

# **Productive Skills: Teaching Beginners in English Medium School**

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# **Productive Skills: Teaching Beginners in English Medium School**

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## **Dedication**

This paper is dedicated to my parents, grandparents and Ms. Shenin Ziauddin.

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## **Chapter 1**

### **Introduction:**

From my childhood, I had a wish to become an English teacher. I completed my SSC and HSC from Science group and then I joined in the Department of English and Humanities in BRAC University. In my English major, I had three options: Literature, ELT & Applied Linguistics and Media & Culture. I opted for ELT & Applied Linguistics because I felt comfortable to study in linguistics. As I am interested in teaching so, my linguistic major would help me to be a good English teacher.

To fulfill the requirement of my graduation, I have to complete my dissertation of 6 credits. I had two options: to do a thesis or an internship. Without delay I chose internship because it was a step ahead to fulfill my goal of being an English teacher by being practically involved with the hands of experience. I have successfully completed my internship in Ark International School from January 6 to March 28, 2013. I worked there as an assistant class teacher of class 1. I was working with beginner level students. So, my job was interesting as well as challenging.

In my class, I had 2 colleagues from whom I have learned several techniques, methods and the responsibilities of a teacher. After experiencing and observing the teachers my respect for this noble profession has increased a lot. My colleagues helped me a lot by telling me necessary information about classroom management, classroom activities of a teacher, teacher-student relationship and many more things. I have always tried to follow them in every aspect of my internship. I also tried to implement my knowledge I have learned in my 4 years of

graduation. I combined my theoretical knowledge of ELT with the teaching techniques of the teachers and I practically implemented both for teaching English in classroom.

In my internship report I will mainly focus my experience on teaching the productive skills to the primary level students.



## **Chapter 2:**

### **Literature Review**

The ability to use a language is called language skill. When we learn a language we usually learn four language skills for communicating in that language. When we learn our first language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four language skills. So, for learning a second or a foreign language we also need to follow these steps.

Teachers tend to talk about the way we use language in terms of four skills- reading, writing, speaking and listening. They are often divided into two types. *Receptive skills* is a term used for reading and listening, skills where meaning is extracted from the discourse. *Productive skills* is the term for speaking and writing, skills where students actually have to produce language themselves (Harmer, 2007, p.265).

Reading and Listening are called receptive skills because when we listen and read something we receive the language, understand it and decode the meaning. Speaking and writing are called productive skills because we use the language to produce a message through speech or written text.

#### **2.1 Definition of productive skills:**

The productive skills are speaking and writing, because learners need to articulate words and write to produce language. Learners receive language by listening to conversation, music, video and also by reading comprehension, newspaper, poem, book, etc. Then they move on to

the next stage where they produce the language to express their thoughts by using productive skills. Speaking is an oral production of language. McDonough and Shaw (2003) stated that, speaking involves expressing ideas and opinions, expressing a wish or desire to do something, negotiating or solving problems or establishing and maintaining social relations (p.133-134). So, speaking is the oral process to produce language. On the other hand, writing is a productive skill in written mode. When we talk about writing there is usually two-way distinction of writing: institutional and personal writing. Institutional writing includes textbooks, reports, applications, business correspondence whereas personal writing covers personal letters and creative writing.

## **2.2 Definition of Speaking:**

Ur (1991) said that, “Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterance to convey meaning.” (p.48). According to Gower, Philips and Walters (1995) every opportunity for speaking in classroom should be taken. It can be done by trying to communicate that students realize their need for language and by speaking that they increase their fluency and confidence. At first students may be self conscious and reluctant to speak in front of people. However, there are ways (repetition work and pair work activities) of providing a safer, less public environment in which the students can begin to practice speaking. (p.99). As a productive skill speaking is very important. Previously speaking was not a popular activity to practice in our classrooms. But nowadays the process of speaking activity has changed a lot. Teachers now try to encourage the students to improve their communication skills through speaking.

According to Nunan (1989), to be successful in acquiring the speaking skill in the target language, the following sub skills should be developed:

1. “The ability to articulate phonological features of the language comprehensively;
2. Expertise on stress, rhythm, intonation patterns,
3. An acceptance degree of fluency,
4. Transactional and interpersonal skills,
5. Skills in talking short and long speaking turns,
6. Skills in the management of interaction,
7. Using appropriate formulae and fillers.” (p.32).

## **2.3 Different aspects of Speaking:**

### **2.3.1 Accuracy:**

“Accuracy involves the correct use of vocabulary, grammar and pronunciation. In controlled and guided activities the focus is usually on accuracy and the teacher makes it clear from feedback that accuracy is important.” (Gower, et al. 1995, p.99). In speaking, accuracy is very important and teachers should encourage the students for the correct use of language. However, teachers should not be too focused on accuracy because if they become very particular about producing correct language from the beginning, then students might never become confident in their speaking. For that reason, Gower et al. (1995) suggested that, on particular activity teacher should make it clear to students in which areas accuracy is expected, and to what extent (p.100).

### **2.3.2. Fluency:**

According to Gower et al. (1995), “Fluency is the ability to keep going when speaking spontaneously.” (p.100). As the main aim of fluency is to give the students the opportunity to speak so, Scrivener (2011) suggested that, teachers should reduce their talking time (Teachers talk time, TTT) to give the students more space to talk (p.225). He also added that, if the teachers correct students middle of a fluency task it can interrupt the flow of speaking and students often find it hard to continue after a correction, whilst others in class may become more reluctant to speak for fear of similar interruption. So, teachers should give a proper instruction before an accuracy-focused work or a fluency-focused work (p.225). When dealing with the beginner level students, at first teachers should focus on accuracy and gradually for improving fluency they should give them the chance to speak spontaneously without worrying about mistakes.

### **2.3.3. Pronunciation & Vocabulary:**

McDonough and Shaw (2003) stated that,

The teaching of pronunciation is carried out in many different ways, and for different reasons. Sometimes whole lessons may be devoted to it; sometimes teachers deal with it simply as it arises. Some teachers like to ‘drill’ correct pronunciation habits, others are more concerned that their students develop comprehensibility within fluency (p.136).

The process of teaching pronunciation totally depends on the teacher because, there is no universal rule for teaching pronunciation. Some teachers use ‘bottom up’ where students deal with both forming and hearing sounds as ‘correctly’ as possible. On the other hand, in ‘Top

down' learners' pronunciation is considered as a part of a broader communicative approach (McDonough & Shaw, 2003, p.136).

Choosing correct vocabulary is also important for good speaking. According to Richards (1976), the goals of vocabulary teaching must be more than simply covering a certain number of words on a word list. Then teachers must look into how teaching techniques can help realize the concept of what it means to know a word. Vocabulary had for some time been one area of the syllabus where this link between approach, method and technique has been neglected (p. 88). When teachers deal with primary level students they need to teach some common words to the students because, the kids would need those words in their speaking. Otherwise, while speaking, the students will struggle to find suitable words. For that reason, accuracy and fluency of their speaking might be hampered.

## **2.4 Encouraging/ Motivating students to speak:**

### **2.4.1. Encourage students' interaction:**

In speaking classes students should get the chance to interact with each other. According to Scrivener (2011) learners usually need to be able to:

- Make eye contact with those they are speaking to;
- Hear clearly what other person/people are saying;
- Be reasonably close together (p.216).

If the students can do eye contact with the speaker while listening his/her speech, it can help them to understand things more clearly. It will help them to feel free to interact with each other and share their opinion.

A teacher should try to make speaking classes interactive. Gower et al. (1995) suggested that, a teacher's aim should be to create a comfortable atmosphere where students are not afraid to speak and enjoy communicating with their fellow students as well as the teacher (p.101).

#### **2.4.2. Introducing speaking activity to communicate:**

The aim of communication activities is to encourage purposeful and meaningful interaction between students. These activities should be designed in such a way so that students get motivation to speak. In communicative tasks students are bridging an information or opinion gap; asking for and giving real information or finding out about the opinions of their fellow students. These activities not only motivating them in the classroom but also they offer a challenge which mirrors real-life interaction (Gower et al., 1995, p.102). In link with that Scrivener (2011) said, "Communication activities are not simple grammar practice activities. Teachers can offer grammar or vocabulary before the activity, the main aim for the students is achieving successful communication rather than accurate use of particular items of language" (p.217).

#### **2.4.3. Planning speaking activities carefully:**

Speaking activities should need to be very carefully structured at first, especially at lower levels, so that the students have few demands on them. It can be difficult for beginners to come up with ideas at the same time as having to cope with the language (Gower et al., 1995, p.102). So, teachers should plan simple speaking tasks to make the students speak in target language. They may not be fluent and accurate but they should not remain silent in speaking classes. Teachers can give pictures or some common topics so that students attempt speaking. Gower et al. (1995) added that, when the students "become used to doing controlled and guided activities

students become more sure of themselves and more adventurous so that freer activities can be attempted.” (p.102).

## **2.5 Types of speaking activities:**

### **2.5.1. Communication games and Information gap:**

Speaking activities based on games are often a useful way of giving students valuable practice, especially, although by no means exclusively, where younger learners are involved. Game-based activities can involve practice of oral strategies such as describing, predicting, simplifying, asking feedback, through activities such as filling the questionnaires and guessing unknown information (McDonough & Shaw, 2003, p.144).

In these types of activities students learn and practice speaking by implying fun and they also improve their speaking skills by playing communication games. According to Harmer (2007), in information gap games one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in right order (describe and arrange) or find similarities and differences between pictures (p.349). So, these games are good for beginners because they can practice speaking in a simple manner.

### **2.5.2. Role play and Simulation:**

According to Harmer (1998), “Role play activities are those where students are asked to imagine they are in different situations and act accordingly” (p.92). Students are given a ‘role’ of a particular person like a customer, a manager, a shop assistant etc and they need to act and speak like that character. To give examples of role play Harmer (1998) said that, students may

ask to plays roles as guests at a party, travel agents answering customer's questions or participants in a public meeting about a road-building project (p.92).

Gower et al. (1995) suggested that, role play can be used to:

- “Remind the students of situations they might be in;
- Give the students an opportunity to try out language recently introduced or revised and practiced in a more controlled way;
- Give students the opportunity to improve their fluency, through a wide range of language, in a variety of situations and with different speakers;
- Help the students to plan which areas to work on through the diagnosis of strengths and weaknesses of the students' English” (p.105).

Role plays can help students in their practical life. If a student plays a role of a customer and speak in English with a shopkeeper for buying products, it can help him/her in real life while staying in an English speaking country.

### **2.5.3. Discussions:**

Discussing about a certain topic also help students to improve their speaking skills. Gower et al. (1995) suggested some techniques which can make discussions in class fruitful.

- Teachers should ensure that students are interested in the subject and have ideas of their own.
- The activity should have motivating factors which can create an environment for the learners to speak.



- The activity should be planned such a way where the whole class can participate (p.107-108).

#### **2.5.4. Group work and pair work:**

If the classroom is large, there are many students and time allocation is short then teachers can set up group work and pair work for practicing speaking activities. Gower et al. (1995) suggested that, “It is often better to divide the class into groups so that a number of parallel discussions can take place. In this way more students get a chance to speak” (p.109). Pair work is also helpful for a good speaking activity. Sometimes some shy and introvert students do not want to speak in front of the whole class. In this situation, if teachers practice group work and pair work then those shy students can also participate in class.

#### **2.6 Definition of Writing:**

Writing is a specific skill which helps people to put their thoughts into words in a meaningful form through pen and paper. According to Grossmann (2009), “Writing can take many forms, including anything from a shopping list, acting as an aide-memoire, through letters, both formal and informal, to academic texts like this essay.” (p.3). Harmer (1998) noted that, writing is a basic skill, students should know how to write letters, how to put reports together. Moreover, they should know how to write using electronic media. So, Harmer (1998) emphasized writing as important as speaking, listening and reading (p.79-80).

“Writing displays a variety of features which can be observed within the sentence at the level of grammar, and beyond the sentence at the level of text structure.” (Nunan, 1999, p. 275). Halliday (1985) outlined 3 main purposes for writing, namely “action” (including public signs,

product labels, etc), “information” (including newspapers and magazines etc) and “entertainment” (including comic strips, novels, newspaper features etc) (as cited in Nunan, 1999, p. 275).

## **2.7 Different aspects of writing:**

### **2.7.1 Handwriting & Spelling:**

As we are talking about English (L2) so, handwriting could be a problem for those students whose native-language orthography is very different from Roman script. Handwriting is a personal issue so, students should be encouraged to improve their problematic handwriting (Harmer, 2007, p.324). Grahem & Harris (2000) said that, “Skilled writers tend to master transcription processes (spelling and writing) better than less skilled writer, while individual differences in transcription skills seems to predict writing achievement.” (as cited in Maki, Vauras & Vainio, 2002, p.190).

Correct spelling is very important for a good piece of writing. Harmer (2007) stated that, although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the reader’s judgment. Sometimes bad spelling is perceived as a lack of education or care. So, best way to help students to improve their spelling is to motivate them to read a lot (p.325).

### **2.7.2 Layout & Punctuation:**

Commas, full stops, quotation marks, capitalization of proper nouns, names, months these things come under punctuation. Harmer (2007) said that, as there are well-established customs for punctuation so, violation of this makes a piece of writing look awkward (p.325). He also

added that, different genres of writing have different layouts so, learners should be aware of these layouts while writing (p.325).

### **2.7.3 Sentence construction & Text cohesion:**

According to Gower et al. (1995), the construction of sentences that are grammatically correct, using the correct word order is very important (p.113). Learners also should practice “the appropriate use of linking words and phrases so that the organization of text is clear to the reader” (Gower et al., 1995, p.113).

## **2.8 Encouraging students to write:**

### **2.8.1 Set a positive and co-operative attitude towards writing:**

In writing classes, it is the responsibility of teachers to motivate learners for writing. Gower et al. (1995) suggested some ideas to the teachers to motivate the learners in writing in class. They are:

- “Encourage real writing tasks in the classroom. For example, for the birthday of a member of the class write greetings cards.
- Plan sufficient time for writing activities and give them due importance in the program of work.
- Encourage the students to show each other their writing and to ask each other for advice.
- Try letting the students write in pairs or groups sometimes.
- Give encouraging feedback.
- Be selective about the kind of mistakes you are going to mark so that you do not have to mark every mistake made.

- Display finished tasks on the wall or in a class book” (p.114).

### **2.8.2 Prepare students for writing:**

Teachers should help the students to gather ideas from reading, listening and talking to one another. Point out those aspects of written texts that can be used as models for their own writing: the layout of letters, for example. The analysis of a text in a reading skills lesson can lead on to students writing a text along the same lines, and often students’ writing can arise naturally as a response to a listening or reading text (Gower et al., 1995, p.114).

Brainstorming can be also practiced in classrooms, teachers can practice it by talking about different aspects of a topic with the students and by gathering their opinions. This can help the students to get ideas to write about many things.

### **2.8.3 Structure writing activities:**

Teachers should plan writing activities carefully so that tasks progress from the more controlled, through guided to freer, particularly with students who lack confidence in their writing. According to Gower et al. (1995) one way in which students get controlled practice, particularly at lower levels is by copying from the board. Teachers should:

- “provide a clear model;
- make it clear when you want students to copy from the board;
- give them time;
- monitor carefully, especially with low-level students, as mistakes often occur at this stage;

- Ordering jumbled sentences and writing them out in correct order is also a good copying practice” (p.114).

#### **2.8.4 Planning guided and freer writing activities:**

In classroom, teachers should plan guided and free writing activities by considering the level of the students. According to Hughes (2003), “Writing tasks should be well defined: candidates should know just what is required of them, and they should not be allowed to go too far astray.” (p. 93). Oczkus (2007) defined that,

Guided writing is an essential tool in a balanced writing curriculum, providing an additional supported step towards independent writing. Through guided writing, students are supported during the different stages of the writing process. The aim is to provide support that is going to help students to improve their writing and to work with increasing independence (p.3).

On the other hand, to describe free writing Ali (2002) said that, “In this method, students are asked to write freely on a topic determined by the class or the teacher.” (p.28). According to Gaffield-Vile (1998), “Creative writing is a journey of self-discovery, and self-discovery promotes effective learning”. (as cited in Harmer, 2007, p.328). In link with that Ali (2002) also said, “Since personal writing depends largely on students’ imagination and creativity, free writing is a good platform that can be used to enthuse students to write.” (p. 2).

So, Gower et al. (1995) suggested that, at first teachers should focus on guided activities and gradually when students get used to it then they can attempt practicing freer activities in classroom (p.115).

## 2.9 Categories of writing:

### 2.9.1. Process and Product writing:

To explain process approach Badger and White (2000) said that, “Process approaches see writing primarily as the exercise of linguistic skills, and writing development as an unconscious process which happens when teachers facilitate the exercise of writing skills (p.155). According to Harmer (2007), in process writing teachers mainly follow various stages like drafting, reviewing, redrafting, and final writing etc. before making the final version (p.326). According to White and Arndt (1991) process writing is an interrelated set of recursive stages which includes:

- drafting
- structuring (ordering information, experimenting with arrangements, etc.)
- reviewing (checking context, connections, assessing impact, editing)
- focusing (that is making sure you are getting the message across you want to get across)
- generating ideas and evaluation (assessing the draft and/or subsequent drafts) (as cited in Harmer, 2007, p.326).

White and Arndt’s model can be represented with a diagram,

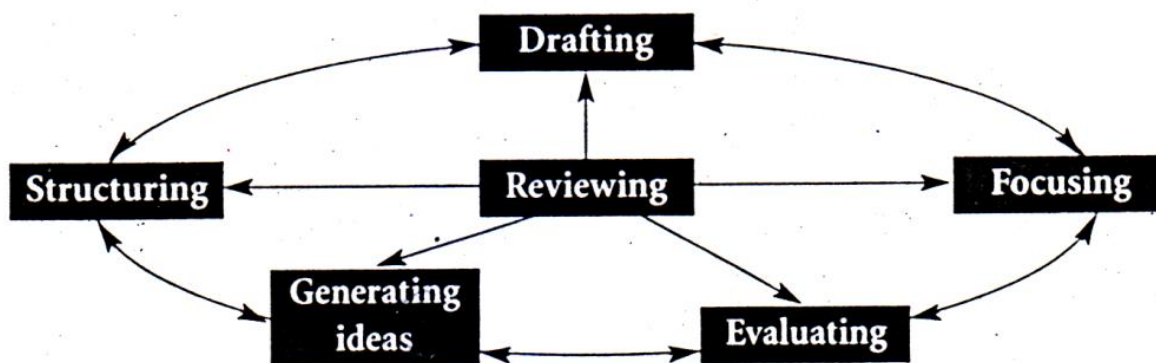


FIGURE 23: White and Arndt's process writing model

Tribble (1996) also discussed different stages of process writing by saying, “There are different views on the stages that writers go through in producing a piece of writing, but a typical model identifies four stages: prewriting; composing/drafting; revising; and editing (p.39). Shih (1986) said that, in process writing, the central focus of interaction is the process leading to the final written product (p.623).

On the other hand, to explain product approach, Harmer (2007) noted that, “When concentrating on product, we are only interested in the aim of a task and in the end product.” (p.325). Pincas (1982b) has explained writing as being primarily about linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax, and cohesive devices (as cited in Badger & White, 2000, p.153). In addition, Badger and White (2000) noted that, “Product-based approaches sees writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input, in the form of texts provided by the teacher.” (p. 154).

### **2.9.2 Genre of writing:**

Genre represents the norms of different kinds of writing. Harmer (2007) noted that, when teachers concentrate on genre writing, they should give students to study texts in that genre which will be beneficial for the learners. For example: if teachers want students to write newspaper articles, they have to provide real samples to the students to discover facts about construction and specific language of newspaper (p.327).

### **2.10 Writing in the classroom:**

According to McDonough and Shaw (2003), “The class room can provide an environment for writing at each of the three main stages of 1. Gathering ideas: pre-writing and

planning, 2. Working on drafts, and 3. Preparing the final version.” (p.165). To describe the classroom environment they said that, “The classroom can be structured in such a way as to provide positive intervention and support in the development of writing skills.” (p. 165).

Scrivener (2011) discussed planning classroom writing works. The teacher can help the students to choose the topic; choose a genre; select ideas; discuss ideas with others to get new perspectives; select, sequence and organize ideas, find grammar and lexis suitable for text and gradually to write the final version (p.236). As he said that, “Writing involves different kind of mental process” (p.235) so, learners (writers) need more time to think, to reflect, to prepare, and to rehearse and to find alternatives and better solutions in classroom activities (p.235).

## **2.11 Behaviorism:**

Behaviorism theory explains child language acquisition. According to Behaviorism theory human minds are like ‘blank slates’ and everything comes from outside. Children learn from repetition, imitation, and practicing things again and again (Cruttenden, 1979, p.98). Skinner (1938) developed a new concept which is called ‘operant conditioning’. In this type of situation, “the original behavior, instead of being an automatic reflex, is behavior which at first occurs by chance but, because of the effect it has when it does occur, is likely to be repeated” (as cited in Cruttenden, 1979, p.98).

Learning depends on consequences and reinforces. If students continue to do the same thing then it is considered as positive reinforcement. For example, if teachers give rewards each time the students complete their work, they will more likely to repeat the same thing in the future, It will be positive reinforcement. Sometimes, teachers rebuke students for doing wrong.



In this situation they will be negatively reinforced. So, students will stop doing the action and it will be considered as negative reinforcement.

## **2.12 Communicative competence:**

The term ‘Communicative competence’ is introduced by Dell Hymes in 1972, as a response to Noam Chomsky’s linguistic competence (1965). Linguistic competence is the knowledge of using grammar, syntax and vocabulary of a language. Communicative competence refers to user’s grammatical knowledge of syntax, morphology etc. as well as social knowledge about how and when to use a language for communication. Canale & Swain (1980) discussed communicative competence in terms of three competences. They are a) grammatical competence: words & rules, b) sociolinguistic competence: appropriateness & c) strategic competence: appropriate use of communication strategies (p.30).

To achieve communicative competence teachers should help learners in different ways. Urmee (2011) suggested some ways. They are:

- Teachers should motivate and positively supportive;
- Both peer group and teacher should not criticize at learner’s mistake;
- Every student should give equal chance to participate in class;
- Students should try to create positive self-image and hesitate to response in the class;
- Education institute should ensure an English speaking campus;
- Family should give positive encouragement to their learners.

Communicative competence is necessary for learners to know the socio-cultural rules of appropriate language use.

### **Chapter 3:**

## **Implementation**

To complete my dissertation, I decided to do internship because working experience in school will help me in the future as I want to be a teacher. The school I have chosen for my internship program is Ark International School which is located in Dhanmondi, Dhaka, Bangladesh. It is an English medium school that follows Edexcel syllabus. It is a renowned school established in 2003.

I did my internship in Ark International School from 6<sup>th</sup> January to 28<sup>th</sup> March, 2013. The educational level in the school starts from play group to O level. I used to work as an assistant teacher of class 1. I taught English language for three months to gain practical knowledge about language teaching. I have observed the higher level classes but mostly I taught beginner level students, most of them were between 6-8 years old. The objective behind my internship was to implement the ELT knowledge and language teaching theories that I received as a linguistic student and to see how this knowledge and theories worked in the real classroom setting. In this section, I will focus on my teaching experience where I tried to implement some of the theories and techniques that I learned about in my ELT courses.

When I joined in as an assistant teacher in class 1, the class teacher Ms. Musfeqa Khan gave me detailed information about the educational system of the school. She also helped me to learn the ways of teaching beginner level students. In class 1 there were two sections. The name of my section was ‘Venus’ and I had 26 students. They had three major subjects- Bangla, English, and Math. They also had drawing and physical exercise classes. They had two teachers

for all subjects. When I joined I used to take English classes, mostly writing and speaking classes.

### **3.1 Teaching speaking to beginner level students:**

From the first day of my internship I have seen that students do not want to speak in English. I have noticed that in my class students speak (Bangla) a lot in the classroom with their friends and also with the teachers but when they understand that they are going to do some speaking activities in English (L2), they enfold themselves. Whenever, I have tried to do some speaking activity with the kids of my class most of the students entered into silence and stopped talking. It was very much challenging for me to make them speak in English.

Many teachers do some speaking activity before starting a lesson. In the time of elicitation most of the speaking activities take place in the classroom. I have noticed that in the time of elicitation students do not understand that the teachers are influencing them to speak. So, they speak with the teacher. In my first week of internship, I observed writing and speaking classes. I saw that, in speaking classes students made lots of noises so, teachers gave them some pictures, color pencils and the students colored those pictures. From this I came to know that, beginners like pictures, colors and drawing. So, I thought to set up speaking activities with the help of pictures.

Scrivener (2011) said that, “For the quick explanation of vocabulary items, for setting up a discussion, a dialogue or role play, for story building, we need pictures” (p.71). As I wanted to talk about “Forest”, I drew a big picture of a tree and a river and asked the students some questions like “What is forest?”, “Why forest is different from town?” etc., I noticed that

students were interested to speak about forest and they were also suggesting me to draw tiger, lion because these animals live in the forest.

Then I asked them to come to the board and to write a name of one thing we find in the forest. I realized that, it was a good activity to grab the attention of the students because they were feeling very interested to come to the board. I asked them to write a name of an animal or anything which we see in a forest and to make one sentence with that word. They came up with many words like: plants, foods, fruits, flowers, birds, tiger, lion, giraffe, zebra, rivers, grass, animals, snake, bananas, monkeys, buffalos, shark, soil, butterfly, ant, crocodile etc. Most of them were making sentences like: “‘Tigers live in forest’; ‘We see animals in forest’; ‘Monkey eats banana’; etc.” They made some mistakes and I corrected them in a polite manner.

To make the students speak more, I started a conversation with the kids by asking questions like “Where the animals live?”, “What do they eat?”, “Which is your favorite animal?” etc. I observed that they were very eager to share their own opinion by participating in the classroom activity. It was a good speaking activity where students were performing excitedly. When I was asking questions about these, some of the students were participating while others were not getting chance. So, to give equal opportunity to all the students, I asked them to raise their hands and to keep silent before I called a particular name. By using this technique, I was able to talk with introvert and shy students. From this activity, I realized that kids want to speak when they feel comfortable. Some of the students hesitated to share their opinions with the whole class. So, the challenge for me in the speaking class was to make sure that all students especially the introverts participated in classroom conversations.

I also tried to do role-play activity in speaking classes. I divided them into pairs like student-teacher, shopkeeper-customer, doctor-patient but I noticed that students were making too much noise. They did not understand the concept of role-play as they are in the beginner level of learning a second language (L2) so, I stopped practicing this activity. From this I realized that role play is not an effective speaking activity in beginner level classes.

Gower et al. (1995) said that, there should be communicative activities in classroom to encourage purposeful and meaningful interaction between students (p.102). So, to make speaking activities more interesting and communicative I listed the names of some common vegetables and fruits which are available in our country. Then I collected colorful pictures of those fruits and vegetables. They were: tomato, cucumber, jackfruit, pea, banana, pumpkin, carrot, papaya, orange and apple. Then I introduced those fruits and vegetables with their pictures and asked some questions to the kids. The questions were like:

1. I am round in shape. I am red in color which vegetable am I?
2. I am a big vegetable like a football. I have orange color inside. Who am I?
3. I am crunchy and cone in shape. People like to eat me. Who am I?
4. I am long and green in color. I have juice in me. Which vegetable am I?
5. I am big and green. I have many seeds inside me. My body is very soft and red. Which fruit am I?
6. I am like a tennis ball but my color is red. I am very delicious. My name starts with "A".  
Guess, which fruit am I?
7. I am orange in color. I look like a ball. Which fruit am I?

8. I am green in color. Inside my cover, I have many small and round friends. My friends are also green. Which vegetable am I?
9. I am a tall man. My color is yellow. I am sweet in taste. Who am I?
10. I am the National fruit of Bangladesh. I have many spikes in my body. Who am I?



Fig: Picture of fruits & vegetables for speaking activity

By asking these questions and after showing the pictures I taught them the names of these fruits and vegetables. I also taught them the spelling. Then I gave an instruction for a speaking activity. “Now, everybody, listen to me carefully. I am going to give each of you a picture of a fruit or a vegetable. Do not show the picture to your friend. Keep it a secret. When I will call your name you have come in front of the whole class. You have to describe the fruit or the vegetable you get. All your friends will remain silent and they have to guess the name of the fruit or the vegetable you have described.”

After my instruction, I noticed that all the kids were feeling excited to come in front and describe the picture they got. It was the most enjoying activity I have ever done. Most of the students were able to describe the pictures in one to three sentences. The thing I like the most is

that, they were not trying to remember the description I have told them. Instead of that, they were creating their own sentences to describe the pictures. Some of the questions were funny but all of them were able to guess correct fruits and vegetables. Some of the questions of the kids were given below:

Tomato:
1. I am red and round. I have green leaf. Who am I?
2. I am soft, juicy and red. Who am I?
Banana:
1. I am a yellow fruit? Who I?
2. I have a long body. I am yellow. Who am I?
Jack fruit:
1. I have many spikes. I am very big and green. Who am I?
2. I am green spikes. I have many seeds. Who am I?
Orange:
1. My color is orange. Who am I?
2. I am yummy and sour. I am orange. Who am I?
Papaya:
1. I am big and green. I am a fruit. Who am I?
2. I am green. Inside I am red and black seed.
Pea:
1. I am green. I have green seeds. Who am I?
2. I have many green friends. I am?

Apple:
<ol style="list-style-type: none"> <li>1. I am like a ball. My name is from 'A'. Who am I?</li> <li>2. I have 'A' in my name. I am red.</li> </ol>
Cucumber:
<ol style="list-style-type: none"> <li>1. I am long and big. My color is green. Who am I?</li> <li>2. I have water. I am green vegetable. Who am I?</li> </ol>
Carrot:
<ol style="list-style-type: none"> <li>1. I am cone shape. Orange color. Who am I?</li> <li>2. I am long and hard. My name is from 'C'. Who am I?</li> </ol>
Pumpkin:
<ol style="list-style-type: none"> <li>1. I am a big vegetable. I am a big ball. Who am I?</li> <li>2. I am very big. My color is orange. Who am I?</li> </ol>

From this activity, I understood that those kids can express their thoughts in many different ways. Each of the students had their own unique speaking style. They were making some mistakes but at this stage of life as they are beginners so, it is appreciated that at least they tried to speak in English.

Gradually, I paired the students for speaking activities. I gave them familiar and real life topics in speaking classes because I was teaching lower level students and at that level the tasks should be planned such a way so that students can come up with ideas at the same time as having to cope up with the language (Gower et al., 1995, p.102). The topics were 'My Family', 'Our School', 'My Favorite Cartoon Character', 'My Hobby' etc. and I noticed that students were



discussing with their pair and they came up with new sentences and interesting speech about those topics. Pair work is effective when we pair a strong student with a weaker one. Because in my class I have noticed that the stronger member of a pair helped the weaker one and by this, shy and weak students were also participating enthusiastically in class.

Another speaking activity I practiced in class was that, I asked each of the student “Are you happy or sad?” if the answer is “yes” they have to explain why you are happy? And if the answer is “no” then again they have to share their feelings why he/she is sad. It was an interesting experience to know their feelings and their mood. Most of the students were happy but they did not have proper explanation for their happiness. For that reason, their answers were short. I was little surprised to know that around 3-4 students were sad. They all had diverse reasons for their sadness. One of my student said, “My father will go Italy tomorrow. He will come after 2 years.” Another student said, “Nobody play with me in playground.”

One student had very unique reason for his sadness. He said “I want to play in playground but Miss dae na. (I want to play in playground but miss *did not give permission*)” Here I noticed that he is code switching from English to Bangla because of his vocabulary shortage. This is a common problem with the beginners. Kids easily code switch when they are stuck with a word which they cannot find in their vocabulary bank. It was a hard and challenging task for me to make all the students speak in English. So, I used to practice communicative tasks everyday in speaking classes to make them practice more and more English in speaking.

For further practice beyond the classroom, I have encouraged the students to speak in English in the free times like Tiffin periods, game periods. But as they were kids they forgot the instructions. As their mother tongue is Bangla, they were more comfortable in Bangla. Mostly

when they talked to me they used Bangla. To avoid these situations I told them that I do not understand Bangla. So, whenever they came to me to say anything like: “Miss Toilet e jai? (Miss, may I go to toilet?); Khelte jai? (May I go to the playground?); Miss tiffin khabo kokhon? (Miss, when we will take our tiffin?)” I used to say “I do not understand you. Say in English.” After doing that I noticed, all of the students tried to speak in English. My attempt was very fruitful because they were practicing speaking English not only in speaking classes but also in other classes and sometimes among themselves.

### **3.1.1 Error correction and feedback:**

Error correction is very important in speaking. As Gower et al. (1995) said that, “Students should not be corrected during fluency activities” (p.100) so, I did not correct them during their speaking. Rather I took notes of grammatical errors, pronunciation and other mistakes and I used to give positive feedback after the students finished their works. Sometimes, when the students pronounced something wrong I used to give immediate correction. When I asked them whether they have submitted their home work or not, then few students answered, "I submit." I saw few teachers do not correct their error, but I did. I immediately corrected and told them to say, "I have submitted." By practicing it in class I saw every student started to say “Miss, I have submitted.”

If students needed to go to toilet, they said, “Miss Toilet.” Then I politely told them to say full sentences as “Miss, may I go to the toilet?” Also at the tiffin time sometimes they said “Miss hand wash” Then I corrected them to say, “Miss, may I go for hand wash?” Gradually I saw that they understood their errors and they were correcting. Another thing I noticed that, sometimes few of them forgot my instructions and said “Miss, hand wash, Miss done” and if I

gave them an angry look then immediately they realized their mistakes and corrected their own mistakes and used to said “Miss, may I go for hand wash?”, “Miss, I have done.” It was pleasure for me because they were self-correcting their mistakes. Katayama (2007) noted "Self-correction was also favored by the students" (p.76). Whenever the students were able to correct their own mistakes they felt confident and pleased.

Sometimes, some students tried to correct their peers' mistakes. I noticed that students felt very insulted when peers tried to correct them. According to cognitive theory my students fall under concrete operational age which is from 6/7 to 11/12 years. At this age, students remain very egocentric. (Cruttenden, 1979, p.107-108) So, when peers tried to correct them they felt very insulted and angry. They felt more comfortable when teachers corrected them about their mistakes in speaking.

### **3.2 Teaching writing to beginner level students:**

In classroom the main challenge of a teacher is to encourage students to practice writing. We all know that, practice writing is very important because:

- a) “To write is to think and reflect;
- b) Writing help communication with others;
- c) Writing may make one a better reader; and
- d) Writing can give writers a better sense of their own voice.” (Pea & Kurland 1987, p.279).

So, from the beginning of my internship I have tried to encourage my students to write.

I have seen that they do not like writing in classes at all. In my classes, whenever I asked the kids to bring out their C.W. copies, most of them felt bored. Many kids even asked “Mam, do

we need pencil? What will we write today?” Most of the students liked to write in worksheets rather than in copies. Because, in worksheets they needed to write one or two words or parts of sentences, fill in the blanks, short answers. So, they did not want to write complete meaningful sentences and short paragraphs in copies.

In my first writing class I tried to do some warm-up activities. I told them that I will write some name of colors on the white board. After that, I showed color pencils and I asked them to write the correct name of those colors in their copies. The students were very excited because kids like color. At the beginning, I wrote names of 10 colors “red, yellow, black, brown, purple, white, green, blue, orange and pink.” Then I showed them the color pencils one by one. All of them were very enthusiastic to write the name of colors very in their copies. When I checked their copies, I noticed that some of them made spelling mistakes while writing the names of the colors.

In writing classes, teachers mainly read stories and then they gave some question-answers to write down in class work copies. Teachers wrote the answers on the board and students were asked to copy the answers from board. In English class there was a story named, “Ruby’s Garden”. It was a suitable story for beginners because, it was a story of a girl named Ruby, and her first day at school. Students were enjoying the story because they were able to relate their experience of a new class and a new school with the story “Ruby’s Garden”. So, after completing the story, I taught the students some word meanings like “chatting: talking in a friendly manner, waving, nodded, label, and sticky” but when the kids were writing the word meanings in their C.W. copies they were making some spelling mistakes like “Stky”, “chating”, “talking ”etc.

Next, in the book there were two questions in the exercise part. Both of the questions were directly related with the story. They were 1. Why Mrs. Thomas called the classroom the garden?, 2. Why moms and dads were at the school gate? So, the students were supposed to write to the point answers of those questions. To make the writing class more creative I added two questions where students could write creative answers and share their own experience. The questions were: 1. What did you do on your first day at school? 2. Have you ever seen any garden? Write something about that garden. I told them that they can write anything from their memory about their first day at school. When the students were writing the answers I was monitoring them. As Scrivener (2011) said that, after giving the instructions the teacher should monitor the students to see whether they have understand the instruction properly (p.68). As my students were kids so, they needed my help and advice throughout the task.

While monitoring I observed that, when they were writing answers of the first two questions they were writing from their book. And for the freer parts, they thought a lot before writing and were asking me translation of some Bangla words in English. While writing the answer about the first day experience at school most of them were asking me translation of some words like “read, write, play, study, friends, cry, enjoy” and for the answer about a garden they asked about “birds, pond, flowers, bushes, butterfly, nest, well” etc. In the response of the 2<sup>nd</sup> question “Have you ever seen any garden? Write something about that garden.” They wrote “‘Yes. I saw flower, butterfly, wall in the garden’, ‘Yes. Floers, fruit, leaf, soil in the garden’, ‘Yes. I saw flower, fruit, pond in the garden’” etc. Some of them had some grammatical mistakes but their ideas were very innovative. After the writing exercise were done I noticed that in the

freer part most of them wrote more than one sentence answers and some of the answers were very good and creative.

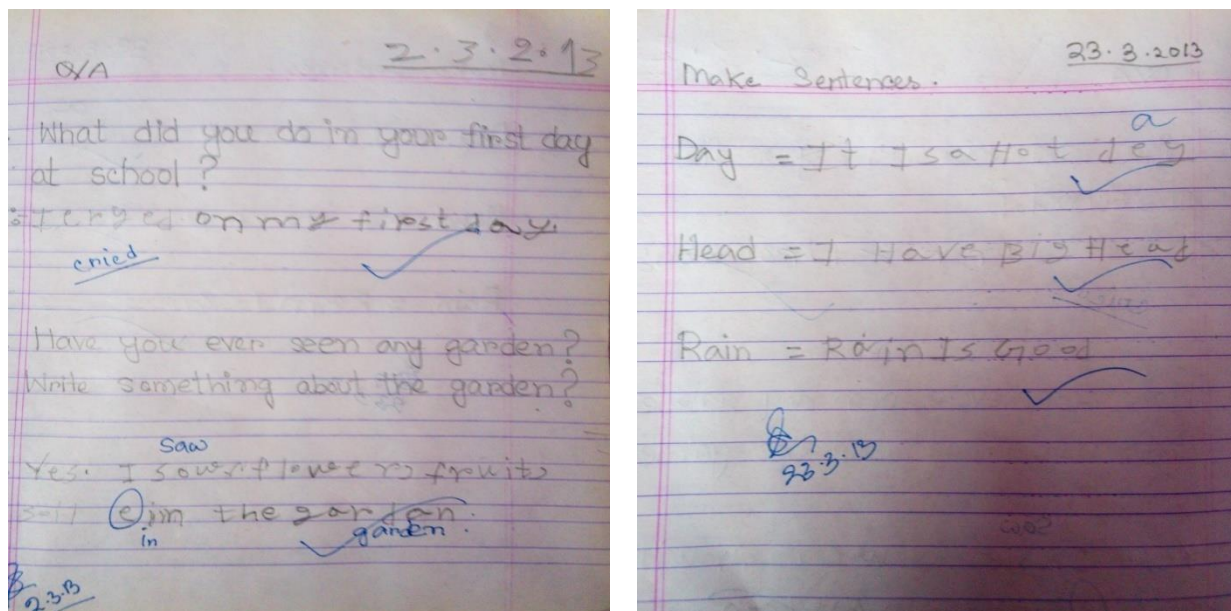


Fig: Samples of their c.w.

To make my students practice S+V+O (Subject+verb+object) structures, I gave them some make sentence exercises. I gave some simple words like “teacher, day, name, poem, garden, gate, study, head, kitten, rain” for making sentences. In this exercise they did fewer mistakes than before. All the students tried to make simple sentences like “ ‘I like my teacher’, ‘It is a hot day’, ‘Today is Sunday’, ‘My name is....’, ‘I like poem’, ‘I read poem’, ‘I like garden’, ‘I have a garden’, ‘I have a big head’, ‘I have a head’, ‘Rain is good’, ‘Today is rain’, ‘I enjoy rain’, ‘I have a kitten’.” Most of the students tried to make sentences with “I have.....”, “It is a .....”etc that means, they tried to follow a simple structure while writing anything. And when they come across to words like ‘rain’, ‘gate’, ‘head’, ‘study’ they made mistakes because they were confused to make sentences with them.

As students like colorful pictures so, one day I gave them 6 sequenced pictures of a story named “A Crow and jug” I scrambled the sentences of the story as Gower et al. (1995) said that, “Ordering jumbled sentences and writing them out in correct order can give useful copying practice” (p.114). The sentences were:

- a) He flew near the jug and looked inside. The level of water was very low. He was unable to drink the water.
- b) After putting all the pebbles the level of water goes up.
- c) It was a sunny day. A crow was very thirsty.
- d) He drank the water. He was not thirsty anymore. The crow was happy.
- e) The crow was searching for water. He saw a jug of water.
- f) He saw some pebbles near the jug. He put the pebbles into the jug.

As, it was a new task for them so, at first I told them that they have to look all the pictures to understand the story. They were asked to rearrange the sentences according to the pictures to make a complete story. To facilitate them I described each pictures to them. They were very attentive to listen to me. After that, I also discussed all the jumbled sentences to them. As there were some new words like, “thirst, pebble, level, drink, search.” So, I described the meaning of the words by showing pictures from the story. Here, I observed that they had understood all the word meanings very quickly. Igo, Kiewra and Burning (2004) stated that, pictures can make word learning easier and vocabulary instruction better (p.167). I totally agree with them because when I was explaining the words and showing them pictures to describe the words they were learning easily.

After that, I asked the students to rearrange the sentences and to make a complete story. As they were doing this activity for the first time so, throughout the task I was asking them “Do you understand my words?”, “Do you need any help?”, but I saw that they were rearranging and writing those sentences in their copy correctly. Only two students were unable to rearrange the story.

Next, I planned to do some creative short paragraph writing in the class. I chose some common topic like “‘My home’, ‘Myself and My Family’, ‘My Eid Vacation’, ‘My Garden’, ‘My Pet’”. Before doing any writing at first I asked some warm up questions. After the brainstorming part, I did some elicitation where I tried to know students ideas, information about a certain topic (Scrivener, 2011, p.73). Then I gave them time to write about their own thoughts. In writing classes, I concentrated on process writing because it helped the students to activate their language skills and brain to write about any subject. As we know that in process writing there are some stages like:

*List ideas → make an outline → write a draft → correct and improve → write final version*

(Bryne (1988), as cited in Mcdonough & Shaw, 2003, p.163). I also tried to follow these steps whenever I tried to do process writing activities in class.

As I was doing my internship from January so, I got some memorable days like “Pohela Phalgun”, “International Mother Language day”. In those days I gave them paragraph writing exercises on those topics. For example, I discussed the significance of mother language and then I asked them what they knew about 21<sup>st</sup> February. After that, I listed main points of the paragraph then I helped them to write their own piece. In addition, after the sports day I asked



them to write their experience about “Our sports day”. In that class, I saw that all of the students were writing many things about their experience and some students wrote paragraphs of more than ten sentences. So, it was a nice experience when I read those papers. There were many mistakes but I insisted them to write as much as they could to make themselves confident and independent writers.

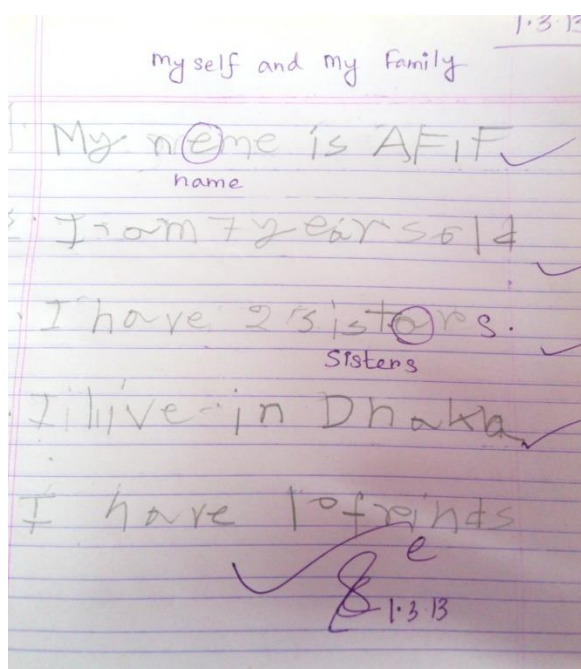
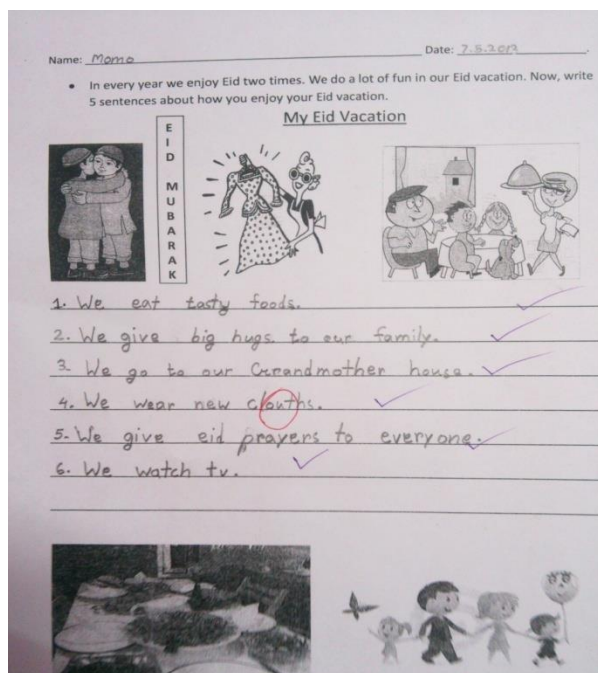


Fig: examples of students' paragraph writing

### 3.2.1. Error correction & feedback:

Macbeth (2004) stated that, "Correction in classrooms is an identifying task and achievement of classroom teaching" (p.705). While checking their scripts most of the time I found some common errors. Mainly they made spelling mistakes, they forgot to add 's' & 'es' with plural forms of verb, most of the time they forgot to add '-ing' with verbs etc. Whenever they wrote wrong spellings in their copies, I used to correct them immediately. Sometimes, I

used to give extra time to write the correct spellings 5 times in their exercise copies so that, they could learn those words by heart. Another thing I noticed that, when teachers gave something to copy from board sometimes students made few spelling mistakes.

In my class many students had problem with ‘b’ and ‘d’. They wrote ‘ded; deb’, ‘Bod’, ‘bog’ instead of ‘bed’, ‘Bob’ and ‘dog’. In writing most of the times students were unable to correct their mistakes by themselves. Many times I have asked them to revise and to check the spellings before they submit their copies. Most of the time, they were unable to find their own mistakes. Gower et al. (1995) said "If neither self-correction nor student correction is effective you must assume that either the students hasn't understood what you're getting at or doesn't know what the correct version should be" (p.167). For this reason, if any topic is difficult for the students then teachers’ simple explanation can help the students to understand the topic.

While checking the copies I found that some of the students were weak in sentence structure and spelling. They were mostly doing spelling mistakes like “gate: gat/get, flower: flour/ floer/flower, garden: girden/gardan”. While doing several activities, students faced problems when they were asked to write plural forms. Sometimes they used to write ‘mouses’, ‘mans’, ‘leafes’ instead of ‘mice’, ‘men’ and ‘leaf’. They also made mistakes with past tense. Mostly they wrote ‘goed’ instead of ‘went’. They messed up irregular forms with regular forms. In spite of that, I have never scolded them for their mistakes. I corrected one kind of grammar mistakes at a time, and they needed to rewrite those in their home work copies. So, gradually some of the students who were following my instructions improved a lot in these areas.

When I checked the freer questions-answers: “What did you do on your first day at school?”, the answers were “‘I cryed on my first day’, ‘I enjoyed a lot ...’, ‘I talked on my...’, ‘I

study, I play, I enjoy...’, ‘*I do slipper....*’ (he wanted to say that he rode on the slipper on his first day at school) etc.” and when I checked the paragraphs of the students I found same sort of grammatical mistakes. These mistakes happened because students learn grammar items at classes but they do not know how to use those in writing. Very few students practice writing at home so, when they need to implement the grammar items in their writings they cannot do it properly.

### **3.3 Motivating young learners:**

According to Gardner and Lambert (1972) various studies have found that motivation is very strongly related to achievement in language learning (as cited in Ur, 1991, p.274). Printrich (n.d.) said that, “Teachers should concentrate on motivation and they also should know about their students’ motivation because it is helpful for teaching” (as cited in Brooks & Shell, 2006, p.17). Motivating the students to speak and to write in English was one of the main tasks during my internship period. Gardner and Lambert (1972) added that, motivation in L2 learning has mostly been used to refer to long-term stable attitudes in the students’ minds in particular integrative and instrumental motivation (as cited in Cook, 2008, p.137).

Mahshid Ghanea, Hamid Reza Zeraat Pisheh and Mohammad Hassan Ghanea (2011) mentioned that “Motivation is affected by students' self-concept, values, needs, and goals. Motivation is influenced by success or failure in past classroom activities, by the social environment of the class, and by the teacher's behaviour” (p. 458). As I was teaching the beginners level so, I realized that it is totally applicable for them because at this stage of life they easily get influenced by teachers’ behavior and they are more inclined to learn about different aspects of life from the environment. My students also got affected by the feedback they get from various activities.

As they are too young to get self-motivation to study, it is our (teachers) duty to develop the sense of studying inside them. I have mentioned earlier that my students loved to draw and color pictures. They often brought some pictures in class which they had colored in their home and asked me whether their drawings were nice or not. I always tried to motivate them positively. Because I have seen that if I said “This was not your homework”, “Why did you bring this at school?”, then they were negatively motivated and they reacted in a negative way. Sometimes, when my students did not bring their home works, very politely I asked them to bring the home works in next class. When students did not do well in their tasks then, I used to accept their tasks with mistakes and inspired them to improve in the next time.

### **3.3.1. Positive Reinforcement:**

According to Kwiatkowska (2008), teachers should praise students’ works to motivate them. Students at the beginner level might not understand “very good”, “great,” or “excellent” but they will surely get “bravo,” “super” or “perfect.” Several motivating strategies like thumbs up, clapping hands and a huge smile on a teacher’s face helps the kids realize that they did a great job and made the teacher pleased. A way of reward is also very motivating. Drawing faces, stars or use stamps or stickers help to show teachers’ appreciation (p. 2). So, to motivate my students I used some of the techniques. I used to say that, “The one who will finish the work at first will get 5 stars.” This statement has always positively motivated my students. All of them wanted to get 5 stars in their copies. So, they tried to finish their works quickly. In my class, there were some seals like “Excellent”, “Well done”, “You are genius”, “Nice work” so, whenever, I announced “I will give you seal if you will complete your work correctly” or “The neat and clean copy will get a seal”, my students were positively motivated. So, I have always

tried to motivate students instrumentally because, in this age they cannot be motivated by integrative motivation.

In Skinner's (1938) behaviorism theory there was a concept named 'operant conditioning'. In this type of situation the original behaviour, instead of being an automatic reflex, is a behaviour which at first occurs by chance but, because of the effect it has when it does occur, is likely to be repeated. So, learning depends on reinforces and response. So when a student is continuing to do the same thing then it is considered as positive consequence (as cited in Cruttenden, 1979, p. 98). When my students worked well I used to write several praising words such as "Perfect", "Nice", "Well done", "Wow" etc. in their copies. It really influenced my students even some weaker and slow learners also tried to complete their works by seeing others to be praised. I also used to hang my students writings and drawings on the bulletin boards. I saw that my kids were very happy to see their own works on bulletin boards. There was an assessment chart in the class room. We used to fix stickers beside every students name according their monthly class performance. We used to attach Golden sticker (star) for excellent performance, green star for good performance and red star for fair performance. This chart motivated them to improve their performances because they were able to see their progress every time.

### **3.3.2 Negative Reinforcement:**

Skinner stated that (1938), "the behavior which is not reinforced inclines to be crushed out or diminished or it becomes weakened" (as cited in Cruttenden, 1979, p.98). From this we understand that when students stop doing anything, it is considered as negative consequences. Sometimes, some of my naughty students were negatively reinforced and they used to disturb

other students, fought with peers, used to leave the room without taking teacher's permission etc. At this level, punishment did not take place much because students easily forget about the punishment and they used to repeat same behave again. Here, I agree with Coon and Mitterer (2007) because they said that, punishing students is a mistake for the teachers as students learn nothing by being punished. Most of the time students repeat the same thing again and again (p.241).

Sometimes some of my students made too much noise in classroom. In that case, I used to give them a punishment: standing up in the class by holding ears. But after the punishment they used to calm down for sometime but again they started making noises. Whenever I told them that, "Whoever is making noise, I will write your names in my diary and I will deduct your marks from class test copies.", immediately the whole class would stop talking.

### **3.4 Helping Special students:**

In my class, I had a student named Hasnain. He was an autistic child and also a slow learner. Most of the time he did not complete his class work. So, me and my co-teacher always tried to give him extra care to complete his works during class time. I always spoke very softly and politely with him to make him feel comfortable in class. I used to write his diary so, that his parents can also help him to finish his home works in home.

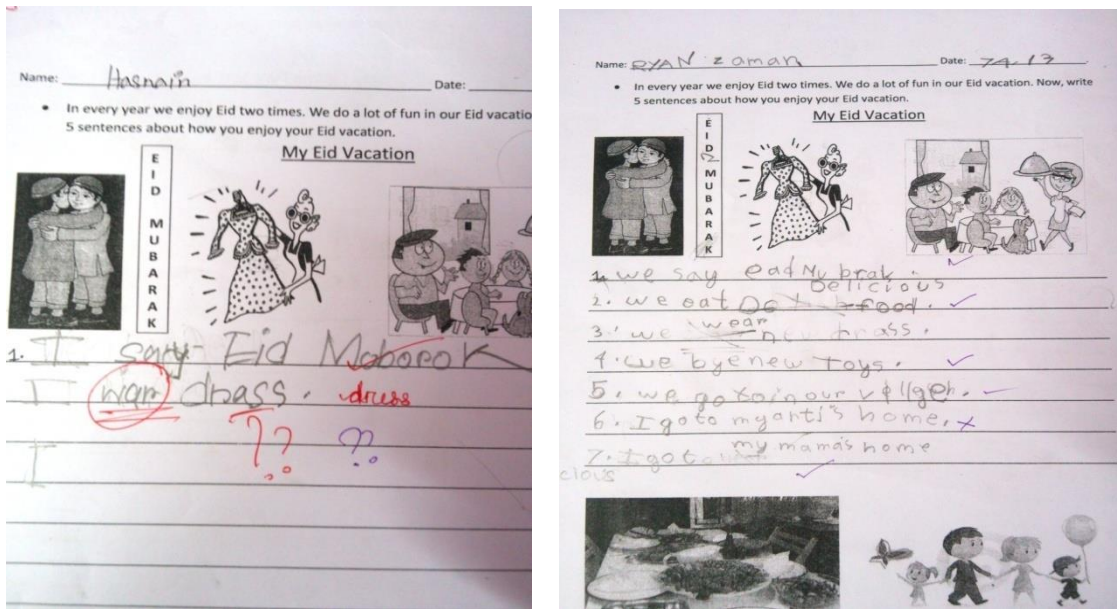


Fig: examples of special students' works

There was another student named Raiyan. He had some problems in his eyes and he was unable to see the board. So, whenever there were some exercises written in the board I always used to dictate him the stuffs so that, he can write those things in his exercise copy.

## **Chapter 4:**

### **Recommendation**

At beginners' level, the classroom is the only place where students spend most of their time apart from home. So, if the teachers can teach L2 effectively then it will be beneficial for the young learners. Speaking and writing are those skills which need more and more practice for achieving perfection. So, here are some recommendations for teachers about teaching productive skills in a more interactive and effective way.

- Teachers should encourage their students to speak in English not only in classroom but also outside the classroom.
- In our country, we always emphasize on accuracy than fluency. Kids should be encouraged to speak fluently. So, teachers should design more fluency based tasks for practicing in classroom.
- There should be a friendly environment in classroom so that students can talk, share their feelings and interact with each other. This is beneficial for L2 learning.
- Children's' activities and their behavior depend on classroom settings so, classroom setting is very important factor for young students. A well decorative classroom always motivates students to come school regularly.
- In my class there were posters, bulletin boards written in English. So, my young learners were surrounded by English. This kind of environment is highly motivated for L2 learners to communicative in English. So, every school should create an environment where language teaching can held effectively.



- There should be a balance between teachers' talk time (TTT) and students' talk time (STT). If the teachers talk all the time in class in an authoritative manner then students do not get the freedom of speaking. So, teachers should balance the TTT and STT in every class.
- Teachers should pay extra attention to enhance students' vocabulary and pronunciation.
- In our classes grammar items: tense, vocabulary, singular/plural these things are taught discreetly. For that reason, students do not know the use of these items in their writings and they made grammatical mistakes. So, teachers should teach grammar items and then they should also teach students the use of these in their writings.
- Teachers should focus on content and organization while checking paragraphs. Because in elementary level kids often face problems to organize their thoughts properly.
- Teachers should practice more process writing activities in classroom. In process writing teachers can help the students to edit, re-write, and revise their works before submitting the final product.
- Self correction can be practiced in classroom for some common mistakes. Teachers can encourage their students to correct some common spelling mistakes, capitalization etc. Self correction motivates students to be responsible for their own learning.
- At beginners level, teachers should give feedback clearly, precisely and they should use easy language to make the kids understand the feedback. If teachers readout the feedback to the students it will be more effective because many times students do not look at the feedback and sometimes they do not understand the meaning. So, if teachers read the written feedback then it will be more helpful to kids.

- While dealing with slow learners and shy students teachers should give feedback privately because sometimes they feel uncomfortable if the feedback is given in front of the whole class.
- Teachers should give feedback positively. At first they should write about the good things than they should write about the negative things sincerely. If students see negative feedback they might easily lose their confidence level. So, teachers should give feedback such a way which will motivate young learners.

## **Chapter 5:**

### **Conclusion**

“Productive skills, that is, the ability to communicate actively in the foreign tongue, to speak it and write it” (Davis, 1976, p.44). In Bangladesh, English is a foreign and also a second language (L2) so, teaching written and spoken English to the beginner level learners is an aspect that demands severe attention. This is the teachers’ duty to teach productive skills in an accurate way. To improve productive skills, teachers need to give constant attention especially to young learners who are sensitive towards learning. In elementary level, teachers play vital role in students learning process. As learners’ motivation is very important in the whole learning process so, teachers should handle the students with care to engage them into classroom activity which is the most challenging tasks of the teachers.

Providing effective feedback is also important to improve students’ performance and communicative competence. When teachers provide positive feedback, learners’ self esteem automatically goes up. So, to improve productive skills, teachers should take care of the learners’ need. By this, teachers can effectively teach productive skills in a friendly manner which is very important for the learners. Without learning productive skills accurately learners will not be able to complete their language learning process effectively.

In conclusion, I want to say that, my three months experience as a teacher was very enjoyable. I have learnt the techniques of teaching process, classroom management, to motivate students in classroom activities, to deal with disrupting behaviors, to understand students’ mentality etc. This experience will help me throughout my life if I choose teaching as my career.

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