

An experience of teaching English by using Direct Method and Grammar Translation Method



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In the name of Allah ,The Most Merciful ,The Most Compassionate

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INTRODUCTION-

I am Priyanka Sumaiya .I have done my internship at KPB School and College, in Bashabo .It is very well reputed school in this area since 1973. It is an Bangla medium School and it has also English version only one branch . It is 6 storied yellowish white color Building and the entrance gate is blue color .There are two buildings and It has a big play ground .There are huge number of teachers ,well behaved and well mannered. Though it has both school and college section so there are 3000 students. My supervisor is the principle if this school and he had appointed me for English class .The class used to start at 8 am. The duration of each class was 50 minutes. There I took English classes both the English 1st paper and second paper. I was assigned only for the class seven students. There were two sections. In each class the numbers of the students were 40-45. The seating arrangement was fixed it is row system and students used to sit in rows and there were gaps between the rows for teacher to move around the class. In the front, there is a white board, and the teacher is to stand front and teach the students. The classroom was not very colorful because it was a senior class but in the classes of junior they have very colorful rooms. There is a name chart with pictures of the students was hanging in a side board of the class. On the wall students hang different types of posters and stickers based on their level. Like there was a picture of vocabulary chart, human body, poet's biography etc. I am so lucky that The principle sir was my supervisor, he was very helpful and cooperative. Other teachers of the school were also very cooperative. They suggested me whenever I gone through any difficulties regarding my work I can took their help. Though I was very junior to them, they considered me as apart of them. And I was also feel like a part of the school. I also joined all their meeting and activities to increase my knowledge. I also attended their sports and other co-curriculum activities . The students were very helpful and listen to me very carefully

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.And I also tried to create a friendly moment in classroom and students seems to happy to following lessons.

There are different types of methods in ELT such as Grammar Translation Method, Direct Method, Desuggestopedia, Audio-lingual , CLT, Silent Mode ,TPR etc .In practical teaching I cannot apply all these methods. According to Ellis (1994) second language is basically play institutional and social role in society or community. I tried to follow Direct method and Grammar Translation Method and sometimes Audio-lingual method because all the ELT methods can not applied in all students at a time. In our Bangladeshi context all these methods cannot apply directly but in classroom I tried to apply of Grammar Translation Method and Direct Method .All these methods have positive and negative sides but I tried my best to create a meaningful class.

Literature review

In class room a teacher can apply any method which is related to the topic and also suitable for students. As we know there are many types of methods and techniques in ELT .And it is important to know different types of methods than a teacher can apply it in the class room there are many approaches, techniques and methods in ELT among them I used mixture of two methods. Normally in class room situation a teacher can follow a particular method that is why I used two methods .They methods are :

1.Grammer Translation Method

2.Direct Method

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2.1

Firstly I observed an English 1st paper class of grade 7. I observed reading and writing because these were major focus. I gave the students a text about “Beautiful Bangladesh” to read it out. I read it and translated the difficult words like “Majestic” “hilarious” into Bangla language. When the students were asked a question I started to give answers in full sentence and avoided using the words. Students are expected to attain high standard in translation due .I also found the roles of the teachers prominent rather than the students’ role. I tried to focus on reading and increasing written examinations by following grammar translation method. The students’ used their native language in the medium of instruction, and the grammar part was taught gradually. After reading the whole text I gave the students some fill in the blanks based on the text and some vocabulary practice. That is how the whole class was conducted. On the other hand according to Richards and Rodgers the Direct Method requires more specialized teachers ,teaching equipments and its difficult to test. According to Krashen, GTM means a traditional technique of foreign language teaching based on explicit instruction (Krashen,1982 ,p.87) .The Direct Method is a method that avoids using the learner Bangla language or L1 and just focuses on the target language. There are positive and negative impact of these two approaches also .How practically the teaching methods are being used in different level language classes and what are the significance of using those methods In GTM the instruction is given in native language and it emphasis on rules and gives importance on memorizing (Peters ,1934 ,p.528).

2.2

The principles of grammar translation are given below :

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- 1.Traditional method of second language teaching in schools and this is the common language teaching method.
- 2.Stressed the literacy development and teachers entered.
- 3.Helping students in reading an appropriate rules of foreign language literature.
- 4.Students can easily be familiar with their L1 and also develop their writing and speaking skill.
- 5.Many vocabulary items can be taught during the class time because most of the students use Bangla in their conversation and here the vocabulary items are helping them to know more English words.
- 6.Does not require teachers to speak good English and make good lesson and teacher can use only the -text book.
- 7.Students cannot create meaning in English and extensive memorization. (Peters ,1934 ,p.528)

The Techniques of grammar translation method –

- 1.Communicating in the target language:- Teacher asked questions in their native language and students also replied it in their L1.Communicating in L2 sometimes does not work and teacher take help from L1.
- 2.Application of grammar rule:- Students have an idea of grammar rules than they can answer it in their target language .Firstly grammar structure given and than teacher asked to apply to rules to examples which are given.

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3. Reading comprehension:- When the students started reading comprehension they can start skimming, scanning, inference and based on their understanding they can answer the questions and also can take help from their experience. Because in reading task GTM method is more work full because it can help the learner to develop their logical thinking and they can also practice grammar .

4. Cognates:- Sometimes there are some sound patterns, items of vocabulary etc among language .Students can memorize those words if these language have cognates. “They are also asked to memorized words that look like cognates but have meaning in the target language that are different from these in the native language”(Larsen-Freeman,2004).

5. Memorization-Teachers asked students to memorize new word, rules, verb, grammatical paradigms etc.

6. Fill in the blanks:-Teacher can give students sentences with missing words and missing words will be in box and students have to find the word and fill the blanks with new vocabulary or can follow a particular grammatical form.

7. Use words in sentence:- Teacher asked students to put new words in the sentences and this strategy will help to find out students’ understanding level.

8. Composition:- Students are asked to write a composition in a target language and the topic can be chosen by students or teacher.

9. Antonyms and Synonyms:- Students will be provided with a question paper of words and asked to find out the antonyms and synonyms (Austin,2003).

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2.4

The principles of Direct Method-

1. Direct method mainly focus on oral communication.
2. Students practices orally first than they apply it in reading or writing exercise.
3. Direct method is completely different from Grammar Translation Method. Direct method correct the pronunciation problem of the new learners.
4. The practical examples are given firstly than the teacher focuses on rules.
5. Vocabulary items are taught through demonstration, picture, or through association of ideas (Kirch,1967).

The techniques of Direct method are given below-

Direct method also known as a natural method, anti grammatical method, reform method (Larsen-freeman 2000). This method is helpful for oral proficiency in foreign languages.

1. Reading aloud:- Teacher asked students to read aloud a text and the teacher will demonstrate the context by showing pictures , postures – gestures .Students are encourage to use language naturally.
2. Correcting grammar:- Grammar is taught inductively .There may never be an explicit grammar rule given. Students will figure out the rules.

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3. Self – Correction:- Teachers have to give freedom to correct their mistakes by themselves. If teacher always try to correct their mistakes than it will have a bad impact on the students

.Sometimes teacher can act like a prompter and help students indirectly.

4. Question and Answer exercise:- In question –answer exercise students should learn to think in the target language as soon as possible and have to answer those question in full sentence by using target language.

5. Dictation:- The purpose of language learning is communication . Teacher can choose a appropriate passage and read aloud. Students will listen to and write it. than teacher can check this copies and find out mistakes. Only the target language will be used and it is essential for them who have need for real communication.

Chapter 3: Implementation

The challenge was to take up the responsibility to teach at a school for my internship program, as I always wanted to be a teacher. The school I chose was K.P.B High School and it was a Bengali medium school. The syllabus was according to the standard implemented by the Dhaka Board under the Ministry of Education of Bangladesh.

I started my internship on 5th Jan 2015 and was done on 25th May, 2015 .The education level starts from kindergarden to 12th grade .It was a great experience to be a teacher and it was quite challenging too. I taught grade 7 students and being a student of ELT had to take various steps to reach them. I took grammar and literature classes. When I taught them I had to design my lectures accordingly to their level of intellect and as a student of ELT, I had experience of

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material designing for classes and taught accordingly. I also witnessed that I had to give emphasis on communication and class responses. I tried to relate my study to my internship program. I observed how students learned grammar as a second language, how students accepted a method and I also took note of their learning ability. At the time of my internship I observed that they followed some principles of grammar translation method. In "*techniques and principles in language teaching*" Larsen-Freeman said "according to the teachers who use the grammar translation method, a fundamental purpose of learning a foreign language is to be able to read literature written in the target language". The grammar translation method derived from traditional approaches to the teaching of Latin and Greek in 19th century .(Larsen-freeman 2005). It is a way of studying grammar rules, followed by application of this knowledge through the task of translating sentences and text into and out of target language (Peters, 1934). Students of this method lean to read and write in target language. In my internship I also noticed that students followed grammar translation method to read and solve questions of different tasks. Though they did not follow all the principles of grammar translation method, some techniques of grammar translation method were followed there. For example reading comprehension, fill in the blanks of missing words, answering questions and etc. these kinds of task are practiced there. During my internship, I learned many new things about teaching technique and student's behavior. My students have different level of leaning ability. When I give them tasks, some students cannot do their work properly. For those I could not complete schedule work on time. I cannot say that those are weak who are unable to understand the lesson in class. They have different way of learning. Sometimes I call them in their break time and help them to do the work properly. It is a time consuming process I cannot help more than two students. Some students catch lectures by hearing teachers some are visual learner. Visual learners feel more

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comfortable when I write on board. Most of them are visual learners. I have to write down the bullet points on the board to make them understand.

3.1. My first experience:

I worked as an English literature and language teacher of class seven. The school had their own syllabus and routine. The school arranged a two comprehensive exam, which are equally distant by 6 months, and I worked during the 1st half of school year. I took classes of grade seven. In my class, the number of students was 50. The times allocated for each period was 45 minutes. The first day was an exciting experience for me. Since they were very young learners and I was their new teacher so I had to be friendly with them in first few weeks. Then eventually everything was settled in the classroom and I come to know them. The previous class teacher handed me over the syllabus, and asked me to complete that by the end of my internship period. It was a quite a challenge for me because I had to organize my routine accordingly. I took regular class tests, which included written exams and oral exams to make them more proficient than students of other sections. A part of my work is to plan coursework ahead then check copies regularly, attending meetings and after few weeks with help of senior teacher I finally had a grasp over it.

3.2. Choosing topic:

After taking classes for a few weeks I got to learn the level of intellect the students possess. A typical behavior in Bengali medium students that they memorize a lot and this way proper learning was blackened out. Very few students had a sound command over the English language. Well a portion of syllabus requires memorization and the other part requires a sound

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understanding and the ability to write freely. So according to the syllabus the school had provided me I had to use a mixture of GTM and direct method to complete the syllabus on time. I thought by using direct method they can be more fluent than before and by GTM method they will learn the grammar rules more effectively and it's proper applications. The board fixes the book and syllabus and the common textbook is English for Today for literature and for grammar, paragraph and essays the book of Chowdhury & Hossain is followed. I started my lectures with the literature component of the board textbook.

3.3. Arranging the classroom:

Their seating arrangement was typical, there were columns where the students sit and there were gaps between the columns for teacher to move around the class. The teacher stands in front of the board and from there I teach them. In GTM, a teacher holds all the priority. There are very few or no scope of student- student interaction. The sitting arrangement indicates that Grammar translation method can be applied easily but direct method requires student interaction, which is hard because the number of students in a class is very high. Again it is hard to review everyone's performance when they were given a task. I had to tell answers collectively to the students. I tried to raise student teacher interaction but many are quite afraid because of the typical behavior of the Bengali medium students.

3.4. Learning a new topic

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When I started reading the story from their book, I realized that a few of them could not understand the meaning perfectly but majority of the students realized. At that time, I did not translate that as grammar translation method. But here I followed direct method, I demonstrated the meaning in English and I provided some example in target language to understand the word and the context of the story. “The direct method has one very basic rule: No translation is allowed” (Larsen- Freeman, 2004). I narrowed those weak students and asked them to visit me during their breaks so that I could pay more attention where they lack in. And they visited me and I took special care for those students and surprisingly they did quite well during the exams.

3.5. Teaching grammar:

For grammar teaching I used their course book “English Grammar & Communication by Chowdhury & Hossain” where there were exposed to different types of exercises like fill in the blanks, re-arrange the words, underline the grammatical items, and tick the correct form of verbs, reading comprehensions and answering question were covered. For example I tried to make them understand where to put have/ has and I gave great emphasis on the exercises regarding application of Tense. But I noticed that some of them could not understand my lecture. Therefore, for those students I converted the target language in to L1 and after that, they understand everything. By GTM, I taught them grammatical rules. Most of the time, I gave rules first and then the example because their exam was very near and I had to complete the syllabus and the students have to get good marks. Therefore, I had choosed GTM to complete my syllabus within the given time. To attempt all the exercises I had to clear their concept in both target language and in L1.

3.6. GTM technique, which I applied:

1) **Reading comprehension:** “In Grammar translation method students have to make inferences and they also have to find particular information from the text” (Kirch, 1967). Reading the comprehension and understanding it, answering some questions and testing the vocabulary is a part of GTM method. I gave exercises from outside the book to test my students 'ability, as there were some who preferred on memorizing prior to the exam.

Sample of a reading comprehension

Sample: 1

Read out the text carefully and answer the questions carefully.

10 minutes

Once upon a time . . . in a wood there lived a very crafty quick-witted fox. The rabbits, rats, the birds and all the other creatures fled at the sight of him, for they all knew how cruel and

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famished he was. And since his prey kept fearfully out of sight, the fox had no choice but to haunt the neighborhood buildings in the hope of finding something to eat. The first time, he was in luck. Near a lonely peasant's cottage, only a low fence stood between him and the hen run, and there he left death and destruction behind him.

"What careless men, leaving such tender fat hens unguarded," he said to himself as he trotted away, still munching.

A few days later, on a summer day he was hungry once more, he decided to visit the same hen run again. He crept up to the fence. A thread of smoke curled from the cottage chimney, but all was quiet. With a great bound, he leapt into the hen run. The cackling hens scattered, and the fox was already clutching one in his jaws when a stone hit him on the side.

"Wicked brute!" yelled a man waving a stick. "Now I've got you!"

To make matters worse, up raced a large dog, snarling viciously. The fox dropped the hen and tried to jump out of the hen run. At the first try, he fell back, perhaps weak with fright. He could almost feel the dog's fangs sink into his ear, but with a desperate jump, he got over the fence. The yells and stones streamed after the bruised fox as he ran into the wood. In a nearby glade, he glanced round to make sure that he was not being followed. "Bad luck!" he said to himself. "All those hens . . ." His mouth was watering and he could feel gnawing hunger pains. Right above his head stretched a vine, laden with bunches of big ripe grapes on a high branch. "Well, if there's nothing else . . ." muttered the fox, jumping up towards the grapes. But the bunches were hanging just beyond his reach. The fox then took a running jump at them, but without success. And though he tried over and over again, the grapes remained beyond his grasp.

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"Craw! Craw! Craw!" laughed a crow overhead, mocking the disappointed fox.

"Sour grapes!" exclaimed the fox loudly. I'll come back when they're ripe." And thrusting out his chest to give himself airs, though still smarting from the blows he had received, he set off towards the woods with an empty stomach. (Aesop.1668)

Part –B

(Welsh.2014)

1. Write whether the following statements are true or false.

- a) The day was rainy and hot.
- b) The fox was hungry.
- c) The grapes were on a low branch.

Part –C

(Welsh.2014)

2. One sentence question and answer.

- a) Do you think the grapes were perfect?
- b) "The story is trying to teach us something". Do you agree with it ?
- c) What type of story it is?

d) The title of the story “The fox and the grapes” means what?

Part –D

(Welsh.2014)

3. Word meaning – write down the meaning correctly. (Vocabulary test)

- a) Quick-witted-
- b) Peasant-
- c) Glade-
- d) Muttered-
- e) Grasp-

2)Deductive application of rules:

‘All the rules in GTM are taught by deductive approach’ (Baker, 1975). Deductive approach is basically used in grammar teaching and firstly in this method learner get to know the general rules and then they apply this rules in specific language. Grammar translation is taught but I prefer the deductive approach, as there is a limited time so I emphasized on the deductive approach.

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3) Fill in the blanks:

‘Fill in the gaps in the sentence with new words or items of a particular grammar point are also a part of GTM’ (Baker, 1975). I also used this technique to test their understanding of grammar point.

3) Memorization: Students are asked to memorize the bilingual list, grammatical rules and grammatical paradigms. At the period of internship I gave them a list to memorize.

4) Composition: According to grammar translation method, ‘Students are required to write an essay or composition in the target language’ (Kirch, 1967). I also asked them to write a composition about a place you visited with your family or a letter to your friend inquiring about his wellbeing.

3.7. Memorizing and writing:

Memorizing is a major aspect of grammar translation method. In GTM method the teacher gives something to memorize and students have to memorize those and have to write. In my class I also gave the rules of different grammatical applications. I used to write them on the board and my students used to copy that. I showed relevant examples which is related to the topic if they didn’t understand.

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3.8. Error alteration through direct method:

Corrections are very important and direct method is best for this. After letting them solve a question paper I ask them the answers and they tell one by one. If one made a mistake I told the correct word for it and students correct themselves and I think it's a part and parcel for learning. The teacher can not grade every paper all the time and I think direct learning enables the students to store the feedback in their memory and awakening in the future helps them smooth performance.

3.9. Student teacher relationship:

In GTM method the teacher should control a class but it does not mean that he or she has to dominate over the class and behave very strictly. However, it varies from class to class how to behave with students sometimes teacher's strict behavior is important for discipline. As they are of grade 7 I try to be quite friendly and at the same time be a bit strict if they disobey me. I try to maintain discipline and sometimes had to give punishments to maintain decency in the class. During my internship period I find that sometimes a little bit of strictness is needed to get the best out of them and sometimes I was being kind to them.

Chapter 4: Recommendation

Grammar translation Method is very popular in Bangladesh and the syllabuses are adjusted accordingly to that. It kind of suits Bangladeshi trait as people are fond of memorizing and by memorizing certain rules the students can apply their learning on various type of applications. However, the pattern of our education mostly supports grammar translation method and it's also

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effective to reach good marks as our society evaluates someone by his/her marks and merit position. For a solid knowledge of grammar; grammar translation method is a must in our education despite its drawbacks. I think for oral and for other learning's direct method should be introduced.

Conclusion

During my internship time I took help from Grammar translation method and direct method to get a good result. Textbooks also helped me to follow these methods separately .In classroom situations I always tried to create a friendly environment in class time. Though I am a part time teacher but I gathered lot of experience as an intern. All the teachers of the school treated me like a regular teacher and behaved well. Specially the principle was too generous and motivated me during my practical learning .I enjoyed teaching profession and my students were also happy with me .In our country Grammar Translation Method is a traditional method and it is mainly gives emphasis on writing, there is no activity of speaking and listening in our atmosphere. Sometimes Direct Method helps learners to speak fluently but few institutions follow direct Method and that is why learners are weak in the area of speaking English fluently. If we can arrange some speaking and listening activities for the learners than it can be possible to develop their fluency in English .In our country parents just want good result they are not bothered about the techniques and methods .A teacher can follow any method in the classroom but I think a combination of Grammar translation method and direct method is the best option for learning English. For instance ,a teacher can not follow a particular method in the classroom he/she can take help from other methods or can use a combined method in classroom . All these

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methods have advantages and disadvantages. That is why the instructors follow many methods in one classroom.

In my opinion Grammar Translation Method and Direct Method is fruitful for the student in a positive way, students have to adopt it .In my experience after using these two methods I found huge response from the students and these two methods are helpful for good result .To add up I am very much happy with my internship in KPB school and college. This type of practical experience will help me to go further and ensure a bright future.

Work citation

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