

An Observation on Teaching Grammar Using Inductive Method

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Abstract

In this paper I have discussed about grammar teaching by using inductive method, and also compared between Inductive method and Deductive Method. Inductive method is an easy and interesting method for the teachers. It is the method where the teacher would give the examples of any grammatical rules, and students would practice the examples. After that the teacher would show the grammatical rule or structure of the given example. On the other hand, Deductive Method is opposite of inductive method. In this method, the teacher would show any grammatical rules or structures and then he/she would give some examples. I have also discussed about the relationship between these two methods, but the main focus of this paper is on the Inductive Method.

Moreover how to use inductive method in a classroom is also being discussed in this paper.

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Chapter 1

Introduction

My aim was to be an English teacher. I had this aim from my childhood. I completed my SSC and HSC from RajukUttara Model School and College, from science group and then I joined BRAC University in the Department of English and Humanities. In this university there are three options: Literature, ELT & Applied Linguistic and Media & Culture. Among them I chose ELT & Applied Linguistics. As I wanted to be an English teacher so choosing linguistics was a right decision.

To complete my graduation, I have to complete my dissertation which contains 6 credits. Here I had two options. I have to do either thesis or internship. As I have mentioned about my aim, for this reason I chose internship because to me it was the first step to be a teacher and also have the experience of a teacher. I have successfully completed my internship in NSD School. The full name of this school is The New School Dhaka. I worked there from February 3 to April 30, 2014. I worked there as an assistant class teacher. I mainly took the classes of class I and IV. I worked with the beginner level students. As a result my job became a little bit challenging.

At first I talked to Mr. Sabuj Ahmed, the principal of the school about my internship, then he allowed me, but he suggested me to observe the class rather than taking classes. It seemed very strange to me, because all of my friends took classes when they were doing their internship. I told him and made him understand that I must have to take classes to fulfill my internship requirement. He allowed me to take classes. I worked under Nawshid Zaman Khan mam, who was my supervisor of that school. On the other hand, she was in charge of the primary level students and also the class teacher of class I. She took me to the teachers' common room where I was introduced to other teachers.

The school is situated in Banani and very near to my university. It is four storied white color building. The size of the class rooms was medium in size. All the classrooms were well decorated by various arts and quotes, and maximum arts were done by the students. The materials were table, chair, white board and marker pen.

For the first few days, I just observing classes. My supervisor told me to see how she took classes and how the students also interacted with her. I listened to her because it would help me to teach the students later. I noticed that, the students were very active. They are very keen to interact with their teacher. Another thing which I have observed that is the teaching style. The teaching style was totally different from the Bengali medium schools, because these schools teach by using deductive methods. The method teachers were following was inductive method. That means, the teacher were teaching the example first and through the examples they were teaching the grammatical rules and structures. So, I chose to write on the inductive teaching method as my internship report. In my paper, I want to focus on the effectiveness of inductive method in language teaching. I want to focus on, whether using this method for teaching grammar is helpful or not.

Chapter 02

Literature review

The ability of using a language is called language skill. When we learn or teach a language then that language considers as the second language to us. We learn our native language naturally, but to learn or teach second language by following some rules and method. Sometimes these rules and methods work successfully and sometimes they face many problems. As a teacher, he/ she have to follow this methods, for example- to teach language teacher generally follow

- i. Grammar Translation Method
- ii. Direct Method
- iii. Audio lingual method
- iv. Humanistic approach
- v. Communicative language teaching. Etc.

As I am writing this paper on grammar teaching and my main focus is on the inductive method, so grammar translation method and direct method would help me to fulfill my focus.

2.1. The Grammar Translation Method:

According to (Freeman, 1992), “The Grammar Translation Method is not new. It has had different names, but it has been used by language teachers for many years. The grammar translation method derived from traditional approach to the teaching of Latin and Greek in nineteenth century” (p. 11). It is “a way of studying a language that approaches the language first thought detailed analysis of its grammar rules, followed by application of this knowledge through the task of translating sentences and text into and out of the target language”(Richards

and Rogers, 2002). That means to follow this method the teacher has to teach through rules teaching or drilling. To teach this method the teacher will follow deductive method, because in this method teacher will teach the grammar through the rules.

2.2. The Direct Method:

Direct method also used by the teachers to teach grammar to the students. This method is used directly without translating any meaning of targeted language. That means the teacher will teach naturally. It is said that “the direct method has one very basic rule: No translation is allowed” (Larsen- Freeman, 2004). Moreover Krich (1967) said that “the Direct method emerged which believes that a foreign language is to be taught by conveying the meaning directly in that language through demonstration and visual aids with no use of students’ native language”. Direct method will be taught through the inductive method, because in inductive method, the teacher teaches the example first and after that they teach the rules of the grammar.

Now I am going to discuss about the inductive method and the deductive method.

2.3. Inductive method:

According to Stern (1992), “In inductive (example-driven, bottom-up) teaching the teacher gives students the data and lets students draw their own conclusions from the data. The students notice how the concept is used and figure out, and verbalize the rule”. On the other hand, Stern gave a figure which showed about this method. The figure is:

Example > Practice > General Rule (Stern, 1992).

After reading Stern’s opinion we can say that, the teacher will provide some examples, the students will see the example and after that the teacher will give the grammatical rules.

On the other hand, in the book of “*how to teach grammar*” Thornburry said that:

Inductive approach is often correlated with Direct method and Natural Approach in English teaching. In both methods, grammar is presented in such way the learners experience it. “In direct method, therefore the rules of the language are supposedly acquired out of the experience of understanding and representing examples which have been systematically graded for difficulty and put into a clear context.” (p.50).

Not only that, Mohamed (2001) also stated about inductive method. According to Mohamed (2001), “Inductive method has been said to be better suited for more advanced learners”. (p. 230).

As the method is easy for the teachers and it has some advantages and disadvantages.

Widodo (2006) discussed some advantages of inductive method :

2.4. Advantages:

- The approach involves learners’ pattern-recognition and problem solving abilities in which particular learners are interested in this challenge.
- If the problem-solving activity is done collaboratively, learners get an opportunity for extra language practice. (p.129)

Further he stated the disadvantages of inductive method.

2.5. Disadvantages

- The concepts given implicitly may lead the learners to have the wrong concepts of the rule taught.
- The approach can place emphasis on teachers in planning a lesson.
- It encourages the teacher to design data or materials taught carefully and systematically.
- The approach may frustrate the learners with their personal learning style, or their past learning experience (or both) would prefer simply to be told the rules (p. 129).

2.6. Deductive method:

Deductive method is the method which is so correlated with inductive method. In our country deductive method is mainly used in the Bengali medium school. In general view, the main part of this method is to teach the rules and the structures first and after that the examples are given. This method is connected with the Grammar Translation Method.

Walker and Elsworth (1986) said:

Deductive approach is also known as rule-Driven teaching. The most favorable method for this deductive teaching is Grammar Translation Method where the grammar instruction is initiated by an explanation (basically in learners' mother tongue) about the grammar points.

This method is considered more useful to some teachers and they use it more, in this context I would like to cite an example given by Thornbury (1999). According to him, "Deductive method is the more traditional one of the two and generally believed to be more suitable for teaching beginners. It is efficient and clear." (Thornbury, p. 54-55).

As this method is not used directly like the inductive method, so it has some possible activities. I found the possible activities which are cited by Walker and Elsworth (1986), and those are-

- a. Rule-explanation,
- b. Translation,
- c. Doing various worksheet,
- d. Self-study grammar.

The whole method is closely related to learning grammar by using the rules and the structures.

Like inductive method, deductive method also has some advantages and disadvantages. According to Widodo (2006) the advantages and the disadvantages of deductive method are:

2.7. Advantages:

1. The deductive approach goes straightforwardly to the point and can, therefore, be time-saving.
2. A number of rule aspects (for example, form) can be more simply and clearly explained than elicited from examples.
3. A number of direct practice/application examples are immediately given.
4. The deductive approach respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition.
5. It confirms many learners' expectations about classroom learning particularly for those who have an analytical style. (p. 127)

Again Widodo stated the disadvantages of deductive method. The are-

2.8. Disadvantages:

1. Beginning the lesson with a grammar presentation may be off-putting for some learners, especially younger ones.
2. Younger learners may not be able to understand the concepts or encounter grammar terminology given.
3. Grammar explanation encourages a teacher-fronted, transmission-style classroom, so it will hinder learner involvement and interaction immediately.
4. The explanation is seldom as memorable as other forms of presentation (for example, demonstration).
5. The deductive approach encourages the belief that learning a language is simply a case of knowing the rule.(p. 127)

2.9. Relation between Inductive method and Deductive method:

Though inductive and deductive method are opposite from each other, but they contain a relation with each other. For some linguists both the methods are very necessary to teach and learn grammar. According to Thornbury (1999), "Both methods have been shown to work in language learning." (p.53). On the other hand, Brown (1972) claimed that some degree of both inductive and deductive learning is necessary.

Brown said that, "Both types of learning can lead to boredom and failure: our deductive explanations are often too long, abstract and unclear; our classroom discussions sometimes center about one small detail which interests only one or two students" He also claimed, "our carefully planned inductive drills lack that bit of zest that is needed to keep things lively and fresh. (Brown, 1972, p. 267).

Moreover, Adapted from Krashen's acquisition/learning hypothesis (1987, 2002), also cited the relationship of inductive and deductive method. The relationship are given below-

Deductive method	Inductive method
1. Learn the rule in the context of formal instruction	1. Learn the rule as a child acquires her/his first or second language
2. know about the rule.	2. "Pick up" the rule
1. Learn the rule consciously	3. Learn the rule subconsciously
2. Learn the rule explicitly	4. Learn the rule implicitly.

Though this is known as the relationship but it seems the differences between two methods.

Chapter 03

Implementaion

3.1. My Journey at NSD:

As I said before that, i always had a dream to be an English teacher, and I had no previous idea and experiences of teaching, this internship helped me a lot to understand the importance of being a good teacher. I have understood that it is not so easy to be a teacher of begginer level students. Lots of patience and energy needs to be a teacher. On the other hand, i have to be very cooperative with my students.

So, at first I went to the CSO office of BRAC university and took the confirmation letter, then i submitted it to the principal of NSD Sabuj Sir. He allowed me to do my internship and i started to work there as an intern. I worked under Nashid Zaman Khan Mam, incharge of the primary section. I started to observe her classes. I also took classes as a proxy teacher when any of the teachers were absent. I mainly took the class of class I and IV and the subject was English language.

It was realy a very sweet memory for me to be a teacher.

The experience of being a teacher is really very unique and incomparable. These memories will always have a special place in my heart. Though I observed the classes and took the proxy classes, but those memories are not less. By taking these classes I got the experience of a regular teacher. Below I am giving the experiences of my internship.

I started my internship at NSD or The New School Dhaka from 3rd February 2014. This school situated at Banani. I did this internship to evaluate my way of teaching and also to complete my graduation. At the first day, I talked to the principal of the school. He asked me about my internship, after that he told Naushid miss to handover my duty. I was asked to take the class of class IV. That was a language class and the topic was tense.

The class was medium in size and the number of the student was 20. When I entered into the class, the whole class stood up and welcomed me by saying “Good morning miss”. It was really a great pleasure for me. I asked them about their topic and they told me about future tense. I asked them whether they know anything about future tense or not. The students replied me that they know about future tense. As they had knowledge so I gave them some examples to practice the tense and most of them did it properly without making any mistakes. When I was writing on the board some students were making noise and did not pay attention, so I told them not to do this. In spite of forbidding them, they were doing the same thing and for this reason my concentration was also diverting. At last I became little bit harsh to them and then they kept quiet.

After the class, I went to the teacher’s room there Naushid miss was preparing herself to go to another class and that was class I. I went with her to observe the class. This class was also medium in size with cute little students. Miss introduced me with the class; I took the last sit and observed the class. Their topic was identifying between To\Two\Too. Students were very attentive to the class but when any of them was making noise then Naushid miss was shouting at him\her.

At last I went to class viii as a proxy teacher as their teacher was absent that day. The subject was history. The number of the student was 10. I introduced myself to them and they also introduced themselves. The students were really very annoying and disturbing. Whatever I was telling to them they were just overlooking them. At last I just warned them to keep calm.

The first day was overall good and interesting, but one problem of the school was teacher shortage which is very important for a school. The students were quite good, and the teachers with who I have met yet were really very helpful.

Though I joined there as an intern, but I had to take the proxy classes regularly. It was one of the main problems of this school. I had to take classes on various subjects, for example- history, science, Bengali, and English literature. It was very problematic for me because this is hampering my teaching skills. The reason was I did not take any specific classes so when I went to any class I had nothing to teach them as I did not know what they have done in their last class. On the other hand, the students also felt uneasy with this. As a result I asked them to draw or do other things whatever they want. If I continued to do this then I would not be able to learn how to teach properly, how to give tasks and how to control a class. Beside the proxy class I was continuing to observe the class. I noticed the differences of learning language between an English medium and Bengali medium school. In Bengali medium school, teacher emphasized on grammatical structures and rules first, but in English medium school teachers taught the students through the examples; that means they follow the deductive method.

In my first two weeks, I saw that in class I they were learning how to use to\too\two and there\their. Now they are learning about countable and uncountable noun. As the students were very attentive and smart so maximum of them caught the topic very quickly. But I did not notice

grammar teaching in this class. On the other hand, in class v, the students learned about application writing and creative writing. The teacher made two groups providing same topic and ask them to write something on it. After finishing it the teacher asked them to read it loudly. Two groups read it and match the differences between two writings. Here, the teacher was following the elicitation. Moreover in class IV, they were learning tense. That was the only class where I see grammar teaching, but it is also in deductive way, the teacher teaches them the example first and after that she teaches the rules.

In class I the teacher started a new topic, and that is adverb. She came to the class and greeted her students and discuss very little about the previous class. After that she told, she was going to start a new topic and the name of the topic is “Adverb”. She only told that, “The verb which has ‘ly’ is called Adverb.” She also gave some examples- Slowly, quickly, mostly, nicely, softly, gently etc. showing these examples she told that is going to give some fill in the blanks with clues and the students have to select the adverbs . Those are given below-

1. Riddho runs (Slow/ slowly).....
2. Sarika dances (nicely/ nice).....
3. Jibran is talking (Softly/ soft).....
4. Ameerah is singing (loud/loudly).....

After giving these, students completed it very easily and they understood also. The teacher did not say anything more about adverb, the definition of adverb, characteristics of adverb. Not only that, she did not say how adverb forms and why.

After attending this class again I observed that the teacher followed the inductive method. By following that method she easily taught her students adverb. It was good but she should say

something more related to adverb. At least the definitions, rule of forming adverb and how it works. The reason of saying this was, the students knew the adverb but they do not know the internal rules and characteristics of adverb. In future, they would speak fluently but they might not speak accurately. On the other hand, their knowledge of grammatical rules would not be very broad. Moreover they would not have any interest of learning any grammatical rules because, a teacher can never teach a language by following only one method. Sometimes she would have to follow the inductive method. So when she would follow this method then the students will not be interested to follow this method.

I already discussed about the deductive and the inductive method of language teaching, but I made the mistake to define the methods. I just reversely mentioned the method. I mentioned deductive method as inductive and inductive as the deductive method. My main motive of this internship was to compare between the deductive and the inductive method, and also differentiate the educational system between an English medium and a Bengali medium school.

Now I am going to discuss about my other experiences during my internship. During my internship I got to take the language test of class I students. They gave the test on to/two/too and using preposition. I had to prepare the question. I gave some fill in the blanks and true/false. I gave the question to the students and they were very excited to give the test. They took the question and started to writing. It was a class test so I wrote the question on the whiteboard and they wrote the answer in their copy.

Again another day I got to take test from the same class. This test was a literature test and the topic was a short story named “Whitey and her kittens”. In this test, the teacher gave some

one word answer, and fill in the blanks. The students gave this test also very excitedly. On the other hand they finished it within the given time. The question of this test was like this:

1. One Word Answer:
 - a. What was whitey?
 - b. How many kittens Whitey had?
 - c. How did the kittens look when they were born?
 - d. What did the mother think about Whitey?
2. True/False:
 - a. Whitey was a black cat.
 - b. It had five kittens.
 - c. The kittens could see when they were born.
 - d. Mother thought to sell whitey.

My purpose of saying this was to describe the ability of the students. Though they did not learn the grammatical rules but they caught the system of using them. When they learnt how to use there/their or to/too/two, they learnt it by using examples. They did not learn any grammatical rules. So, I thought that they would face problem when they would give any test; but I was wrong they gave the test very comfortably. On the other hand, Bengali medium students at first learn the rules then they use them. Moreover during the exam time or during giving test they became very nervous to apply the rules perfectly. So, here we can notice the difference between English medium and Bengali medium learning system.

During my internship, I had to observe classes besides taking classes. Most of the time I observed Class I and class IV. When I went for observing any class, then sat at the last seat of that

class so that I could observe the students easily. The interaction between teacher and the students was very good. Though the class was totally controlled by the teacher but the students were very comfortable and they were very free to express their opinions and the teacher always gave them positive reinforcement. One day I went to class IV to observe. It was literature class. The teacher taught them a short poem. The name of the poem was "Tiny Creatures". This poem was mainly about four tiny creatures that did the entire tough task in spite of being so tiny. The first creature was named conies; the synonym of this creature is rock rabbit. As the word conies were new and much unknown so the teacher at first asked some students whether they know it or not. All the students tried to tell but they could not say the correct meaning. At last the teacher helped them and told the meaning. After that she read out the whole poem, other creatures were very common to all of the students. They were spider, ant and grasshopper. After finishing the poem, teacher asked some question related with the creatures and told the students to make pairs and exchange their ideas and also write some short note about these creatures. In the meantime the class was over and I went to class me for observing the class. That class was also the literature class, and the topic was a short story. In this class the teacher called students one by one in front of the class and told them to read out the story. The students came one by one and read out the whole story after finishing this; the teacher read the story again. The story was about those birds, which left their country during winter and also about some birds, which stayed in their country in spite of heavy snow falling. The teacher told the students to underline the birds name and also the tough and unknown words. Students followed their teacher's instruction. While reading the text the teacher was asking questions to the students from the text. As the students were paying full attention so they easily answered the questions, but one/ two students were little bit weak than other students, so they could not answer. On the other hand the teacher was also helping them.

After observing those classes I realized that, the teaching system was very friendly, the teacher gave positive reinforcement to the students while correcting their mistakes. If any student made any mistake, then she did not scold him/her. She just showed the mistake to that student and also made him/her clear about the mistake, which was very fruitful for a student. The reason of saying fruitful was, as the reinforcement was positive so the student would not be nervous. He/ she could express her ideas/ opinions easily and which is very important for a student.

In the last week of my internship, I had to take more classes of class I, as the teacher was on a leave. I took all the language classes of class I and IV. In class I, I just gave the previous task as their class work. Their final exam was very close so I did that. On the other hand in class IV there was nothing to do, so I gave them free class.

In this three month of my internship, I tried to be a good teacher. I tried to control the class, make students understand what I was teaching. On the other hand I also observed classes. After observing a class when I went to take any class then I compare my teaching system with other teachers. I always tried to be friendly with the students. Sometimes I could control the classes and sometimes I could not. When I was unable to control them I used to scold the students. Again when I gave some tasks and they completed it I used to praise them. Moreover, when they could not understand anything, they came to me and I made them clear.

Finally, I could say that, these three months were very important for my teaching life. In future if I chose teaching as my profession then I would remember these three months. I got big experiences. I used to think that, teaching is a very easy job, but I found myself wrong. I knew that it is not an easy job. On the other hand, I knew that before taking a class I myself had to be prepared to control the class. Again, I had to know the techniques to grab the attentions of the

students. I also learned what to do when a student would not want to do the task, then how to make him/her motivated to do the task. All these experiences will help me to be a teacher. One more thing I learned that is the teaching system of an English medium school is totally different from a Bengali medium school, because my background is Bengali medium.

3.2. The main purpose of teaching grammar and focusing on inductive method:

To teach language a teacher has to follow many ways, in them teaching grammar is the main aspects. Without teaching grammar, language teaching is totally incomplete. Yeas, a teacher can teach them to speak and communicate in foreign language, but that would be helpful only for communicating. Language teaching would help the students to use the different terms of the grammars, the proper use and also the using of the grammar on the accurate situation. How a meaning of a sentence and a word can be changed that also teach by the language teacher. On the other hand grammatical knowledge helps the students not only to write proper English but also enables them to produce correct English while speaking.

3.3. My focus on inductive method:

As I have already mentioned the importance of learning and teaching grammar. Now I would like to discuss on the main focus of my internship, which is following inductive method to teach grammar is good or not.

We know that there are many techniques, methods and approaches to teach grammar and to use these methods teachers generally used some other methods or techniques. These techniques are used as a medium of by which the teacher teach the grammatical method.

While working in NSD I mainly used to observe the English language class, I also took some classes that I have already mentioned. During my internship the things which I have observed that is the teaching style and the method of the school. As it was an English medium school, so normally the teaching style was quite different from the Bengali medium school. Here I am comparing Bengali medium school because; in our country the maximum number of schools was Bengali. On the other hand my school and college was also Bengali medium so the teaching differences of two mediums seemed very interesting for me.

On the first day of my internship I observed class I; the teacher was teaching them the use of to/two/too. On the first day I noticed that the teacher was following direct method by using inductive approach. The teacher gave some tasks to the students. For example-

1. Fill in the gaps:
 - a. My brother is going _____ play football.
 - b. My sister went to the market, and my mother _____ went there.

- c. I have _____ pets.
- d. My friends were walking _____ the river.
- e. My mother was cooking and me _____.
- f. The books are _____ the table.
- g. The cat was sitting _____ the chair.
- h. The teacher wrote _____ the board

My mother keep the clothes _____ the cabinet .

After that I went to class IV, there the topic was past tense. Like class I, here also inductive approach was followed by the teacher. Not only that all the classes which I observed was following inductive method. The reason of focusing this method was, teacher could easily grab students' attention by following this method. As the teacher provide an example first and ask question about the example, so the students felt very interesting. After discussing the example the teacher slowly showed the rules or the structures of that example. For example- on the first day, in class IV students were learning past tense. There the teacher gave an example. That was – “Adib was playing football yesterday”. At first she asked about this example and then she showed the grammatical rule, which was –

“Subject+ was+ verb+ ing+ extension”. She also gave some tasks then and then. The was like this-

- a. Sarika was _____ yesterday. (singing/sings)
- b. My mother _____ cake two days ago. (cooked/cooking)

- c. I _____ to go to play with my friend yesterday. (went/got)
- d. My brother was _____ football in morning. (playing/ plays)

Like this all the grammatical rules was being taught by the teacher. I found this system very useful, because this system made student very active and productive. Students can easily produce new sentences easily. On the other hand they do not feel scared or nervous, where in Bengali medium students feel very nervous while producing any new sentences. The reason is, in Bengali medium, teachers are generally using deductive method. Again in exam when the teacher gave new sentences then the students became very nervous to understand that, but in English medium students do not feel any hesitation to produce any new sentences.

3.4. Curriculum designing:

As a teacher everyone has to design the material of a specific class. I worked as an intern, but I did not get any class specifically to take. The material was designed before, and I had to follow those when I used to take proxy classes.

3.5. Picking Teaching Materials:

The preference and selection of teaching materials is very important for a teacher. The teacher should select the interesting materials for the students. As these students are in primary level so it is very important to make or provide the material very easy and interesting. In NSD the teacher had provide *New Brighter Grammar I* and *The Radiant Learner I* for class I, and *New Brighter Grammar IV, The Radiant Learner IV* for Class IV. These books were good, the students like it but sometimes they became bore by reading the same book. Then the teacher used to teach them through playing various interesting games.

Chapter 04

Application of ELT Theories

4.1. Using of different 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.

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

Sometimes I got many methods to follow. For examples- 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 them the grammar and the language by mixing all the methods in a proper manner.

On the other hand, while observing the classes there I also noticed that, the teachers were also following the various grammatical methods. However, I need to mention that all the time in

teaching I observed that the teacher was following the '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 always ensured the comfortable environment of the classroom where he/she has to motivate the students before teaching. I also tried to follow the Suggestopedia Method in my classroom when I was taking any class. It is a system of peripheral learning. Sometime the teachers used to give project works to the students where they had to make different posters and write proverbs on them. That was related to their learning process. I did these things as well. In this regard Harmer (2007) said, "Suggestopedia was developed by Georgi Lozanov and is concerned above the entire physical environment in which the learning takes place. Students need to be comfortable and relaxed so that their affective filter is lowered." (p. 68). That means this technique is used to make the classroom environment comfortable for the students.

Besides suggestopedia the teacher also followed the CLT method. 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. On the other hand, this method also helped the students to express their opinion in the class. By practicing this method the students were feeling comfortable while expressing their opinion. Another method which I have observed, that is 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)

All these teaching methods were done inductively by the teachers. That means, 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.

4.3. The Basic Class Work Activities given by the teachers:

The teacher used to give students 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

When I was taking any classes, then I also gave the students any of these activities.

4.4. 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. In this school the processing of giving feedback was also very nice. When any students did well in the class or in the exam, then the teacher praised him/her in front of everyone. Moreover the teacher sometimes gave him/her chocolate, and to motivate them the teacher also used to write 'Excellent', 'Very Good', 'Good', gave stars in their copy. On the other hand, when any students did not do well in his/her performance then the teacher did not scold him/her. She just made him/her clear about him/her mistakes and also motivated them which are very important for the students to improve their mistakes. There were some students who were very weak than other students, these students got special care from the teachers which was also very important for them.

Chapter- 05

The Negative Aspects during My Internship

Though NSD is a good school but during my internship I faced and observed some problems. In my report I would like to focus upon these problems.

5.1. Number of the students:

It was very surprising to me when I noticed the number of the students, because it was very less than any other schools. The number of students of some classes was seventeen, twelve, six and five; for this reason the teacher could not give any pair works to the students. She/ he had no option to bring any variety of the class activities. On the other hand, for this reason 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.

5.2. 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 overall 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 to demotivate his/her students. But at NSD the scenario was different. After every quiz or class test, the class teacher was called by the authority

and asked the teacher about the reason of the students getting poor mark. In that case the authority behaved as if the teacher is liable for the students' bad result.

5.3. 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 did not provide these technological facilities. The school had a computer lab but maximum numbers of the computers did not work. If the teacher could use and provide these multimedia systems to the students then learning would be more interesting to them. If he/ she 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 06

Conclusion

Teaching grammar is not easy at all. To teach grammar a teacher has to be very careful about his/her teaching style. As there are many methods of teaching grammar, so it is important for a teacher to choose the accurate method for the students. Not only that, the teacher has to decide which approach he/she should select between inductive and deductive method. During my internship I saw the use and benefits of inductive method, and in my school and college I face the deductive method. Between these methods I found inductive method as the easy and interesting way to teach the students. Not only that, this method could easily grab the students' attention. Students did not feel bored while learning by using inductive method. On the other hand it was also helpful for the teacher, because by using this method she/he could easily interact with the class.

Finally, I would like to say that like English medium schools, Bengali medium school should follow inductive method. It would help to develop the educational quality and style of Bengali medium school. Moreover it would help to help to develop the interactions between the teacher and the students.

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