schools, irrespective of the medium of instruction.

The investigation finds that the teachers remain active, busy and talk more in the class, while the students remain in the class as the inactive listeners. Authentic materials are not included in the textbook contents. Lessons are not that much interesting and lively. The textbooks do not contain variety of topics and themes. In Bangla medium school's communicative grammar books are not written in English, and the writer is not enough trained up. Certainly the students of Bangla medium school remain either weak or very weak in listening and speaking in English language.

## **5.2 Recommendations**

A teachers have to implement various ways of teaching. If one technique does not work then he/she should apply another one. In other words, teachers should be eclectic when it comes to teaching English language. Finally, it is necessary to integrated all the skills while in order to achieve successful teaching. One thing teachers should realize is that studnets' progress will not come early. Teachers have to wait patiently and then gradually students will start doing well.

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**Appendix-A****Questionnaire for the teachers**

This questionnaire is meant for a study for a Master's thesis in English. Your answers will be strictly confidential and used only for the purposes of the research. Your cooperation will be highly appreciated.

**Instruction:**

Please respond to the following items by putting the appropriate number for your opinion about each statement in the appropriate boxes. Each of the items has 5 points scale where 1= Strongly disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Strongly agree. Thank you for filling out this questionnaire.

No	Statement	Strongly disagree 1	Disagree 2	Not sure 3	Agree 4	Strongly agree 5
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1	I use texts to teach reading and Writing for the children.					
2	I use native language in class.					
3	I teach vocabulary through bilingual lists.					
4	Teach grammar by not providing grammar rules but through examples and drills.					
	I use pictures and other realias for my students to make connections between					





5	words and the associated objects.					
6	I ask question in target language and insist that children to reply in complete sentences.					
7	I provide visual images to encourage student-student communication.					
8	I encourage the children for broader participation .					
9	I give them a proper feedback to encourage their motivation.					
10	Do error correction in different ways like peer correction, self-correction etc.					
11	I give commands through one word along with gestures and postures.					
12	I encourage students to read faster and as much as possible to promote reading.					



**Appendix-B**

**Schools for Observation**

- **Greenfield international school**
- **Chetona Model Academy**