Report On

BRAC UNIVERSITY

Teaching Grammar:
An Experience in an Bangla Medium School

Bithi Biswas Nandita
Id: 08303005
English and Humanities Department

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Teaching Grammar in a School

Bithi Biswas Nandita

BRAC University

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1. **Introduction**:

I am Bithi Biswas Nandita. I have done my internship at St. Gregory's High School, at Luxmi Bazar in Old Dhaka. It is a Bangla medium school. It also has an English version of the national curriculum. It is a Boys' School and one of the most renowned missionary schools in that area. It was established in 1852 and is famous for its long history of good teaching. Many renowned figures of today's society have graduated from this school. Honorable figures like Dr. Kamal Hossain, Dr. Zamilur Reza Chowdhury (the ex-VC of BRAC University), Dr. Amarty Sen and many others graduated from here. The school is situated in the south point of the old Dhaka. The school has its own glorification of past and the buildings are the signature of old days. The school has constructed new five-storied V-shaped building. The old buildings are still standing beside the new one to remind us of its glorious past. The classes are held in two shifts: morning and day. The morning shift starts at 7:25 and finishes at 10:30. On the other hand, the day shift starts at 11:00 and ends at 4:20. In the morning session, there were 22 teachers and in the day session, there were 43 teachers. Most of them are highly qualified in terms of their education field. The school has different curriculum activities, which increases the enthusiasm of the students to get involved in.

2. Literature review:

2.1 What do we know about Grammar?

Grammar is one of the key issues to teaching and learning of languages. Similarly, it is one of the most difficult aspects of language to teach as well. According to some teachers of our country, grammar is a set of word forms and rules of usage.

Grammar is the system of a language. People sometimes describe grammar is the rules of a language. For example, David Crystal in his *The Fight for English* (2006) says, "Grammar is the study of all the contrasts of meaning that it is possible to make within sentences. The 'rules' of grammar tell us how. By one count, there are some 3,500 such rules in English" (p 32.) However, I think that we should not look at Grammar as a set of rules only. If we over-emphasize the word "rules", we suggest that somebody created the rules first and then spoke the language. However, languages did not start like that. People making sounds, which evolved into words, phrases, clauses and sentences, started languages. No spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at a particular time.

2.2 The History of English Grammar:

The first English grammar *Pamphlet for Grammar* by William Bullokar, written with the ostensible goal of demonstrating that English was just as rule-based as Latin, was published in 1586. Bullokar's grammar was faithfully modeled on William Lily's Latin grammar, Rudimenta Grammatices (1534), which was being used in schools in England at that time, having been "prescribed" for them in 1542 by Henry VIII. Although Bullokar wrote his grammar in English and used a "reformed spelling system" of his own

invention, many English grammars, for much of the century after Bullokar's effort, were written in Latin, especially by authors who were aiming to be scholarly. John Wallis's Grammatica Linguæ Anglicanæ (1685) was the last English grammar written in Latin. Even as late as the early 19th century, Lindley Murray, the author of one of the most widely used grammars of the day, was having to cite "grammatical authorities" to bolster the claim that grammatical cases in English are different from those in Ancient Greek or Latin.

2.3 Do we need to study grammar to learn a language?

In terms of learning a language, we do not need to learn the grammar or its rules. Here, the best example can be learning our mother tongue. When a child grows up, no teacher teaches him/her the mother tongue. He/she spontaneously learns the L1. Many people in the world speak their own native language without having studied its grammar. Children start to speak before they even know the word "grammar". Here is a definition of Grammar that appeals to me more: "A preschooler's tacit knowledge of grammar is more sophisticated than the thickest style manual. [Grammar should not] be confused with the guidelines for how one 'ought' to speak" (Pinker, 1999, p. 95).

However, in case of learning a foreign language, we may need to learn the grammar or its rules as well because grammar can help us to learn a language (foreign) more quickly and more efficiently. When we understand the grammar (or system) of a language, we should be able to understand many things ourselves, without having to ask a teacher or, alternatively, looking in a book. So we may think of grammar as something good and positive, and something that we can use like map to find our way.

Teaching grammar should encompass language structure or sentence patterns, meaning and use. Grammar prepares the basis for all language skills: listening, speaking, reading and writing. (Pinker, 1999, p.). In listening and speaking, grammar plays a crucial part in grasping and expressing spoken language (e.g. expressions) since learning the grammar of a language is considered necessary to acquire the capability of producing grammatically acceptable utterances in the language (Corder, 1988, p. nd) (Widodo, 2004, p. 126).

Practice is one of the keys to learning incorporated into a methodology. A consciousness-raising approach is contrasted with traditional approaches to the teaching of grammar in which the goal is to instill correct grammatical patterns and habits directly. Practice is directed at the acquisition of implicit knowledge of grammatical structure. Consciousness-raising is geared for the formation of explicit knowledge, the kind of intellectual knowledge that we are able to gather about any subject. Grammatical items are given to learners; they learn the items first in a controlled learning process. It is useful to be aware that there are two kinds of knowledge necessary to gain proficiency in a second language. These are known as explicit (conscious learning) and Implicit (subconscious acquisition) knowledge. (Klein, 1986, p. 22).

2.4 Explicit knowledge:

According to Ellis (2004, p. 224), explicit knowledge deals with language and the uses to which language can be put. It is also obtained through the practice of error correction, which is thought to help learners come to the correct mental representation of a rule. The speaker is concerned with the correctness of her/his speech/written

production. In this respect, a person with explicit knowledge knows about language and the ability to articulate those facts in some way (Brown, 2000, p. 87)

2.5 Implicit knowledge:

Implicit knowledge is gained through a sub-conscious learning process. This is illustrated by the fact that native speakers of a certain language do not always consciously follow the rules of their language. In short, implicit knowledge is gained in the natural language learning process. It means that a person who applies a certain grammatical rule for example the way as a child who acquires her/his first language (for example, mother tongue) (Brown 2000, p. 89+).

In terms of grammar teaching there are two approaches that can be applied. They are deductive and inductive approaches.

2.6 Deductive Approach:

The deductive approach respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition. The advantage of this approach is that it is time saving. (Gollin, 1988, p. 127 Hatori, 1996, p. 137; Lino and Shimizu, 1985, p.127). On the other hand, the disadvantage of the deductive approach is that younger learners may not able to understand the concepts or encounter grammar terminology given.

2.7 Inductive Approach:

The inductive approach tries to utilize the very strong reward value of bringing order, clarity and meaning to experiences. This approach involves learners participating actively in their own instruction (Ellis, 2002, p. 131). The advantage of this approach is that it helps the learner to develop the skill to investigate and explore language autonomously (Harmer, 2001, p.213).

These two approaches relate to a long-standing debate among language teachers in the context of EFL/ESL as they have their own significances for particular learner progress. This difference in cognitive styles may be associated with different neurological mechanisms in learners. A procedure trains the students in the rule related to word, phrase, clause and sentence problems in which the target sentence pattern is well introduced to the students through exercises from form to function (Eisenstein, 1987, p.121). In this case, understanding meaning and using the rule automatically are of great concern. A procedure for teaching grammar in which the activities involve five steps: (1) building up students' knowledge of the rule or rule initiation, (2) eliciting functions of the rule or rule elicitation, (3) familiarizing students with the rule in use through exercises or rule practice, (4) checking students' comprehension or rule activation and (5) expanding students' knowledge or rule enrichment. (Widodo, 2006, p. 26)

2.8 Three goals for Grammar:

Grammar instruction is include a wide range of abilities related to grammar and ability to write Standard English to an understanding of language prejudice. The completions of Hig School three goals are intend to provide direction and context for grammar instruction. Firstly, the student will complete school with the ability to communicate comfortably and effectively in both spoken and written Standard English and the use of Standard English should be appropriate. Secondly, the ability to analyze the grammatical structure of the sentences, using the grammatical terminology and signifying the knowledge of how sentence-level or the grammatical structures are. Thirdly, understanding of, and appreciation for, the natural variation that occurs in language across time, social situation, and social group. Standard English sometimes referred to also as the Language of Wider Communication people in the United States talk or write to people friends and family in foreign country this is the language that is most likely to be the common currency. This is the language variety that the stranger in an office at the other end of the telephone or letter or e-mail will be the most popular. Students, no matter language variety speak and hear at home, to use the codes and conventions of Standard English in many situations. In the workplace, a written report or memorandum will require Standard English, conversations with supervisors. Workplace, students-turned-adults should be able to communicate with professional people such as lawyers or doctors. Primary, method for achieving this goal are Teachers know, are generous amounts of reading, speaking, listening, and writing. However, students need a conscious knowledge of grammar so that they can talk about sentences and about the conventions of Standard English. Goal emphasizes the value of understanding the basic

components of and relationships between sentences, understanding is valuable not only for helping writers understand the conventions of Standard English but also for helping both writers and readers understand how sentences work together. Goal appreciates the natural variation of language. Speaking in exactly the style and with just the grammatical structures that his listeners found appropriate, sentence is equally effective and expressive for its listeners. Knowing grammar can foster an appreciation of all language varieties.

3. My journey at St. Gregory's High School:

I had always a dream in my heart that someday I will be a teacher and would enjoy helping help young minds seek knowledge. They will listen to me and follow my instructions and I will become as respected a teacher as my own teachers. I am thankful to the Department of English and Humanities, BRAC University, as it requires, and thus, gives the students an opportunity to do an internship at academically good schools after they complete 93 credits.

It was the most important day of my life. The details of the day are still fresh and I often go down my memory lane to visit and revisit them. On 2 December, I went to St. Gregory's High School to meet the Headmaster, Brother Robi Purification, CSC, for asking him to let me be an intern-teacher at his institution. The meeting was nice and he permitted me to do my internship at his school. I felt extremely lucky. The Headmaster himself decided to be my on- sight supervisor. As I was a bit nervous and uncomfortable with the new teaching situation, he was very helpful and made me comfortable in every unexpected situation. I was like a permanent teacher similar to other teachers and participated in almost all school affairs. Moreover, the teachers were very cooperative

and friendly. They treated me just like a colleague and asked me to join their school

meetings and other staffs for gathering important pieces of experience.

He asked for an official letter that proves that I am student of BRAC University. Later, I

gave him an official document. He told me to join the school meeting before the school

started its upcoming term. The school started on 9 January and the meeting was on the

8th. According to his instructions, I went to Savar to attend the school meeting with other

teachers. The meeting was based on how to interact with the students and without giving

punishment how a teacher can handle a student as well as a classroom. I have learned

some of the techniques and I was quiet sure that I will apply those techniques in my

future classes. In that meeting, I met some teachers and they were very cooperative.

Then, the most cherished day of my life came and I started my teaching life. It was 9

January when the students called me "teacher". This is how I started my journey at St.

Gregory's High School.

4. My teaching experience at St. Gregory's High School:

I have a wonderful teaching experience at St. Gregory's High School. The students

were obedient, teachers were cooperative, and the environment was so nice that I felt no

problems in teaching. I have never felt that I was a new comer. They treated me very

well. I was a teacher of class two and four and my subjects were English 1st paper in class

two and English 2nd paper in class four, where I was actually supposed to teach grammar.

The duration of each class was 25 minutes and I took classes 5 days a week.

As I was the intern teacher, I used to take the classes from the second period. My first

class as a teacher was in class two, section "D". There were 65 students in total. When

the school assistant brought me to the class and I looked at the students and for the first time I got nervous. The students were surprised looking at me. They did not know me and saw me for the first time. However, I introduced myself and told them my purpose for teaching them. I observed that they were the beginner level students and they did have a sort of systematic syllabus system. The school has three terms in each year and at the end of the year, they have a final examination like the other Bangla medium Schools. Besides, they also have class tests, weekly tests, group works, curriculum activities etc. They are following an NCTB (National Curriculum Text Book) Textbook. However, there are some other reference books as well for English learning. When I started speaking English, I found that almost everyone was giving me a blank look. It seemed that they were not getting my instructions. Then, I had to switch from English to Bengali frequently. However, I tried my best to create a friendly environment no matter what the language is. On the first day in class two, I asked them to introduce themselves in the class and mentioned that they should try to speak English. The first boy of the class started speaking about him, his fathers, his mothers and other family members. Gradually, rest of the students introduced them in the class and it turned out to be a good introductory class.

Then, I had to stop because of the time limit. As it was the first class, I did not give them any homework. Later on, I went to the class four, section "B" where I was supposed to take English second paper class. It was a huge class with 58 students. Everyone was looking at me and had many questions in their mind. I introduced myself and told them about my purpose of teaching. I asked some general questions and let them go, as it was

the introductory class. After finishing the class, a teacher of one of the other sections told me that teachers have to take a special grammar class in every week. Therefore, I made my routine of the classes. After finishing the class, I realized that though I was actually interested to follow CLT for teaching this class, the students did not seem prepared for it. Therefore, I finally decided to use a blend of GTM and CLT in the classroom for their better understanding. In addition, when I observed some of the other classes I found that almost every teachers were frequently switching from English to Bangla. Besides, they only focus on the syllabus and complete the given exercises, comprehensions, questions answers etc.

5.1 Aim of English Grammar courses:

Grammar gains its prominence in language teaching, particularly in English as a foreign language (EFL) and English as a second language (ESL). Without a good knowledge of grammar, learners' language development will be severely constrained. In grammar classes, learners are taught rules of language commonly known as sentence patterns. According to Ur (1999, p.287), in the case of the learners, grammatical rules enable them to know and apply how such sentence patterns should be put together. The teaching of grammar should also ultimately centre attention on the way grammatical items or sentence patterns are correctly used. In other words, teaching grammar should encompass language structure or sentence patterns, meaning and use. Grammar enhances the speaking and reading skill and sometimes produces the correct English through writing. As a teacher, I have tried my best to develop a healthy environment for the students. This can only be possible if all teachers allow students to make decisions and

take responsibility for their learning. As part of this process, students can be involved in self-evaluation and teacher should develop a positive learning environment in the classroom where individual achievement will get priority over competition. By involving students in daily decisions about evaluation and encouraging them to set personal goals, teachers can help students to discover what they know. Self-evaluations encourage students to think about what they are doing and what they need to do.

Therefore, through my speaking classes, I tried to give my students a platform to work on their languages beyond grammar classes. In these classes, they got the opportunity to use their sentences that they learned in Grammar classes. They were free to speak of their likes and dislikes. They used to participate in the discussion with lots of excitement and enthusiasm.

5.2 My Aim as a teacher for this course:

The teaching of grammar should also ultimately centre attention on the way grammatical items or sentence patterns are correctly used. In other words, teaching grammar should encompass language structure or sentence patterns, meaning and use.

In reading, grammar enables learners to comprehend sentence interrelationship in a paragraph, a passage and a text. In the context of writing, grammar allows the learners to put their ideas into intelligible sentences so that they can successfully communicate in a written form. Lastly, in the case of vocabulary, grammar provides a pathway to learners how some lexical items should be combined into a good sentence so that meaningful and communicative statements or expressions can be formed. In other words, (Doff, 2000, p.

3) says that by learning grammar students can express meanings in the form of phrases, clauses and sentences. (Long and Richards, 1987, p. 287) add that it cannot be ignored that grammar plays a central role in the four language skills and vocabulary to establish communicative tasks.

In the context of EFL, teaching grammar has traditionally been dominated by a grammar-translation method where the use of mother tongue is clearly important to elicit the meaning of target language by translating the target language into native languages. For example, according to (Larsen-Freeman, 2000, p. 149). and (Richards and Rodgers, 2002, p. 249). in such a method learners are required to learn about grammar rules and vocabulary of the target language. In the case of grammar, it is deductively taught; that is, learners are provided the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples.

Many teachers think that teaching grammar separately is not favorable to learners since learners only learn the way language is constructed, and very often when they are given grammatical rules, the learners work well on such cases. However, when they write or speak, the learners make grammatical mistakes or even unnecessary ones. Helping learners apply grammatical rules into communicative tasks (for example, writing and speaking) is very challenging. Therefore, teachers, especially in the context of EFL, could benefit from learning some alternative teaching approaches for teaching grammar so that they can integrate grammar or structure into other language skills in such a way that the goal of learning language is ultimately achieved.

5.3. Syllabus Planning:

First, I needed to prepare a good syllabus for the course "English Grammar". I was very careful about the syllabus planning, as it is the root of each course. If I am able to ready an appropriate syllabus for this course, then surely I will be able to fulfill the course's main objectives. Although, there was a fixed syllabus for every terminal examination, I designed my own syllabus with the permission of the Headmaster. The students of my class belong to the beginners' level. Thus, I had to make the syllabus suitable for their level as well. I emphasized more on the topics, which were in the school syllabus as; after all, they will have to compete with all other students of the school in the Terminal Examination. That is why the syllabus should contain the kind of topic, which will be helpful for the students to improve their speaking and writing skills. According to the terms set by the school, I had to arrange for quizzes, group work, and midterm examinations as well.

5.4. Material Selection:

In terms of material selection, I will discuss about class materials, which are very important for lesson planning. Success of the class mostly depends on the choice of suitable materials. If the materials are good enough to grab the attention of students then I can surely expect the success of my purpose of teaching them. We can use various materials for the class. However, the materials must be effective for the students. However, the School has its own selected materials such as the textbook and reference books followed. A good class material can help a teacher a lot to make his or her students understand the topic. If the teacher understands the topic clearly then it will be much

easier for the teacher to teach his or her students. The teacher will able to motivate them

for understanding and to encourage the students to reflect his or her understanding

through speaking and reading. Materials that I have selected for my class were *New*

Primary Scholarship Functional English, written by Md. Hamim and edited by Amit

Prasad and *Desk Workbook 3*, written by Jp Rouse and Shahjahan. The first book is a

combination of grammar, essay, application, letter writing, translation etc. The second

book is based on grammatical exercises. The other things that I used apart from the books

were Cell phone as an audio recorder, hand written materials etc.

5.5 The activities I choose for grammar teaching:

For the language classroom, the teachers need to set many types of activities. For

writing, teachers can select many kinds of activities, which encourage students for

writing. However, during my internship period I notice that usually most of the students

are not interested to spend Tong time on writing. In fact, some students are too lazy to do

their writing work and feel shy in the classroom. Although I take their English Grammar

course and this course is all about process of writing and speaking. Whatever techniques

are chosen for testing grammar, it is important for the text of the item to be written in

grammatically correct and natural language. (Hughes, 1989, p. 174)

I used to give them different types of activities such as gap filling, multiple

choices, matching the following etc. Gap filling and multiple-choice questions are related

to their terminal examinations as well. I would like to give a sample of gap filling:

Task 1

The instruction for the Gap Filling was:

Fill up the gaps using the appropriate form of the words from the bracket:

He displayed the wide, bright smile _____ had charmed so many people

before. (which, that).

Task 2

The instruction for multiple-choice was:

Choose the correct answer to make the sentence appropriate:

a) were   b) must   c) are

They left at seven, they _____ be home by now.

I used to give them the pair work from the exercises of the book, which is related

to their Terminal Examination. I would like to give a lesson plan for a task in the

classroom

5.6 a SAMPLE OF Lesson plan:

Lesson Plan Topic: <u>Gap Filling:</u>

Teacher	Bithi Biswas Nandita
Purposes	1. Identify the blank words 2. Arouse students' interests in grammar
Proficiency level	Class four, from Bangladeshi perspective.
Skills	Writing
Duration	50 minutes
Materials	a) Handout (fill in the blanks)
Activities	Read the passage with the blanks and try to fill up the blanks using the given words.

Procedure	**I. Warm up session (5mins)**
	
	    b) Motivating students to participate in the warm up session.
	
	II. Practice (5mins)
	    a) Giving worksheets of 10 gaps.
	
	III. Produce (25 nmins)
	    (1) Students will read the passage
	    (2) Try to fill up the gaps..
	    (3) Checked by the students.
	    (4) Teacher will correct student's mistakes.

Homework	No homework, but a advice to try to figure out the rest of the exercise from the book.(**10 mins**)

Date	12.02.2012

6.1 Practical Application of Theories

I have done many courses in English Language Teaching. In those courses, I learnt many things about methods, approaches and techniques that all related to classroom teaching, classroom management, feedback learning strategy, classroom activities, correction process etc. However, during my internship period I got an opportunity to apply these theories practically in the classroom. I would like to say that the knowledge that I gained from those courses helped me in the real classroom. Here I want to mention the names of some courses that proved helpful for my internship.

English 334 is a very effective course where I learn about various types of teaching methods, techniques and English 439 teaches us about class activities and class materials etc.

6.2 Methods I applied in my classroom:

Through my courses at BRAC University, I have to know about several methods such as Grammar Translation Method (GTM), Direct Method (DM), Silent Method (SM), Communicative Language teaching (CLT) etc. When I was doing my internship, I had to select an appropriate method for my class. Before selecting any method, I had to keep something in my mind such as whatever I used that should be appropriate for my class,

that should be matched to my students level, more or less their capability of

understanding etc. After all, I slicked myself into Grammar Translation Method (GTM)

and a bit of Communicative Language teaching (CLT).Grammar Translation Method

(GTM) is one of the most traditional as well as oldest methods. It was first introduced in

Germany. Therefore, it was called Prussian method. This method is the oldest method of

foreign language teaching, having existed for more than 2000 years that dominated

Europe and foreign language teaching from the 1840s to the 1940s and is being modified

and used in different countries of the world today. However, this method was immigrated

for teaching language in Bangladesh during colonial period, which is being used till

today.

On the other hand Communicative Language Teaching (CLT) found in the changes in the

British Language teaching tradition dating from the late 1960s. It is one of the advanced

methods in the field of teaching. This method focuses on communication rather than

writing or reading. No matter how serious the grammatical mistakes are, CLT is based on

interaction and communication between teacher and students or only between students.

Here are the reasons behind my choosing GTM for most of the time in my class. First,

ST. Gregory's High School itself is a Bangla medium School. That is why using CLT

will not be a good selection. Second, the students are taught in a way that they are more

comfortable in speaking Bangla than English. Third, other teachers of the school were

proficient but did not seem properly trained to take their classes in English. Finally, the

authority was not that much strict for taking class in English. When, I started taking class

I tried to continue the class in English, however, I failed because of the student's low

proficiency level and they did not communicate with me.

In addition, I used to take a Speaking class once a week, where the students were supposed to speak in English no matter whatever mistakes they make. In my speaking class, I used to follow CLT and thus the students were forced to speak in English as well.

6.3 Analysis:

After observing the Grammar class of the Bangla Medium School, I realized that the class-teacher was using L1 as the language of instruction even though it was an English class. The reason is that though the students do some amount of reading activities, they do not get to listen to L2 that much. As listening does not take place extensively, their ear is not trained for listening to continuous English. Therefore, the teachers feel forced to switch between their L1 (Bangla) and L2 (English).

In the English medium class, the students are more advanced in their proficiency level. As a result, the teacher could easily stick to speaking in English all the time.

6.4 Giving feedback:

It is my responsibility to be a teacher to give appropriate feedback to my students. By having appropriate feedback the students, get opportunities to evaluate themselves correctly based on their success and progress. There are many types of feedback and it can he provided to the students following many ways. First, I would like to mention the different types of feedback. Such as explicit correction, Recasts, Clarification requests, Metalinguistic feedback, Elicitation and Repetition. It depends on the teacher which types of feedback he or she wants to choose for the class. As I mentioned it before that

feedback can be used in a number of varieties: giving praise, motivating or encouraging the students making immediate corrections or giving later corrections, or correcting the students by elicitation. Since, I take their English grammar course most of the times I need to give them oral feedback. However, I also need to provide them written feedback in their diaries. I want to discuss the oral feedback I used to give them based on their speaking.

In my class, I give feedback according to the students' level. Most of the time, I try to bring out positive points from their written work so that I can give positive feedback to them. But it does not mean that I avoid their mistakes and I do not work on their mistakes. I absolutely work on their mistakes but in a proper way so that they do not get demotivated. I usually gave them written grammatical exercises as their homework. When I used to check their work, I observed that most of the students are sensitive to their written copies, which are full of mistakes pointed out in red. This type of written work is an influential visual evidence for any student. To see this type of evidence they get frustrated and their confidence level goes down. For this reason at first, I used to focus on the good things on students' writing and I use smiley faces, stars A or A+ as positive signs to give them compliments.

While taking the classes, I have seen that different students have different problems. Some have grammatical problems, some have punctuation problems, others have spelling problems etc. Therefore, I think that it is better to give feedback on any particular problem rather than giving them feedback on every mistake. It has two advantages-without getting confused the students exactly know what problem they need to work on

and it also cuts down the correction. For example if I notice any student's copy that he or she has worked well on the concept of the topic or the sentence structure is improved. After checking the copy I write down good sentences to motivate them.

6.5. Error Correction and Analysis:

In terms of error correction, Julian Edge suggests that we can divide mistakes into three categories. First, "slips" are the mistakes, which can be corrected by the students themselves. Second, "errors" are mistakes which they cannot correct themselves and therefore need explanation. Third, "attempts" that is when a student tries to say something however, does not yet know the correct way of saying it (Edge, 1989, p 99). According to Harmer, (2003, p 99) there are two distinct causes for making errors. The first one is L1 interference (due to the interference of mother tongue) and the second one is developmental errors (due to the over-generalizations)

While I was teaching, I found these types of errors in students speaking and writing. Most of the errors are caused by the over-generalizations and the influence of the first language (mother tongue). For example, one of my students wrote in his copy that there were lot of childrens playing in the field. Here, he used the term "childrens" to pluralize the term child. It happened because of the over generalization. Another example of making errors can be the influence of mother tongue or first language. When we were young most of us made this error. If we were asked "Do you eat"? We replied "Yes, I eat rice, vegetable, dal and water". It happened due to the influence of our mother tongue, because we think in our native language and then we translate that into the target language when we talk. In Bangla, "ami bhat, maach, dal, and pani khai". Moreover, when the students make errors

in their copies I used to correct them in a way so that they do not feel frustrated rather work on their mistakes.

7. Classroom Observation Report:

7.1 Classroom Observation:

After completing my internship, I thought to have a classroom observation of another school. I went to a famous Bangla Medium Girls High School in Old Dhaka for observing an experienced teacher's classroom. I took the permission of the Headmistress to observe a senior teacher's class. Therefore, I went to Ms. X's class where she was teaching Grammar to the students of the 4th Grade. I sat on the last bench, the teacher introduced me to the class, and I shared my purpose in observing their class.

The teacher started the class with the previous day's homework. She asked for their homework and she was speaking in English. Later on, she switched to Bangla and the students were co-operating with her. Then, she began teaching the chapter on "Word and Syllable". The way she started the class got me thinking that the class will turn out to be a very interesting session for everyone. However, her class was the exact opposite of what I thought. She started reading the chapter from the book "English Commutative Grammar". The school authority selected this book. While reading from the chapter, she translated some difficult words into Bangla. She mentioned that the definitions of word and syllable are important for the quizzes and terminal exams as well. She gave them homework to read the chapter and memorize the difficult words and to complete the

exercises at the end of the chapter. This is how she completed the chapter and her lecture for that class as well.

I also observed an English medium classroom at Heed International School in Old Dhaka. With the permission of the headmistress, I went to the 4th grade class of Ms. Annie Lilian Gomez. She was teaching introductory grammar to 7-8 year-olds. Her classroom was following the techniques associated with Communicative Language Teaching. She started with a technique called elicitation, which is used to grab the attention of the students. She was showing some pictures related to her topic. One picture had human beings walking very fast. In another, they were walking very slowly. Through these pictures, she was trying to elicit the responses "fast" and "slow" from the students. Using the next pair of pictures, she was trying to elicit the ideas of "small" and "big" from them. Then, depending on the students' responses, she gave plenty of more examples. Therefore, this how she made them understand the concepts of quality and quantity. At last, she introduced the definition of adjectives, which was the prime goal of the lesson of that day.

8. The problems that I faced while teaching:

Until now, St. Gregory's High School is one of the oldest and renowned schools in old Dhaka I am so lucky that I got the chance to do my internship over there. However, there is a saying that every thing has its both good and bad sides. Naturally, this school has some lacking which became an obstacle in my teaching. While I was teaching, I faced some problems. In my paper, I would like to discuss on it. For example:

8.1 Limited Class Time: The duration of each class was 25 minutes, which is very limited for both young and adult learners. Especially, in young learner classes students do not feel comfortable to cooperate with the teacher. The teachers need to push them to do anything. While I was teaching, I felt that 25 minutes are not enough to complete any kind of class work activity or task. First 10 minutes goes in to greet with the students and then left 15 minutes goes with their lots of complains against their classmates or friends. I will not blame on them because they are kid after all and they will do certain kinds of work rather I will say that it should be acknowledged by the school authority. At last, left over 5 or 10 minutes are not enough to complete any task. Most of the time, I could not complete my class work activity. To complete my task, either I had to talk to the previous teacher to give me his or her slot or I had to keep it after the school ends. Even though, I took the permission of the Headmaster to do certain kinds of activity after the school ends.

8.2 The huge number of students:

As because it is one of the famous boys school in old Dhaka, that is why every parents have their dream to get admit their children into the school. This is why the number of students are increasing day by day which has become so problematic to control them in the class. In my class of four, section "B", I got sixty-two students, which is too huge for each of the section. Sometimes, I had a hard time managing and

disciplining them. Even though, there was a system to give punishment, however I never punished them in an extreme way. I used to write on their dairy and they had to sign the dairy by their parents.

8.3 Seating arrangements:

I already mentioned that this school is one of the oldest schools and everything related to this school smells the old beauty and glorious past. This is why the school still now following the traditional orderly rows seating arrangements. Seating arrangements are a main part in a teachers plan for classroom management. (Scrivner, 1994, p. 87). The tables are placed in well-organized rows. This is the traditional form of a classroom; named as "Orderly Rows" The main disadvantage of this arrangement is that there is very little scope for student interaction. (Ramsden, 1999, p. 1)

While teaching adults, this method is usually not suggested. In some cases, it can be beneficial for teaching young children though. Children can be noisy and are sometimes difficult to control. By placing the tables in rows, there will be very little possibility to talk and to play with other students. (Bennett and Blundell, 1983, p.101)

This one is another reason for what I could not do the different activities except the pair work. The school still following the traditional orderly rows arrangements and for that sometimes it became very difficult for me. Every month, I used to do a group work with

six students for that I had to talk to the previous period teacher to give me his or her time slot so that I can utilize a long 50 minutes class and complete my activity properly.

8.4) The lacking of technical supports:

These days most of the schools have the technical support. Such as internet, speaker, audio system etc. However, this school lack with this kind of supports. Whenever, I took the listening test I either had use my cell phone or use my own voice. If the school is technically developed then I would not have faced such problems. For example: I had to repeat one sentence several times, which is not suitable for my listening test. Students were very noisy and because of their noise, they did not listen to my voice or recording. Most of the time, it has been observed that a new system or technology increases the curiosity of the students. Therefore, these types of supports can be used to increase their attention and improves their listening skill as well.

9. Conclusion:

In conclusion, I can say that grammar teaching is not just teaching a set of given rules. Grammar is to furnish the basis for a set of language skills that is listening, speaking, reading and writing. It can be taught with the variation of approaches. However, it should be in mind that different approaches are not same for every level of student. It depends on certain things such as proficiency level, age, learner's attitude, aptitude etc. Therefore, a teacher should keep these things in mind and choose an appropriate approach for his/her students. In my experience, I can say that teaching

grammar is not so easy to deal with especially with the young students. However, it

mostly depends on the teacher how he/she will conduct the class.

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