

An Experience of Teaching English Grammar

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Chapter-01

Introduction

I am Nowrin Farjana from the English and Humanities Department of BRAC University. Since my childhood I had a cherished desire in my mind of becoming an English teacher in life. After completing my S.S.C and H.S.C from Business Studies Group I changed the path of my education. I joined in the Department of English and Humanities of BRAC University and had chosen Linguistic as my major concern. Before choosing Linguistic I had three options as my major concern. Those three options are- English Literature, ELT and Media and Culture. I had chosen ELT since I was doing well in ELT and since I had a dream of becoming an English Language teacher.

To complete my graduation I had to complete the 6 credits of dissertation. For that I had two options as well. Either I had to do an internship or I had to do a thesis. Since my goal was not only be a graduate but also an English teacher I rapidly went for the option of doing internship. It was like a golden opportunity for me to have the experience of a real English teacher in a school. I went to NSD and successfully completed my internship over there. I started my internship on 22nd September and worked at NSD up to 30th December of 2013. Though the political situation was not stable at that time and it was the time before election I was able to manage to hold my classes during the strike days. It was quite challenging for me to complete the internship. I worked there as an assistant English Language teacher of class IV and class V.

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In my class my senior teachers had guided me to take the class properly and told me a lot about the classroom management system. I tried my level best to go through their instruction and maintain good relationship with all in school. Beside these I tried to apply the knowledge that I had acquired from the well education system of BRAC University. I tried to apply my acquired theoretical knowledge with the teaching techniques that I had to follow at NSD.

In this report I will like to focus my experience of grammar teaching by using most of the popular methods of ELT and also by applying the Inductive approach while teaching.

Chapter-02

Literature Review

2.1 What is Grammar?

Grammar is the most important issue of learning and teaching any particular foreign language. It is regarded that grammar is the most significant feature of language for not only learning but also for teaching. Though it is a very important issue, some of the senior teachers of our country monitor grammar as a set of language rules and regulations.

David Crystal (2006) said, “Grammar is the study of all the contrasts of meaning that it is possible to make within sentences” (p.32).

According to Çakır and Kafa (2013), “Richards and Schmidt (2002) defined grammar as a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in a language” (p.39-41).

Dr. Debata (2013) said: Grammar is the study of words and the ways words work together; an invisible force that guides us as we put words together into sentences. Any person who communicates using a particular language, consciously or unconsciously becomes aware of the grammar of that language. But in this context I would like cite a wonderful example as described “A writer has given a beautiful analogy to illustrate the use of knowledge of Grammar. Imagine two car drivers. The first driver knows only driving and nothing about the working of the engine. He feels helpless whenever there is some trouble with the machinery. The second driver knows driving and also understands the working of the machinery. The person who

Knows grammar is like this second driver. In case he doubtful about the correctness of a particular thing, his knowledge of grammar comes to his rescue (Kohli, 116)". Therefore, to speak in a clearer and more effective manner we have to study grammar (p.483).

2.2 The Necessity of Teaching Grammar:

In order to learn a language, learning grammar is not mandatory. For example, we can talk in our mother tongue 'Bangla' without having any grammatical knowledge over it. A child does not need the knowledge of grammar to speak spontaneously in his/her mother tongue. His/her power of speaking a language or L1 comes naturally.

The fact is that, in order to learn a foreign language; people must need the knowledge of grammar and its rules. The knowledge of grammar helps a foreign language learner to learn that foreign language very rapidly and competently.

Dr. Debata's (2013) study found the following:

Grammar challenges but brings more benefit

- ☐ For teaching concepts on subject, verb, clause and phrases.
- ☐ For teaching the translation method.
- ☐ For teaching bilingual method.
- ☐ For teaching structural approach and traditional Methods. (p.485)

According to Dr. Debata (2013), “Talking about the language does not mean knowing language and using it. If we consider language as speech, as the linguists do, then knowing a language means to use its grammatical patterns as well as proper usage”(p.485).

According to Çakır and Kafa (2013), “Chang (2011) adds that grammar is so important that the teachers and students have always attached great importance to teaching and learning of it. Simply put, to be able to teach and learn it appropriately has become the primary concern for both English teachers and researchers”(p.39-40).

Chapter-03

My Journey at NSD

I said it before that I had a cherished desire in my mind of becoming an English teacher and I wished always that, one day I will help my students to learn English properly. As we all know that without grammatical knowledge nobody can learn and use English properly so I decided myself that I have to be an English Teacher. I was waiting for that opportunity of becoming an English teacher. For that reason I am very much grateful to the Department of English and Humanities, BRAC University, as it makes the students involved in internship and gives them an opportunity to gain experience of academic job.

It will be always a happy memory in my life when I found NSD and went to meet the Principal of NSD. That memory will be evergreen in my mind. In the middle of September, 2013 I went to NSD to meet the Principal, Sabuj Ahmed. At first I informed him about the system of Internship planned by our English department and then asked him to let me do my internship at his school. Principal Sir said in reply that one of the English teachers of junior section was about to go in a leave and I can apply for my internship formally. I felt so fortunate and blessed that I can not express that feeling in words. Principal Sir assured me that he will be my supervisor over there. After getting assurance from him I went to my department and to the Career Service Office (CSO) to collect all the necessary papers and documents that can prove my studentship in BRAC University. Then in 22nd September I joined NSD as a teacher. After joining there as a teacher I felt a little bit nervous. I expressed my anxiety to the Principal Sir. I felt nervous about the new teaching system as I never taught in a

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school. Sabuj sir was really very helpful that he made me comfortable in every step of my journey and inspired me always. I was treated as a permanent teacher of that school since I attended in almost all the school parent-teacher meeting and teachers' meeting during my internship period.

In addition to that, all the teachers were very co-operative and friendly with me. They helped me all the time by giving me the right suggestions and proper instructions.

Chapter-04

My Teaching Practice at NSD

I really have been able to gain a brilliant teaching experience from NSD. At first I was given to hold the English grammar class of class I. There I worked as an assistant teacher of English classes of the junior section. At my first week I used to observe classes only so that I can be able to hold the classes later by myself.

4.1 My 1st two weeks at NSD:

After my first week in NSD, I started taking classes in class I and in class IV. During my first week in NSD (The New School Dhaka), I have taught the English language class of standard 4. In the first class I have taught them two different types of nouns. Those two different types of nouns were concrete noun and abstract noun. I started with discussing the definition of concrete noun and abstract noun. After the discussion, students respond very enthusiastically when I asked them what is concrete noun and what is abstract noun. It seemed they had understood it very well. In the second class I had discussed the details of the topic and I gave them some board works. I chose some volunteers and asked them to draw circles around different nouns. In the second class, I followed inductive approach while teaching grammar. Inductive approach refers to a approach of teaching where the teacher gives example at first then he/she gives the students the actual definition of the specific grammar element. Before holding the class, I discussed that with other teachers and they encouraged me to do so. In the next class I gave them some tasks on 'classification of noun' on board and I asked the students to the tasks in their class work copy. After that I checked their copies in the class. In the same week in standard 1 I taught my students a story named

‘Sam the Sheep Dog’ from the book *Radiant Reading (Book 1)*. At first I read the story aloud in the class. Then I asked the students to read the story by their own. They started reading the story and I used to walk around the class for checking whether they were reading or not. I saw all the students were very attentive in reading the story. I helped them to spell the difficult words of the story.

In the second week in standard 4 I held the class on essay writing. At first I discussed the basic rules and requirements of essay writing. In doing so, I wrote some basic points of essay writing on the board. In my writing I introduced the different parts of an essay and I clarified them that the introduction part will be in 1 paragraph, the description part will consist 2/3 paragraphs and the conclusion part will be in 1 paragraph. After that, I gave them a specific topic ‘My School’. I allowed them to jot down the ideas through brain storming. Additionally I taught them how to relate the topic to their own life. When they started writing, I observed that some of them had understood the basic points of essay writing but they could not relate the topic to their own life. In that regard I have understood that the student had to have the creativity power along with the ability of free hand writing to write an essay. I helped them to relate the topic with their practical life. After they had submitted their copies, I found that all of them had come up with wonderful introduction and description but their conclusion part was not that much strong. I suggested them about writing conclusion. In the next class I gave them a task where they had to write an essay on ‘My Best Friend’. On that day I observed their improvement in writing essay. I observed that, on that 2nd time in writing an essay they can use their power of imagination which ensures their creativity and free hand writing. They could relate the topic with their own life and could come up with wonderful essays.

In the same week in standard 1 I held the class on the story ‘Sam the Sheep Dog’ that I had completed in the previous week. I wrote some questions on the board and asked the students to write the answers on their copies. Most of the students were attentive in writing the answers but I observed that some of them were very inattentive. Most of the time they did not want to pay attention and used to disturb others which was really annoying for me. They did not want to write and I had to pressurize them again and again to write. At first the students could not find the answers, but later on I reminded them the answers. They wrote the answers and submitted their class work copies. I think that task helped them to develop their understanding about the story that they had read in the last class.

4.2 My 3rd and 4th weeks at NSD:

Now I would like to give the description of my 3rd week in NSD. In week 3 in standard 4 I held the class on ‘Comparison of Adjectives’. Comparison of Adjectives refers to the degrees of comparison that we use to define various adjectives in our real life. At first I discussed the definition of the topic. After the discussion, I discussed the three kinds of the degree of comparison. I explained the positive degree, the comparative degree and the superlative degree of adjectives; for example- big, bigger, biggest etc. I taught them when to use the positive degree, the comparative degree and the superlative degree. In the next classes, I gave the students some board work. At first I gave them a task where they had to copy some adjectives from the board. Then they had to write the comparative degree and superlative degree of those words. The task was- “Give comparative and superlative form for the given words”. I gave them words like- good, tall, beautiful, bad, funny, easy, nice, sharp, difficult, lovely etc. Then I gave them some fill up the blanks. After that, I checked the copies one by one. I

observed that, some students had done mistakes. Most of the students had done mistakes in writing the comparative and superlative degree where they had to add 'more' and 'the most' before an adjective. Since all the students' learning style and learning ability are not in the same level, I asked some of the students to come to me. When they came to me, I explained their mistakes and made them understand.

In the same week, in standard 1 I taught a story named "The Goblin and the Kettle-1". It was from the book *Radiant Reading (Book One)*. I made the little students to read the story at first. At first I read the story and later on I made them reading the story. While reading the story I explained the meaning of some difficult words to them.

In the following week (week 4), I taught 'Punctuation' to class 4. In those classes with class 4, I taught the students when and why we have to write in capital letters. I observed that all the students could understand the topic- 'Punctuation' very rapidly and eagerly. In the next classes, I gave them some board work on 'Punctuation'. I checked their copies on by one in the class.

In the same week I held the English Literature class of class 1. There I gave the questions on the board from the story "The Goblin and the Kettle-1" that I taught in the last week. I asked the students to write the answers in their class work copies. At first they could not understand how to write and what to write since they could not understand the questions well. But when I discussed the questions, they became eager to write the answers. It seemed that, on that time they had understood the questions clearly. After finishing their task, I collected their copies one by one and checked them. I found some grammatical mistakes in their answers but their content was right. I made the corrections in their copies and returned the copies to them.

4.3 My 5th and 6th weeks at NSD:

In week 5 in standard 4 I held the language on the classifications of nouns. Mainly on that class I taught two types of nouns. One is countable noun and another is uncountable noun. In the school I was asked to follow the inductive method while teaching grammar in the class. So I followed the inductive method in the class. At first I gave examples on countable and uncountable noun. Then I explained the definition of countable and uncountable noun. While teaching I observed that apart from writing students were very enthusiastic to learn the grammar. Seeing their response it seemed the students could learn it very well.

In the same week in standard 4 I taught the students 'Articles' from the book *New Brighter Grammar 2*. I discussed the three articles – 'a', 'an' and 'the' at first. Then I asked them to read the chapter from the book so that they could grab the basic idea about article. I told them where they should write 'a' or 'an' (before singular noun) and where they should write 'the' (before plural noun). Besides teaching I made them learn some exceptional case regarding article; like- a university, an honest man, an M.A etc. then I gave some board works on the board and I asked them to do the work in their class work copy. While they were doing the class work in their class work copies; I observed that most of them had understood the topic very well.

In this regard I want to say that inductive method is very useful and effective in teaching and learning process. Since in that system students get introduced with the examples at first and in later they become introduced with the rules, it is easier for them to acquire the grammatical item very rapidly. So I think, for that reason the school authority has instructed me to follow the inductive method in teaching in the classroom.

After that I asked the students to submit their class work copies. They submitted their copies and I started checking their copies in the classroom. While checking the students' copies I found some mistakes in some copies since all the students' learning and acquiring ability is not in the same level. Then I asked those students to come to me. When they came to me, I had pointed out their mistakes and made them understand very politely so that they do not feel disappointed. I have followed the Suggestopedia method along with some other popular methods on that regard. Suggestopedia method is all about the polite and soft behavior in teaching process.

In the same week (week 5), I taught the topic- Comparison of Adjectives to class 5. In that class I followed the inductive method as well. The students of class 5 are very attentive since they can grab any grammatical item very easily and rapidly.

In the sixth week I took a class test of class 4. As I had given them the notice before, at the first class I took a class test on the countable, uncountable noun and the articles. Students seemed very excited and eager to attend in the class test. I gave them handouts before the test.

In the same week in class 5 I had taken a class test on the topic- "Comparison of Adjectives". I gave some fill in the blanks on board and asked them to copy the task in their class test copies. There I also gave them some printed handouts regarding the specific grammar topic before the test.

Then in the next class, I held the class with class 4. I taught the topic- 'Apostrophe' in that class. My given topic was like that- Define Apostrophe. At first I wrote some examples on the board and then discussed the definition and the uses of 'Apostrophe'. I said that – at the end of the word sometimes we have to put 's'. To mean the position we put apostrophe. I asked some volunteers to come to the board

and asked them to write some words using apostrophe. For example- butterfly's wings, butterflies' wings, Nabila's toy, girls' team etc.

The problem that I faced in that week was – some students of class 4 were very reluctant to pay attention to the class lecture. They were playing with pencils with the students sitting beside them. In that way they were disturbing the whole class. They did not want to pay attention until I pressurized them. As I have said earlier that I was following the suggestopedia method along with some other popular methods, sometimes it feels difficult to control the inattentive students of the class. To overcome the problem I had to stand in front of them or bring them in the first row to make them pay attention in the class. However the number of that kind of students was very less in comparison to the number of good and attentive students in the class. The good students have better learning ability and they seem very sharp to learn a new topic very instantly.

In the same week I held the language class of class 5. In that class I taught 'Adverb' in the class. I discussed the three types of adverbs by drawing a diagram on the board. The three types of adverbs were- Adverb of Manner, Adverb of Time and the Adverb of Place. After the discussion, I asked them to copy the diagram in their class work copies.

4.4 My 7th and 8th weeks at NSD:

In week 7 in standard 4 I held the English language class on 'Apostrophe'. It was a revision class of that topic. At first I gave some examples of apostrophe words regarding the topic and then I gave again the definition of 'Apostrophe' in the class. I had defined that, at the end of a word sometimes we have to put an 's'. To mean the

possession of anything we put 'Apostrophe'. Then I wrote some sentences on the board to clarify the topic using apostrophe. I gave them handouts and worksheets regarding the topic- 'Apostrophe'.

In the next class in standard 4 I gave the students some exercises to do as their homework regarding the topic- 'Apostrophe'. In their class work they had to copy the given sentences from the board and put apostrophe correctly. After finishing their works they submitted their class work copies and I collected them. I took a glance upon their copies and I found that most of them had understood the topic very well.

In the same week I held the English language class of class 5. In that class I taught tense. I taught specially the present perfect tense. At first I gave the students some examples of present perfect tense and showed them the formula of present perfect tense on the board. Beside that I used the book *New Brighter Grammar-3* to teach the topic.

Since I had announced a class test in the previous class, I took a class test of class 5 on the topic 'Tense' in the next class. At first I wrote the question on the board. The question was- Turn the following sentences into present perfect tense. Then I wrote some sentences on the board. The students had to copy the sentences at first and then they had to transform the sentences into present perfect tense.

Here I want to mention that, because of the disturbances due to the political situation (Strikes or Hartals) the school remained closed for many days in week 7. So that situation hampered our school activity and we had to take short makeup classes in order to take the scheduled classes on holydays.

In the next week (week 8), I held the language class of class 4. The class was a revision class of essay writing. I gave them a topic- My Eid Vacation and asked the students to write essay in their class work copies. Since I had given the format of essay

writing in previous I just remind them the format again. I tried to make the students understand what the topic is all about. When they started writing the essay, I observed that they had understood the format and they were clear about the content of the given topic. It is very necessary for them to understand the format and understand the content of the topic. As they will be given an unseen topic in the examination and they have to utilize their creativity power and free hand writing, it is necessary to increase their free hand writing skill along with their creativity. I gave them a task and the topic was- “The person I like most” as their home work.

In the next class I collected the home work copies and checked their essays. While checking the home work copies, it seemed the students can properly use their ability of free hand writing now.

In the same week (week 08), I held the language class of class 5. In the first class I gave them some tasks regarding the topic- Adverb. After finishing the task and submitting the class work copies, I taught them some irregular plurals. Like the previous classes, I gave the examples at first and then defined the topic. I made the students understand the topic that what is actually called the irregular plurals. For examples- sheep is a noun. It remains the same in case of its plural form. Like that, child-children, ox-oxen, goose-geese, mouse-mice etc. are some examples of irregular plurals.

In the next class of class 5, I taught the student ‘Synonyms and Antonyms’ from the book *Secondary English- Book II*. Then I taught them the topic- Homonyms also. Homonyms are the words that have the same sounds but they are different in meaning and spelling. I asked the students to do the exercises of the topics in their books. Then I asked them to produce single sentences with the pair of the given Homonyms. I observed that the students became very enthusiastic to make different sentences with

the pairs of Homonyms. It seemed it was a fun rather than a task to them. After finishing their task they had submitted their copies to me.

4.5 My 9th and 10th weeks at NSD:

In week 9 in standard 4 I basically made the students to do their revision work. I gave them board work on articles, comparison of adjectives, apostrophe etc. Beside these I gave them task on essay writing on different topics. After finishing the board work, I started giving the students worksheets. At first I gave them worksheet on 'Articles'. Then in consequence I gave them worksheets regarding Adjectives, Apostrophe etc. It was mainly the revision work for their first term examination. While giving the worksheets I found the students very enthusiastic to do the printed worksheets. It seemed that the students had more interest to do the worksheets rather than doing class work in their class work copies. After that when they had submitted their worksheets I checked them in the class. While checking the worksheets I found that they were hardly doing mistakes. But there were some exceptions as well. Some students who had done mistakes, I called them. I showed them their mistakes.

In the same week in standard 5 I held the class on practicing essay writing. Some students of class 5 were very good in writing essays. But I found a number of students who were not giving the maximum chance to utilize their creative power in writing essays. In fact it seemed to me that some students used to write essays by memorizing the essays. I found that system very dangerous for the young learners. It can destroy the students' creativity power.

In the next week (week 10), I held the English Language class of standard 4 on practicing the worksheet again. It was the 2nd class of their revision work. It was all about the revision work for their exam. Basically I gave those activity sheets to the

students to decrease the rate of their mistake. I realized that it was very helpful because many students are now very efficient in grammar. They were hardly doing any mistake.

In the same week I held the English Language class of standard 5 on reviewing the essay writing. Since in the last class I found some complications in writing essays, in that week I tried to improve their creativity through paragraph writing. I gave them a topic and asked them to write a paragraph on that topic. I observed that, this time the students were using their imagination power. I think that will be very helpful for them in writing different paragraphs and essays.

At those two weeks students only did the revision work in their given worksheets in class since all the teachers of the school were instructed to accomplish revision work in their class room on all the important topics before the students sit for the first term exam.

4.6 My last two weeks at NSD:

Basically in my last two weeks in NSD I made the students to do the revision works only. At the same time I would like to mention that the political situation of the country was not stable at that time. As it was the time before national election, opposition party called strikes for many days. Due to that reason we could not take enough classes in the last two weeks. In order to complete our syllabus and to complete the revision work we took make up classes. Finally the school authority had cancelled the 1st term examination. We made the students introduced with the system of 'Take Home Exam'. We gave some assessment worksheets to the students as their exam paper which they brought to their home and complete the task at home.

Chapter- 05

The Main Purpose of Teaching Grammar

In language teaching, the most important aspect is grammar teaching. It is true that without the knowledge of grammar anybody can communicate in a foreign language. It will be only for the sake of communication. But the real fact is that without the knowledge of grammar nobody can learn and use a foreign language properly. Without the grammatical knowledge the students will not be able to understand the difference of appropriate use of English and wrong use of English. The knowledge of grammar enables the students to get introduced with sentence pattern. Learning grammar improve the language skills of students. Grammatical knowledge helps the students not only to write proper English but also enables them to produce correct English while speaking.

5.1 My Goal of Teaching Grammar:

Basically the goal of teaching grammar is making the students enable to produce correct pattern of language. Here my goal and purpose of teaching grammar was the same. I wanted my students to learn the proper use of English language. In reading skill grammatical knowledge helps the students to discover the sentence interrelationship in a paragraph or in an essay. Beside this in writing skill, knowledge of grammar helps the learners to place their ideas correctly into the understandable sentences. Their grammatical knowledge assists them to communicate in a successful written form.

It is true that sometime even after learning grammatical rules, students often make mistakes while writing or speaking. So it is quiet challenging to make the students enable of applying grammatical rules in their productive skills. So my target

was to make the students enable of applying grammatical rules in their productive skills.

5.2 Curriculum Designing:

I had to set up a syllabus for that term in which I taught as a teacher in NSD. But before proceeding, Principal Sir asked me to follow his pre-planned or fixed syllabus for every terminal examination. As I was an intern teacher and as I was an assistant teacher at first, I had to act upon his instruction. The syllabus that I followed was actually consisted of various grammatical topic, story reading and essay writing.

5.3 Picking Teaching Materials:

The preference and selection of teaching materials is very important for lesson preparation. The success of teaching lies upon the proper selection of teaching materials. Though there were some selected materials fixed by the school authority, I found those a little bit tough for the students. I observed that students did not like to read or listen to the bookish language from those text books. Rather they liked to pay more concentration on my lecture. Then I asked Principal Sir whether I can use some printed materials or Information Sheet to teach or not. Principal Sir allowed me to provide information sheet in the class for the better understanding of the students. So besides following *New Brighter Grammar II* and *New Brighter Grammar III*, *Secondary English Grammar II*; I used to teach them by giving the students easy class lecture which they could understand easily and sometime I gave them printed information sheet regarding specific grammar topic that I supposed to teach the students. For essay writing I did not follow any book. In that case I used to give them

instruction by writing on the board and sometime I used to give them instruction orally.

5.4 The Basic Class Work Activities I Had Assigned:

I had assigned my students to do different class work activities; such as-

- Identifying the correct answer by circling out
- Fill in the blanks (Articles/ Adverbs/ Adjectives/Homonyms/Irregular Plurals)
- Classification of Nouns
- Essay writing
- Comparison of Adjectives
- Using Apostrophe in writing sentences
- Question/Answer
- Punctuation or Capitalization of different names
- Identifying Synonyms and Antonyms
- Transforming the sentences into Present Perfect Tense

A Sample of My Assigned Class Work Activities (Fill in the blanks with Articles and Circling out the correct answer) are given below-

Fill in the blanks with Articles (A, An and The)

- i. He is _____ honest man.
- ii. He is _____ M.A.
- iii. Toma wishes to have _____ book that Arifa is reading.

Circle out the correct answer by identifying the proper adjective:

- i. Arif is the tall/taller/tallest boy in the class.
- ii. This is the good/better/best product among these two products.
- iii. He is the old/older/oldest man in this village.

Chapter- 06

Realistic Implementation of My obtained ELT Theories

Since I am a student of English Department and I have done many courses regarding ELT (English Language Teaching), I learnt about the approaches, methods and techniques of teaching English Language. Beside these I have the idea about how to make the students involved with various classroom activities, how to manage classroom, how to correct the errors and how to give feedback. I have been able to apply all my acquired Linguistic knowledge while teaching at NSD. I got the opportunity to relate all the theories and ELT knowledge practically in the class room during my internship.

6.1 The Methods of ELT That I Implemented in the Class Room:

Since I am doing my major in Linguistics, I have come to know about some teaching methods such as- Grammar Translation Method (GTM), Communicative Language Teaching (CLT) Method, Direct Method, Total Physical Response (TPR) Method, Audio-lingual Method, Silent Method, Task Based Language Teaching (TBLT) Method, Humanistic Approaches etc. Since no method can fulfill the demand of teaching alone, I decided to adopt the 'Eclectic Method' where I can teach grammar by applying and mixing all the methods in a proper manner.

Before adopting the methods I used to keep in my mind that whether my students can find the method easy or not, whether they feel comfortable with that method or not.

Finally I switched myself to adapt the 'Eclectic Method' consists of all the popular methods of ELT; such as: Grammar Translation Method (GTM), Communicative

Language Teaching (CLT) Method, Direct Method, Total Physical Response (TPR) Method, Audio-lingual Method, Silent Method, Task Based Language Teaching (TBLT) Method, Humanistic Approaches etc. According to Kumar (2013), “Eclectic method is a popular method these days because students are heterogeneous and versatile level intelligent in the classroom”(p. 3). He also added that, “This is how teaching English by combination of various methods and approaches will help the teacher to teach English effectively” (p.3). Beside that Kumar (2013) says, “the eclectic theory of language was advocated during the year 1990’s and because important for the educational theory of language learning. It is popular because it has the impact of good results without much pressure on the learner” (p. 2).

Maximum time I applied GTM, CLT Method and Task Based Language Teaching Method in the electrical manner. Grammar Translation Method (GTM) is an old method of teaching grammar. In this method the teacher translate the grammatical rules in L1 to make the students understood properly. This method is used in many countries of the world to help the language learners so that the language learners can overcome their problems in learning grammar. On the other hand CLT is one of the advanced methods among all the popular teaching methods. CLT method focuses specially on communication. It encourages the interaction between teacher and students or only between students. Another method that I used to apply was TBLT (Task Based Language Teaching) Method. It is also an effective language teaching method where the students learn a language by accomplishing their given tasks.

According to Harmer (2007), “It is informed by a belief that if students are focused on the completion of a task, they are just as likely to learn language as they are if they are focusing on language forms”(p.71)

However, I need to mention that all the time in teaching I followed ‘Suggestopedia’ as well as Humanistic Approach. It is a method of teaching English Language where there will not be any pressure. To apply Suggestopedia Method the teacher has to ensure a comfortable classroom environment where he/she has to motivate the students before teaching. I also tried to follow the Suggestopedia Method in my classroom. It is a system of peripheral learning. Sometime I used to give project works to my students where they had to make different posters and write proverbs on them. That was related to their learning process.

In my teaching I always adopt Inductive Approach to teach grammar. Inductive approach is the approach of grammar teaching where the rules and regulations are introduced in later. At first the teacher used to make the students introduced with examples and by seeing the examples again and again, students can come up with the particular rule by their own.

6.2 What I Understood From My Teaching:

After applying the above methods and approaches of ELT, I have come up with the ideas that no method alone can provide appropriate requirement of teaching. Though it was a full English medium school and though our mother tongue Bangla is totally discouraged over there to speak in; sometime for the sake of the students understanding teachers have to speak in Bangla. While following the Grammar Translation Method I had to translate the L2 into L1. I did that only for the better understand of the students. In addition I would like to mention that besides following Grammar Translation Method, I found TBLT Method, CLT Method, Humanistic Approach or Suggestopedia are also very effective in teaching. These methods altogether help the young learners to overcome the barrier of learning.

Inductive approach in teaching is actually very helpful for the students to learn grammar and to gain grammatical knowledge easily. Though there are a lot of debates regarding the effectiveness of Inductive Approach and Deductive Approach. Senior teachers of our country used to teach grammar by following Deductive Method. They believe in introducing the Rules of grammar at first. According to them, students should learn and memorize the rules at first. Then they will be able to apply those rules in sentence structure to make proper sentence. But in this age, this theory or belief is considered very harsh towards the young learners and the beginners. First of all the young learners often get scared of difficult grammatical rules. Their fear over grammar day by day makes them reluctant about learning grammar. They lose their interest on learning grammar when the difficult grammatical name appears before them. But in inductive approach the students get the examples at first and then they come over the rules. According to Emerson (1897), "In the first place, English grammar should be taught with more reference to the nature of language and the principles of its development" (p.129).

In fact this Inductive Approach helps the student to explore the grammatical rules and sentence pattern in the sentence by their own. By doing the exercises again and again they can acquire the rules of grammatical structures and appropriate sentence patterns by them. Students find it easy to learn grammar and they do not lose their interest in grammar by learning in this approach. So my examination is that, inductive approach should be adopted by all grammar teachers to teach grammar. Otherwise teaching will not be that much effective.

6.3 My Process of Giving Feedback and Error Correction:

The most important duty of a teacher is to give proper feedback to his/her students. By getting clear feedback students can understand their mistakes and can try to overcome the weakness. A teacher can provide feedback to his/her students in various ways. For example- a teacher can praise his/her students' advancement, motivate the students for further development, and encourage the students to avoid mistakes by making correction instantly in the class room. In fact in our context, we see a teacher can show his/her anger on students and often can be harsh with his/her students for the sake of giving feedback. But as I said that I was following Suggestopedia (Humanistic Approach) I could not be unsympathetic and harsh towards my students. I used to be a friendly teacher in the classroom so that the students do not feel that learning is difficult. I tried my level best to provide my students a friendly atmosphere by giving them positive reinforcement and motivation as feedback.

In the classroom I used to give feedback at the end of my class time. After finishing their task, students used to submit their class work copies and if there was sufficient time I used to check the copies instantly sitting in the class room. Thus sometime I could give feedback in the classroom immediately. But that was not possible in everyday's class. Due to the limitation of class duration most of the times, I used to check copies sitting in the teacher's room. I used to circle out their mistakes and write the correct answers in their submitted copies. To motivate them I used to write 'Excellent', 'Very Good', 'Good' in their copies. But if there were students whose performances were very poor then I used to call them in the teachers' room and tried to make them understood so that they can learn that topic again and overcome their problems. I used to give feedback in a positive manner so that the students did not feel frustrated. Since all the students' learning ability is not in the same level I had to

keep in mind that I have to provide feedback in a positive manner. This way of giving feedback makes them facilitate to solve their mistakes by their own. In doing so, I think they could learn from their mistakes with the help of my given feedback.

Chapter- 07

The Negative Aspects Those I Came Across During My Internship:

There is an old saying that, every coin has two sides. That means everything has its both positive and negative sides. Like that, though NSD is a good school there were some problems that I faced during my internship. While teaching I observed these problems. In my report I would like to focus upon these problems.

7.1 Over Crowded Class Rooms:

Though NSD does not have a large school compound every year it admits a large number of students. That is why the school authority cannot provide enough space in the class rooms. Class rooms are congested with the large number of students and the class teachers' cannot change the seating arrangements. They are bound to hold classes with the traditional seating arrangement. There the seating arrangement was completely traditional where the teachers used to stand in front of the students and students used to seat in rows and columns. For that seating arrangement I could not assign the students with any group or pair work.

7.2 Teachers' Accountability for the Students' Bad Performance:

Another aspect that I felt awkward at NSD was the system of making teachers accountable for the students' performance. From my over all observation I came to know that the authority has made the system of making the teacher accountable for the result of each and every student. A teacher teaches in the class room and tries his/her level best to help the students. He/she wants the betterment of the students. No teacher wants the demotion of his/her students. But at NSD the scenario is different. After every quiz or class test, the class teacher is called by the authority and ask the teacher about the reason of the students getting poor mark. In that case the authority behaves as if the teacher is liable for the students' bad result.

7.3 Absence of Multimedia Facilities:

Now a days most of the school use multimedia for providing the better learning facilities to the students. For example: using of projector, internet, speaker, micro phone, etc. can make the learning more interesting. But the matter of sorrow that, in spite of being a well known and modern school NSD does not provide these technological facilities. If I could use and provide these multimedia systems to my students then learning would be more interesting to them. If I could show them video clips regarding the Lesson topic or use audio system to make them listen to different sound clip then the students would find classes more interesting. Their level of curiosity would go higher and they would pay more attention in the class.

Chapter- 08

Conclusion

Teaching grammar is not so easy all the time. But I feel really lucky that I could teach grammar without any difficulty. On that point I would like to give credit to my students since they could seize my teaching rapidly and could learn grammar. So the success of grammar teaching depends on not only upon the teacher but also upon the students. But one thing I need to mention that, the teacher needs to be tricky in terms of teaching grammar. He/she needs to adopt the approaches, methods and techniques in respectively to the ability, level and age of the students.

Though there were some minor problems I faced at NSD, I really enjoyed my internship a lot. I felt completely contented and satisfied when I have been able to apply my obtained knowledge of ELT in practical teaching. Though I had learnt many things in my ELT courses, my learning could not be successful if I could not apply those studies in practical teaching. After the experience of being a teacher; my respect for teachers has increased a lot. Now I understand the greatness of teaching profession. My experience will help me forever to adjust with a new environment and new people. I just read about the terms named class room management, teaching techniques etc. In my internship I have been able to deal with these terms practically.

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