A Comparative Study of Teaching Grammar in Bangla and

English Medium Schools


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*In the Name of Allah*

*The Most merciful*

## Dedication

This paper is dedicated to my grandmother.

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## Declaration

I thereby declare that this dissertation is a result of my own work. The contributions of other sources and information have been acknowledged wherever they have been used. It has not been previously included in a dissertation or report submitted to this university or to any other institution for a degree or other qualification.

Signature

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**Abstract**

This paper is concerned with grammar teaching technique of Bangla and English medium schools in Bangladesh. It also tries to compare the teaching styles of these two different types of mediums. Grammar can be taught in different ways as like using grammar translation method, direct method, communicative language teaching, task based language teaching and eclectic approach. The aim of the research is to compare the two different institutions grammar teaching techniques with these following methods. Questionnaires were distributed among students and teachers to find their opinions on style of teaching grammar. This paper also talks about the four observation classes which were taken by the grammar teachers. In whole it was found that there are some differences between the teaching technique of Bangla and English medium schools and his paper is a reflection of this.

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**Chapter 1**

**Introduction**

Grammar is an important element in effective language learning. Whenever people learn a language, they have to learn grammar. There is also debate that how to teach grammar to the students. Recently, a lot of methods and approaches have been invented for grammar teaching. This methods and approaches are very helpful for the teachers because through this they can easily take an idea of teaching grammar. Teaching grammar is a complex phenomenon but teachers' try their level best to teach them. In one class, there are varieties of students and in this case, teachers' have to choose the best way of teaching. Whenever we think about grammar, rule this word comes to our minds. Grammar consists of lots of rules and it depends on the teachers how they teach their students with different types of rules. Grammar is a huge concept and no one can teach grammar in one day. It is a long term processing and for this reason the grammar teachers' have to take different steps for teaching grammar. As well as the learners' cannot take all the pressure together. In our country, there are two types of educational mediums for teaching. One is Bangla medium and another one is English medium. In both mediums, teachers teach grammar in different way. Bangla medium teachers' also teach English grammar like English medium teachers'. All over world, the structure of grammar is same. For this reason, there are no differences between grammar models. This structure is same but teaching grammar process is differing from person to person. This is a matter of question that how the different medium teachers teach grammar in our country. The purpose of the study is to find out the differences of grammar teaching techniques between the Bangla and English medium schools.

## Chapter 2

## Literature review

### 2.1. Importance of grammar

English is a dominating factor in every step of life. We have to learn ''Grammar '' for the betterment of our command over English. According to Chang (2010) in The Longman Dictionary of Contemporary English describes grammar as the rules through which words changed into sentences (p. 13). Moreover, Debata (2013) said that at the time of communication we consciously or unconsciously use grammar in our language (p. 483). In addition, whenever we want to learn or teach foreign language, at that moment we are conscious about the process of grammar learning. According to Kalivoda (1990), this process of learning grammar is not easy but it is very helpful for effective language learning and there is no shortcut way to learn English grammar. All languages have their own grammar and for this reason, all languages share a few basic patterns. Uniquely, the nature of grammar learning is a complex phenomenon. No one can assume how much a learner needs to know or practise for acquiring proper knowledge of grammar (p. 267).

Another researcher Brumfit (2000) said that grammar is a framework to describe the nature of language. He also included  if any person know thousands of English vocabularies, but he or she does not know how to arrange it properly then he or she cannot use it perfectly and speak in English (as cited in,Chang, 2011,p.14). Furthermore, Burton and Hudson (2005) said English is a standard and international language and the modern researchers are now experiencing a rebirth of grammar teaching. In terms of grammar, they said it takes place in school teaching (p.603).

In addition, Freeman (n.d) states that English grammar teaching should include explicit types of grammar teaching, but at the same time, they also agree that the teaching methods should be

different from traditional grammar teaching. Nowadays advanced level English language has in fact made an important contribution to English grammar. It is important for teachers to have a better knowledge of their subject matters and understand their students' learning process. In the light of second language acquisition (SLA) researcher are concerned about how students naturally develop their ability to produce grammatical utterance (p.255).

Moreover, Haussamen in his book *Grammar Alive* (2003) describes the three basic goals of grammar learning:

1. Every student, from every background, will complete school with the ability to communicate comfortably and effectively in both spoken and written Standard English, with awareness of when the use of Standard English is appropriate. English is the standard and international language. English grammar books follow the standard variety of English. After completing the stage of school, student will be able to write or communicate through Standard English.

2. Every student will complete school with the ability to analyze the grammatical structure of sentences within English texts, using grammatical terminology correctly and demonstrating knowledge of how sentence-level grammatical structure contributes to the coherence of paragraphs and texts. This goal gives knowledge that every student will understand the basic components of sentence. In this step, they will try to find out the relation between sentence and meaning.

3. Every student will complete school with an understanding of, and appreciation for, the natural variation that occurs in language across time, social situation, and social group. While recognizing the need for mastering Standard English, students will also demonstrate an understanding of the equality in the expressive capacity and linguistic structure among a range of language varieties both vernacular and standard. Students will be able to learn different linguistics structure. Language vernacular is both noun and adjective. It refers to the every language of region and general. In some

case, it creates differences between plain conversation language and flowery literature language. The main theme is that the students will be able to understand the different linguistic aspects and terms (p.4-9).

## 2.2 Different methods of grammar teaching

Grammar can be taught through different methods of language teaching. The techniques are different from each other and these methods or approaches are-grammar translation method, direct method, audio-lingual method, communicative language teaching, total physical response, task based language teaching and eclectic approach.

## 2.2.1 Grammar translation method (GTM)

Richard and Rodgers (2001) described that GTM dominated European and foreign language teaching for almost one hundred years from the 1840s to the 1940s, and its modified form remains widely used in the ESL classrooms of the world even today. This method has two main goals- one is to enable students' to read and translate literature written in the target language and the second one is to develop student's general mental discipline. Translation is the key to this methodology. There is no listening or speaking practice carried out, moreover there is no pronunciation practice for the students (as cited in, Tianzhu, 2013, p.398). In addition Yoshifumi (n.d) mentioned "GTM which has long been outmoded in the west and it is originated from Ancient Greek and Latin"(p.28-29) and it has "an international criticism in the academic field of language teaching" (p.27).

Moreover, Damiani (2003) states about "The Grammar Translation Method of language Teaching" in his paper. Here she said, as s a teacher I Liked using the GTM because I could assume the intelligence of my students; I could not talk to them like the intelligent people that they are, and we could talk about the grammar and vocabulary that I was teaching. I would have had to use simple language and familiar phrases to communicate in the target language and even then, I could not be

sure that my students knew and understood what it was that they were saying" (as cited in,Chang, 2011,p.15-16).

GTM is the combinations of grammar and translation. Translation reproduces similar structures. Njogu (n.d) mentioned that in the GTM class, all the students' use their mother tongue and there is limited use of target language. In this class the role of student and teacher are very traditional. Reading and writing are the basic skill of this method. Vocabulary and grammar is emphasized here and no attention is given in the pronunciation sector. Recently, a lot of methods and approaches have been invented for grammar teaching. Likewise, to Freeman (2014) in GTM method student follow the process of deduction, which is taught by the teacher in the class, in this way teachers give examples on the grammar rules and regulations. They suggest them to memorize the structure and order them to apply the rules to the examples (p.15).

In addition, Tianzhuin (2013) mentions language is systems of rules for the construction of correct sentences .Rules are presenting with examples in the grammar class Teacher gives explicit feedback to his/her student; sometimes it creates positive or negative impact to the student. Teachers' role is to explain grammatical rules, vocabulary and correct the students' mistakes. There are very few opportunities of real communication among students (p.398)**.** In the article titled "Grammar Translation Method", it is said that, in this method, teachers' role is very traditional, they are the main authority in the classroom, and of course, they have all the powers. The classroom is based on teacher-student interaction classroom and there is no interaction between student-student; in this method, students are conscious about grammar rule (p.3-4). Furthermore, Leka (2012) emphasized on translation because through this the learners can learn new words as well as (p.14). Cunningham (2000) points using translation in a classroom is a helpful process and it helps the learners' to learn the target language as well as (as cited in, Mondal, 2012, p.88).

Zainuddin (2011) said grammar study is based on the memorization; teachers' teach English using native language and give no importance to the pronunciation (p.64). In addition Aqel(2013) states GTM is one of the most important methods in grammar teaching, its main focus is on reading and translation. Through these two items, students can easily learn grammar (p.2470). Other researchers Praotor and Celce-Murcia (1979) mentioned GTM is about reading, translation and grammar, in class teachers emphasize those but pronunciation is missing. They also said there are very few communicative activities in the class (as cited in,Aqel, 2013, p.2470).

**2.2.2 Direct method (DM)**

Freeman (2004) describes, "it was revived as a method when the goal of instruction become learning how to use a foreign language to communicate" (p.23).Simensen (2007 ) explains,"direct method that refers to the beliefs in establishing direct associations or links between L2 words and phrase and the object, actions"(as cited in ,Ju, p.15). Later, Simensen (2009) sums up the role between teacher and students that normally it is the teacher who asks and the students who answer, which further promotes the role of the teacher to be very powerful and in the classroom still the teacher has the central role. Students should not use their native language in the classroom; they should use the target language (as cited in, Ju, 2010, p.16). Here, in this method vocabulary is emphasized rather than grammar. Students learn the vocabulary through context and meaning. According to Ju (2010), DM classroom is divided into the teaching of pronunciation, vocabulary and listening where as grammar is only taught inductively (p.16). In terms of vocabulary and listening practise Richard and Rogers (2001) explain Direct method as the formulation for teaching oral language and it shows the direction of practicing oral language ( as cited in, Ju, 2010,p.15).

### 2.2.3 Audio-lingual method

According to Freeman (2004), this method has a strong theoretical base in Linguistics and Psychology. It is an oral based method (p.35) and here in this method teacher is like an "orchestra leader" (p.44) and they are directly controlling the language behavior of the student (p.44). Njoji(n.d) made a slide about the methods of language teaching and here he recommended Audio-lingual method is based on the characteristics of behaviorism. In this regard, "American English" (2013) published a video on you-tube about Audio Lingual method; there the teacher repeats the same thing so that the students can repeat after him. Freeman (2004) also said this language learning is a process of habit formation (p.43) and here, grammar skill is emphasized and student learns it through interactions. This method follows the natural order process as reading, writing, listening and speaking (p.44).

### 2.2.4 Communicative Language Teaching (CLT)

Lee (n.d) said CLT is based partly on the theories of British functional linguists such as: Firth, Halliday, and the American sociolinguists Hymes, Gumperz and Lavob. The origin of the method is in Great Britain, U.S.A. Language is for communication and linguistic competence, and the knowledge of forms and their meanings are the part of communicative competence. Another aspect of this knowledge is to learn the use of the language in social context. The teacher facilitates the communication in the classroom, and h/she also acts like an adviser and a guide and students' are communicators. They are actively engaged in trying to make themselves understood and in understanding others. In this method mother tongue is used very rarely. Communicative language teaching uses almost any activity that engages learners in authentic communication. Functional communication activities are some communication, which is involved and social interaction activities, such as conversation and discussion sessions, dialogues and role-plays. Language materials

are authentic to native speakers of the target language. (Newspaper, radio and television broadcast, menus, weather forecast, timetables).In this method students are given an opportunity to express their individuality by having them share their ideas and opinions on a regular basis (p.1-5).

According to Balchamber (2007) through this method, language functions are emphasized over forms. Moreover, students work with language at the discourse level. A teacher can informally evaluate students' performance in his role as an adviser or co-communicator. On the other hand for formal evaluation an integrative test is used which has a real communicative function. In order to assess students' writing skill, a teacher might ask them to write a letter to a friend. For practice, the teacher gives some interesting task like- Scrambled sentence, Language Games, Picture Strip Story, playing role etc. In case of errors, the forms are tolerated during fluency-based activities and are seen as a natural outcome of the development of communication skills. Moreover, the teacher may note the errors during fluency activities and return to them later with an accuracy-based activity (p.1).

Nunan (1991) make five features for CLT. In here, the first is the teacher gives emphasize on communication. It helps to learn the target language easily. Secondly, teacher uses authentic material in the classroom. Thirdly, teachers not only focus on the language but also the language management. Fourthly, they tray manage a link between the classroom activities with outside room activities. Fifth point is about the learners', they can share their personal experience which helps their communication process (as cited in,BANciu & JIREGHI, 2012, p.95).

According to Richards (n.d) in this method the interaction becomes the teachers and the learners, teachers give feedback and learners learn language through feedback (p.4). He also added that earners participate in the classroom activities and here teacher is a facilitator rather than a model of a classroom (p.5) Furthermore he mentioned some activities of CLT and these are memorization of dialogs and drills, pair work activities, role-play, group work activities and project work (p.4). In

addition Freeman (2004) states student play a language game in the class through role play, pair work in the classroom and here student gets chance to express their opinion(p.126-127).

Moreover, Tylor (Communicative Language Teaching) mentions CLT is an umbrella term and it is a broad approach. This approach is accepted as a Standard English language teaching process. Through this approach, the learners' improve their communicative competence (para.1). In addition Mondal (2012), CLT is originated from Europe and it spreads in Bangladesh. The main purpose of this to build communicates competence to the learners' and develops the four basic skills (p.87).

**2.2.5 Task based language teaching (TBLT)**

In *Task based Language Learning and Teaching* book, Ellis (2004) described task is a process where the learners are engaged in real life activity, when they do any task they do not always follow the meaning but they act as a language user (p.3). According to Nunan (2004) in his book *Task based language Teaching* task based language teaching's definition is "non-linguistic and non technical" ( p.2) and he also added that in here the learners are involved in comprehending, manipulating and producing in the target language because their main focus is to gain grammatical knowledge ( p.4). Komathi (2012) described task based to be a strong communicative approach and here students do many communicative activities such as "engaging, enjoyable, motivating" (sl.6). Teachers use lots of "linguistic form" and this meaning is cleared by the context. Teachers do not control students' language and in that case, they are fully free in terms of using language. Freeman (2004) said that this is the combination of grammar and meaning as students get feedback after finishing the task. Teachers monitor the class and here students work in a group or individually (p.146-147).

**2.2.6 Eclectic Approach**

Wali (2009) mentions that in the 20<sup>th</sup> century the researchers came to conclusion that no single method is effective for learning language, different methods have different qualifications. No one can assumed that this particular method is "universal" because every languages has some good and bad points (p.34) and he also mentions that eclectic method is known as an important method in language learning cases (p.35).Uniquely, Weideman(n.d.) mentions eclecticism is the "current fashion ability in this language teaching time"( p.2).

However, Freeman (2000) and Mellow (2000) describe eclectic as "desirable, coherent and pluralistic which depends on their learners need" (as cited in, Kumar, 2013, p.1).Furthermore, Wali said (2009) it is the balance between four skills, an eclectic teacher must be "imaginative, energetic and willing to experiment" (p.38).

Gao (2011) also relates eclectic is a combination of whole as reading, writing, speaking and listening and in the eclectic classroom all these skills are practiced regularly. This procedure in three stages as "teacher cantered as the input stage, learner centered as the practise stage and learner cantered as the production stage"(p.363).According to Harvey (1974) a teacher must select, apply, bend, modify in situational approach to the base of individual students in case of reading (p.8). Min (2009) states "the feature of this new method are adapting mainstream writing pedagogies to logical needs, creating local pedagogies to address students difficulties and critically examining and evaluating extant mainstream writing practise"(p.63).

In addition, Kumar (2013) suggested that language is a whole unit and we cannot divide it in several parts as pronunciation, grammar, and vocabulary. In eclectic approach, it is believed that language is a whole concept and we cannot divide it. If we divide pronunciation, grammar, and vocabulary than we cannot find any meaning of these, all these parts work as a chunk (p.1). Brown

wrote a book and the name of the book is *teaching by principals* and in here eclectic approach is mentioned as an enlightened and this approach included different types of learning and teaching process. The classroom activities and the different types of methods are the key tool of this particular approach. In here, teacher tries many activities in the classroom and s/he gets feedback from the implication of teaching and learning process (p.40).

Ali (1981) suggested that Eclectic method contain some principles and these are-

i)      In this method the teacher gets chance to choose different kinds of techniques for his or her class to complete the class task,

ii)     S/he can choose any method that is suitable and flexible for his or her class,

iii)    S/he give their student a chance to see or enjoy different  of teaching method and it will break down the class monotony,

iv)     In here teacher solves the problems of the texts,

v)      They use different types of teaching aids or authentic material in the class and it helps the learners for better understanding and

vi)     In this approach a teacher does not give his effort on presenting activities and it saves the time (as cited in, Wali, 2009, p.39).

According to Kumar (2013), this eclectic approach has a different type of activities and it is a combination of different teaching methods and learning process. It is also the procedure of different techniques as – "learning the language as a whole, peer work/group activity, focus on the spoken English" (p.3).whether Gao (2011) mentioned about English language instruction at university level in China, they recommended five features of eclectic teaching as –

i)      "determine the purpose of each individual method,

ii)     be flexible in the selection and application  of each method,

iii)    make each method effective,

iv)    consider the appropriateness of each method,

v)    Maintain the continuity of whole teaching process and divide the operation in three stages as teacher-centre at the input stage, learner-centre at the practise stage and learner-centre at the production stage" ( p.363).

## 2.2.7 Deductive and inductive approach

Vila (n.d) said that deductive is following the basic pattern of presenting the structure and examples. Inductive is the opposite, it starts with the examples first (para.1-2).In addition Widodo (2006) said  that deductive approach means the rules, principles, concepts and theories are presented first and it is called " rule driving learning" because in here  teacher presents the grammar rules to the students' and students' practise all the rules (p.126). In another case inductive is "rule-discovery learning" (p.127) and here learners understand the structure through examples. As well as in one paper "Introduction of language" (2012), here the writer mentions deductive as a traditional method. In the beginning of the class teacher teaches the structure and the main goal of the student is to learn the structure .He also mentions inductive as a process where the learners find out the rule or structure through examples (p.2).Furthermore, Gollin (1998) added that deductive is "more traditional" and " teacher cantered" method of teaching. Inductive is totally the opposite of deductive, here the students identify the structure through given examples (as cited in,Eriksson, 2014, p.3).

Brckalo (2011) mentioned in deductive class student have to memorize the grammar rules as well as definition, rules etc and in his study he emphasized on inductive approach; he mentioned it as a "problem based teaching"; here the learners discovered the rules through examples (p.106-107). As ke (2008) referred drills, memorization is the examples of deductive teaching. In his paper, he mentioned inductive approach as a "rediscover" because this teaching pattern discovers the learners'

hidden grammar knowledge (p.2). Moreover, Mohammad, Abel, Jaber and Abu (2008) explained deductive as a "top-down" approach; the traditional teacher gave the structure to them and students' applied the examples to the structure (para.3) and inductive is a process where the learners discover the structure by themselves or by the help of the teachers (para.2).

**2.3 Organization of grammar teaching**

To find out the best way of grammar teaching, Ur (1996) presented some key terms in his book *Grammar Practise activities*; here he described the three patterns and these are presentation, practise, and production. Ellis (2006) mentioned in his article that *Teachers handbook* is a book and here one chapter name is teaching grammar. In this chapter, there is a sub section of "presenting and explaining grammar" and "grammar practise activities" (p.84).

According to Harmer (n.d)**,** the process is done systematically. In the first step teacher introduce them with a grammar topic and this is called presentation. After that, students' repeat the structure through drilling and it is called practise. Finally, when students' connect the structure with the given examples than it is called production (p.64-66). Furthermore, Ur (1998 and 2003) described these terms as teaching the aim of presentation  is to get the learners to perceive the structure (p.7) because in written and spoken they have to write or speak while using  proper grammar (p.81). In the next step, practise is about to lots of exercise, assignment and the main aim is to absorb the structure. Production consists of test. In here teacher examines the learner through different test (p.9). Shojaee (n.d) recommended presentation is the most important stage in teaching grammar (para.2).The practise section is based on the repetition process. Here teacher encourages their student (para.3) and finally the aim of the production is to use the structure in the communication (para.2).It is mentioned in Harmer's(n.d) book titled English *Language Teaching* that it is assumed that PPP is a straight line

process where the learner starts from no knowledge and finish on different kind of production. Through this three steps activate, study and engage are procedure time-by-time (p.67).

## 2.4 Different grammar teaching technique in ELT

Grammar learning is not an easy task, the learner have to practise using the grammar in appropriate ways as listening, speaking, reading and writing. These are the communication skill of grammar.

## 2.4.1 Writing skill

English of non-native speakers are often feel problems in case of academic writing. Regarding this issue Himkel (2002) states that the main reason of this problem is the lack of academic vocabulary, lack of grammar instruction and proper approach to writing. High intermediate and advanced (Non-Native-Speakers) NNS do not have much grammatical and lexical skill. For this reason, they do not have the quality to write a good paper (p.182). Researchers Hegelhelmer and Fisher (2006) make a solution; they take the help of technology. Sometimes the learners do not have much competence for writing and here competence is focused on grammar and creative writing. In this issue, they can take the help of Computer Assisted Language Learning. Through this program, they can fill up their need. Writing is a product approach and grammar is a process approach and the output come by the result of this two (p.258).

However, Freeman (2000) explained grammar Translation method is the combination of grammar and vocabulary on the basic of memorization. This method is focused on writing and follows the deductive structure rule (p.15-18). Professor Hartwell (n.d) includes that Knowledge of any grammar is irrelevant to the teaching of writing and he added that the teacher should not follow any rules in terms of teaching. Rules are ineffective for the children (as cited in, Williams, Cureton, Moses & Vavra, 1985, p.643). Other researchers cannot agree with Hartwell's belief and these

persons are Joe Williams, Richard D. Cureton, Moses and Vavra (1985) , they state that instruction in formal grammar help the beginner learners to learn how to write systematically. Their major point is writing skill is a major part and most of the educational institutions avoid this skill. Hartwell never received the descriptive English grammar, which we learn in the school. He has written 125 articles and these articles are the study of the role of language in education. In here, he shows no awareness of the primary references works in English grammar (as cited in,Williams, Cureton, Moses & Vavra, 1985, p.644).

However, Hudson (2004) another researcher has interest to Hartwells' point. He says I am not suggesting that an entire English curriculum be based on grammar, and certainly most textbooks do not teach grammar-but I am suggesting that there may be a place for grammar instruction on writing courses (para.6) He is in the middle situation, he mixes the believe patterns of Hartwell and Richard. Hillock (2001) concludes the study of traditional school grammar has no effect on raising the quality of standard writing. Here, he is somehow supporting the view of Hartwell. He also rejects the formal grammar teaching process and he emphasizes more and more that the study of grammar has no impact on writing quality (p.420).

**2.4.2 Reading skill**

Bottino (n.d) regarded reading is the process where the reader read the written document or paper. A good reader understands the text by having some quality. H/she must have the knowledge of grammar; know variety of vocabulary (p.63).

According to Ruble (2014) non-native English speaker often face problems in reading because they do not have much knowledge of grammar. There are some ways through which, they can develop their grammar skill; these are by reading more English, write more English and use regular

basic internet for reading (para.1-3).Coffin (2010) states functional grammar is used in the class to support the deeper reading of the students (p.26).

### 2.4.3. Speaking skill

Hilliard (2014) mentioned traditional pattern of English grammar follows the route of writing English. Recent researcher of grammar has focused their attention on the "spoken communication" and linguistics features of spoken grammar. It will develop the learners' fluency as well as (p.2). Cullen and Kuo (2007) "mention spoken grammar is the main materialization of systematic grammatical phenomena in spoken discourse" (p.363). He also written that spoken English is much unplanned and there is no chance for editing. There are six features of spoken grammar as – ellipsis, heads, tails, fillers and back channels and phrasal chunks (p.368-370). In addition, Hilliard (2014) also mentions these six features in his article; rather he says it helps to students' development of spoken grammar (p.3).

Spoken grammar is the language production.MC Carthy and Carter (1995) defined a different method and gave a different name. The name of this method is "Three I's", here the Three I are illustration, interaction and induction (as cited in,Cullen and Kuo, 2007,p.379). In addition, Timmis (2002) recommended four types of tasks at the time of teaching speaking grammar. These are cultural access task, global understanding task, noticing and language discussion task (as cited in,Cullen and Kuo, 2007, p.383).

Further, Widodo (2006) mentioned that speaking grammar plays an important part in "grasping and expressing spoken language" (p.122). In further, he also added that when learners speak they make mistakes and these mistakes can be reduced by using different grammar games. To develop more, he made a "five-step procedure" and these are build up students knowledge, eliciting

function of the rule, familiarizing students with the rule, checking students comprehension or rule activation and expanding students knowledge (p.131).

## 2.5 Feedback and correction

The purpose of grammar correction is to improve student's error and through this correction, they will be accurate in grammar. Schmidt (2001) recommended corrective feedback as a "first step of language learning", because through this a teacher can easily re-construct a student's potential (as cited in, Sauro, 2009, p.96). Moreover, Rahimi (2008) said that it is assumed that in L2 class where the class activities are always present and teacher gives feedback to the student, than it is a proper grammatical structure class. It means that in a communicative class, feedback must be present (p.220).

Feedback has different categories, according to Daneshvar and Rahimi (2013) one category is about the direct, indirect feedback, different types of direct feedback and different type of indirect feedback (p.218). Furthermore, Lyster and Ranta (1997) divided this as their own way, as explicit correction and meta-linguistic feedback (as cited in Spada, p.137-138). In addition**,** Bitchener, Young and  Cameron (2005) modified the direct feedback and here he found direct error correction with meta-linguistic explanation and oral meta-linguistic explanation , direct error correction with written meta –linguistic correction, direct error correction and no corrective feedback ( as cited in Rahimi, 2009,p.221)

However, Ashwell (2000) found corrective feedback is very helpful for the learners. When she started to give them feedback, the student started to take it seriously and it improved towards their accuracy (as cited in, Spada, p.136-137).Corrective feedback is examined in libratory and in the classroom. Doughty (1994) observed three different kinds of oral production as clarification, repetition and recast. Through this pattern teacher can give them feedback against their error (as cited

in, Spada, p.134-136). Truscott (1996) and Freeman (2006) believed that the student who received feedback they can improve their fluency as well as (as cited in, Rahimi, 2008, p.221).  In addition, Spada added peer feedback in oral production is very important because in here the peers can give them individual feedback in the grammar class (p.137). This is very different view from others perspective.

In Truscotts' (1996) article it is written that teachers do not give importance on the effects of grammar correction, this correction creates problem on student's attitude (p.327). Truscott suggested that grammar correction is a waste of time and there is no value of this result (p.316). Ferris (1999, 2004) pointed out Truscotts' view and he mentioned it as   "premature" (as cited in, Nasaji,p.316 ). In this point, Ferris (2004) said that most of the teacher made a concept in their mind; they thought this correction would be harmful for the learners and in this case, they did not want to correct the error. Students lose their hope and belief if they do not get any feedback from the teacher. Here, Ferris view is very different from Truscott's view (P. 51).

**2.6 Language interference**

Solano, Torres, Cueva, Lucia, Beltran (2014) English is as a foreign or target language in the class and in many cases teacher and students are exposed with their native language. This is called interference. They do this because they are comfortable with their native language. This interference is creating problem in their communication skill as well as grammar. This inference is happened because of bilingualism (p.40).Breadsmore (1982) discussed that the target language learners feel difficult to lexicon and grammar because they all time transfer to their native language (as cited in, Solano, Torres, Cueava, Lucia, 2014, p.41).

Language transfer is not all time bad and it can be good. When two different languages share some same kind of properties than interference is good. Moreover Sinha, Banaraje,Sinha,Shasrti

(2009)  suggested that in learning the second language and grammar, there must be present of first language and this is applicable in the whole world ( p.121).

Through this point According to Lightbown and Spada (2006) student can easily interference because they are taking help of UG (universal grammar).  Universal grammar means all languages in the world share some kind of properties. This UG framework is helpful and this is both important in first and second language learning (p.35-36). In addition, Galaso (2002) adds that UG is a "formation of all possible grammar" and "intermediate grammar are constructed through UG" (P.2).However, Lekova (2010) recommended communication between two language systems is the reason for the interference, which is the object of psycholinguistics and linguistic research. From linguistics, point of view it is added that interference changes the linguistic structure and in most cases, language interference happens on the phonetic, lexical or grammatical level (p.320).

According to Freeman (2000) in case of GTM, teacher asks students while using their native language and they are not bound to use foreign language in the class. They always translate the new words from one to another (p.16). CLT is totally the opposite, in the CLT class the target language is the main channel for classroom communication (p.125).

**2.7 Grammar Practice activities**

According to Ur (2003) in grammar practise activities, the focus point is Accuracy to fluency. This practise is the combination of seven steps and these are awareness, control drill, meaningful drill, guided meaningful practise, structure base free sentence composition, discourse composition, free discourse.

- Awareness task:  This task is about whether the student know structure or not. It is one kind of warm up activity before doing the main task.

- Control drill: In this process teacher gives them a sample sentences and through these, they produce more like the sample one.

- Meaningful drill: In this pattern, teacher will give different word and ask student to make sentences with these words following the structure.

- Guided meaningful practise: Teacher will guide their process of sentence as here he or she will give them a half sentence to the students and they will complete the half one.

- Structure base free composition: here, teacher with some visual or situational clue will present the learners. Student will do their performance by their own understanding.

- Structure base discourse composition: In this task, the learners have to write a passage According to the instruction. Teacher will give them some clue and they have to use these in their writing.

- Free discourse: In here, there is no final direction that where will be the task end (p.84).

## 2.8 ELT and culture

Adaskou (1990) fame a module and here he represents culture in three different types and later he linked these with language teaching, the there forms are- culture is involved in literature, music and fine arts. Next, culture defines how a particular group of people lives in a society, their interaction with their family, working process and activities. The final step is culture is a skill, which refers how to communicate in a particular society or in a group of people (as cited in, Sardi, 2002, p.101). The opposite view of this come from Sardi (2002), he mentioned "English teaching should be carried out of independently of its cultural context and this context should be used by the students" (p.101).

Furthermore, Bada( n.d) includes language and culture two important parts, which co-operate the society. Culture shares many norms, values and language are reflected by the culture

(p.101).English cannot teach without its culture. In English teaching process, the cultural context is used rarely. Through this issue Brown (1994) wrote language is a part of a culture and culture is a part of language and we cannot divide these two in different terms (as cited in,Farina and Suleiman, p.242-243). In this case, Huli (2010) added language is a mirror of culture and culture is mirror of language (p.79).

According to Farina and Suleiman (n.d) language and culture, these two motivates the learners' to learn. In the second language learning process, it is an important part and the target community must know the culture (p.243).Mc Kay (2003) states that language influence culture in two different ways, one is linguistics, and another one is pedagogical. In case of linguistic, in most of the cases it creates problem on semantics, pragmatics and discourse level of the language. In case of pedagogical, two steps choose the language material, on is cultural content of language material and cultural basis of teaching methodology (as cited in, Genc and Bada, 2005, p.75).

Moreover, Zhao (2011) referred that there is a close relation between language and culture and we cannot separate them. This culture is a broad area and language has an influence power on this. For this reason, and we must pay attention on culture teaching in ELT (p.843).Tomalin and Stempleski (1993) gave totally different forms of culture and here culture is a form of products, practise, perspective, communities and person, for this reason it is the purpose of language teaching (as cited in,Vrbova, 2006, para.1).

**2.9 Technology in the classroom**

Murphy, DePasquale and MCNAmara (2003) said technology has become a common element in classroom and many schools are adopted these technologies for the students. It is a great contributor for learning program and all these technologies are preferred as an authentic material of the classroom. Many children do not aware of the different kinds of technology and in this case, they

are lacking in different skills. International Society develops the National Educational Technology Standard for Technology in Education (ISTE) and here this forum give a guideline how to merge students knowledge and skills together and they prefer student must learn the technological program in their childhood (p.1-2).

Moreover, Shylaza, Phil and Ravindran (2014) stated that the use of technology in teaching and learning process has already changed the present situation of classroom. The new technologies in the classroom are computer, mobiles, multimedia etc (p.19). He also added different types of package and software in case of grammar learning and these are – "Longman Interactive English Dictionary , The Grammar Rom, BBC English Expressio" (p.20) and now-a-days "multimedia"(p.21) plays an important role in the classroom. According to Marlow, Wash, Chapman and Dale (2009) teaching with chalk and in a blackboard, it is now a poor concept in this generation. The modern teachers like to use different technologies in the classroom (p.17**).** He also added at present students are using different types of remote controls, IPods, Cell phones etc. Teacher can give them the similar device in the classroom and connect all these technologies with their studies (p.19).

Povjakalova (2012) introduces the modern view of technology and the name is CALL (Computer Assisted Language Learning). In this process, teacher takes the help of the computer. Through this program, they can solve filling the gap, matching activities in the classroom (p.15). However, Fischer (2012) recommended "enjoyable, interesting and innovative strategies and technologies" which are very important in the grammar teaching class. In this case, student will take it as a fun and they do not fear of learning grammar in the class. He mentions three different types of features, these are "e-cards, voki, comics, and comic's strips" (p.1025) .He more emphasizes on "comics and comics' strips", and he said it is very important technique in grammar teaching concept (p.1028).

### 2.10 Teacher's belief on grammar teaching

Kalssom and Akhter (2013) state that belief plays an important role in guiding thinking process of the teachers and their behavior. They also mention education and experience have a significant way to make the belief more strong in case of teaching grammar (p.55). Furthermore, Batstone and Ellis (2009) say grammar teaching is consider as a most important part in the language teaching and without knowing the pure grammar no one can be perfect in case of accuracy and fluency ( as cited in , kalssomand and Akhter,2013,p.56). However, Piava (2011) included traditional grammar instruction is the first choice of the learners and it helps to maintain the class because the learners are used to this types of teaching (p.8).

In terms of grammar education, teacher's belief of grammar teaching is divided in two processes as traditional and communicative approach. According to Yarrow (2007) traditional approach as explicit instruction, exercise, identify parts of speech and voice and through Ellis (2001) communicative approach as functional linguistic process in communicational activities ( as cited in ,Vooren, Casteleyn and Mottart,2012,p.641 ) .

As well as Yin (2006) pointed that corrective feedback is very important and it helps the learners to overcome their problems (p.79). Ebsworth & Schweers, 1997 and Burgess and Hetherington (2002) study showed that teachers consider grammar as an important part in teaching progress and teacher like to use grammatical terminology and structure in the class. They give corrective feedback in the class and it helps the learners (as cited in, Lin, 2010, p.2).

## Chapter 3

## Research Design

In this chapter, the researcher explains the procedure of collecting the data and observation process of four schools.

### 3.1. Research objective

The objective of this research paper is to compare the style of teaching grammar in Bangla and English medium schools.

### 3.2. Research Questions

a) Which style of teaching grammar (inductive or deductive) do they follow?

b) How do students acquire the structure of grammar? Are the teachers are using context based teaching or traditional teaching?

c) Do they follow any specific ELT method or not?

d) Which technique of teaching grammar is preferred by the students/teachers?

### 3.3 Purpose of the study

The purpose of the study is to find out the difference between the teaching grammar style of Bangla and English medium schools. Besides this, this paper also helps the both categories teachers as to find out a better method of teaching. One group can also differentiate their teaching style from other group and can see their good and bad points. Educational Ministry can see this paper and after seeing this they can train the teachers for the improvements of the students.

### 3.4. Participants

   i)    Students:

| Medium | Students |
|--------|----------|
| Bangla | 58 |
| English | 56 |

Researcher went two Bangla medium schools and two English medium schools. The participants were in pre-intermediate to intermediate level of proficiency. The classes were the combination of boys and girls. Their age was between 11 to 13 years.

ii)　　Teachers :

| Medium | Teachers |
|--------|----------|
| Bangla | 2 |
| English | 2 |

The four teachers were women and their ages were from 28 to 35.There were two Bangla and two English medium teachers.

## 3.5 Instruments

i)　　Questionnaires: The researcher made two different questionnaires one for the students and one for the teachers which consisted of 15 and 20 questions respectively. The questions were both multiple choice questions and open ended questions.

ii)　　Observation: The researcher observed grammar classes of four schools. In here, two were Bangla medium schools and another two were English medium schools. They had to take their regular grammar class and the researcher observed the whole class.

## 3.6 Setting

The questionnaires section (survey) and the observation both were held in formal situation. The researcher helped them to understand the questions. Whenever, the found any problem to understand the questions, they asked the researcher.

**3.7 Procedure**

Mixed methods of qualitative and quantitative are used here for conducting the survey. The survey session was conducted through questionnaires among the teachers and students. There observation session is also held to complete the survey.

**3.8 Method of analysis**

The collected data was arranged on a Microsoft Excels spreadsheet. Percentages were shown on different tables. A mixed method of analysis consisting of both qualitative and quantitative methods was employed to analyses the data. Both questionnaires and observation were used for getting the result of research questions.

**3.9 Significance**

The main aim is to analyze the differences between these two types school.  Teaching grammar is very important and more important one is how the teacher teaches the student. In our country, the English medium students' are comparatively better than Bangle medium students in case of using grammar. Maybe the English medium teaching grammar style is different from Bangla medium. In this paper, the main difference of teaching grammar pattern in both types of schools will be explored.

**3.10 Limitation of study**

This paper is not free of limitations. The time duration of this paper is six month and this six month is not appropriate time for the survey. The political crisis was one of the main problems to conduct the survey. The schools remained closed during the strike and for this reason it was difficult to collect data. Another problem came due to the Ramadan because in this time schools remain closed.

Beside this political conditions and timetable problems, some teachers were not supportive. They did not have any  idea of  thesis topic and as well as they did not know some major terms which

are written in the teachers' questionnaires  and for this reason the researcher had to describe those

with examples.

**Chapter 4**

**Findings and analysis**

This chapter shows the researcher's findings of the survey and observations.

**4.1. Analysis of students' questionnaires**

Table 1: Teacher explains the structure of grammar

| Medium | Option | Number of students | Percentage (%) |
|---|---|---|---|
| Bangla | Yes | 58 | 100 |
| | No | 0 | 0 |
| English | Yes | 54 | 98 |
| | No | 2 | 2 |
| Bangla+ English | Yes | 112 | 98 |
| | No | 2 | 2 |

Here, 100 % of Bangla medium students' agree that teacher explains the structure of grammar in the class as well as 98% of English medium students' agree with the statement. In here, only 2 % English medium students do not agree with the statement. As a result, it is seen that there is no significant difference between these two medium schools structure teaching process.

Table 2: Teacher uses material to practice the grammar rules

| Medium | Option | Number of students | Percentage (%) |
|---|---|---|---|
| Bangla | Audio | 6 | 10 |
| | Video | 0 | 0 |
| | Picture | 10 | 16 |
| | Music | 0 | 0 |
| | Poster | 42 | 72 |
| English | Audio | 9 | 16 |
| | Video | 7 | 13 |
| | Picture | 31 | 55 |
| | Music | 7 | 13 |
| | Poster | 2 | 4 |
| Bangla +English | Audio | 15 | 13 |
| | Video | 7 | 6 |
| | Picture | 40 | 35 |
| | Music | 8 | 7 |
| | Poster | 44 | 40 |

"Teacher uses any authentic material to practice the grammar rules" in this question, there were many options for the students. Here, 72 % Bangla medium students' mention that teacher uses poster in the class. This is the highest rank in the percentage of Bangla medium. On the contrary, in English medium schools' picture is used highest time and the following percentage is 55. In Bangla medium section, there are huge differences between the given options. In here, according to audio, video, picture and music the percentages are 10, 0, 16 and 2 constantly. In another case, English medium schools' percentage is not very far from each other.

Table 3: Teacher asks to memorize grammar rules

| Medium | Option | Number of students | Percentage |
|---|---|---|---|
| Bangla | Yes | 58 | 100 |
| | No | 0 | 0 |
| English | Yes | 25 | 45 |
| | No | 31 | 55 |
| Bangla+ English | Yes | 83 | 73 |
| | No | 31 | 27 |

The above statement is about the memorization of grammar rules within the class. This table shows a good analysis of this statement. It has been found that, 100 % of Bangla medium students' mention teacher tells them to memorize the grammar rules. In the case of English medium, 31% students' do not agree with the statement and here only 25% agree with this. As a result, it is seen that, there is a significant difference between both the two percentages of Bangla and English medium schools.

Table 4: Ask question to teacher

| Medium | Option | Number of students | Percentage |
|---|---|---|---|
| Bangla | Always | 36 | 62 |
| | Sometime | 22 | 38 |
| | Frequently | 0 | 0 |
| | Never | 0 | 0 |
| English | Always | 18 | 33 |
| | Sometime | 33 | 59 |
| | Frequently | 5 | 9 |
| | Never | 0 | 0 |
| Bangla+English | Always | 54 | 48 |
| | Sometime | 55 | 48 |
| | Frequently | 5 | 4 |
| | Never | 0 | 0 |

While teaching in the class, students' ask several questions to the teacher, in this statement

62% of Bangla medium students' always ask questions to the teacher. On the contrary, only 33%

English medium students' ask questions. Again, 38 % of Bangla medium students' sometime ask

questions but 59% of English medium students sometimes ask questions. According to all students',

only 5 respondents (9%)  English medium students' ask questions frequently. The differences

between percentages of these two mediums are noteworthy. In the segment of Bangla and English

from the above table, the whole percentages are given; in here the percentages of "always" and

"sometime"are same.

Table 5: Teacher completes the textbook exercise

| Medium | Option | Number of students | Percentage |
|---|---|---|---|
| Bangla | Yes | 33 | 57 |
| | No | 25 | 43 |
| English | Yes | 41 | 73 |
| | No | 15 | 27 |
| Bangla+ English | Yes | 74 | 65 |
| | No | 40 | 35 |

57% of Bangla medium students' (33) said teacher complete the textbook exercise in the class

whereas the rest 43% do not think teacher completes the textbooks. The opposite case has been

observed in English Medium, 73% students' think teacher completes the book but 15 students' (27%)

do not think that teacher completes it. According to "yes" and "no" options in the table the

percentages are 57, 73 and 43, 27 constantly. Here, the differences are not close to each other's.

Furthermore, in case of total, the difference is huge.

Table 6: Teacher gives enough examples

| Medium | Option | Number of students | Percentage |
|---|---|---|---|
| Bangla | Yes | 58 | 100 |
| | No | 0 | 0 |
| English | Yes | 44 | 79 |
| | No | 12 | 21 |
| Bangla+ English | Yes | 102 | 89 |
| | No | 12 | 11 |

The above statement is stating about the point of giving enough examples by the teacher in the classroom. The significant percentage comes from the Bangla medium schools. Here, 100% of students' think teacher gives enough examples. In contrast, 79% of English medium students' think teacher gives enough examples but rest of the following do not think teacher gives enough examples in the class. Consequently, the whole students who are saying that teacher gives enough examples their percentage is 89 and those who are not saying, their percentage is 11 only.

Table 7: Teacher gives feedback

| Medium | Option | Number of students | Percentage (%) |
|---|---|---|---|
| Bangla | grammar rules | 20 | 34 |
| | examples of grammar | 38 | 66 |
| English | grammar rules | 6 | 11 |
| | examples of grammar | 50 | 89 |
| Bangla+ English | grammar rules | 26 | 24 |
| | examples of grammar | 88 | 78 |

In the survey "Teacher gives feedback" in this question 66% of Bangla medium students' respond to the option of giving examples of grammar followed by 20 respondents (34%) respond to the option of giving grammar rules. In spite of in this table, 89% is in high position and it is

consisting to the option of giving examples of grammar. This result comes from the English medium students. Therefore, in total "giving examples of grammar" this option is higher than the option of "giving grammar rule".

Table 8: language prefer in the grammar class

| Medium | Option | Number of students | Percentage |
|---|---|---|---|
| Bangla | Bangla | 24 | 41 |
| | English | 34 | 59 |
| English | Bangla | 0 | 0 |
| | English | 56 | 100 |
| Bangla+ English | Bangla | 24 | 21 |
| | English | 90 | 79 |

According to this statement, the Bangla medium 41 percentage of students' are saying they prefer Bangla in the class and the rest 34 students (59%) prefer English in their grammar class. As well as, 100% of English medium students' prefer English in the class. Therefore, the total percentage of English becomes high rather than Bangla. This result is very significant.

Table 9: Teacher uses language in the class

| Medium | Option | Number of students | Percentage |
|---|---|---|---|
| Bangla | Bangla | 20 | 34 |
| | English | 38 | 66 |
| English | Bangla | 0 | 0 |
| | English | 56 | 100 |
| Bangla+ English | Bangla | 20 | 18 |
| | English | 94 | 82 |

Here the question is- "which language does your teacher use in the grammar class", according to this question, the English medium students' are saying teacher uses English language to their class.

The total students of Bangla medium are 58 and among 38 students (66%) are saying teacher uses English in the class and the rest 34% are saying teacher uses Bangla in the Grammar class. The percentages differences between two mediums are massive.

Table 10: Preference for grammar learning

| Medium | Option | Number of students | Percentage |
|---|---|---|---|
| Bangla | Structure+example | 53 | 92 |
|  | Example+structure | 5 | 8 |
| English | Structure+example | 28 | 45 |
|  | Example+structure | 28 | 45 |
| Bangla+ English | Structure+example | 81 | 71 |
|  | Example+structure | 33 | 29 |

This statement is about the teaching grammar process in the class. 92% of Bangla medium students' are saying teacher uses the process of structure+example for grammar teaching. On the contrary, in this point the percentage of English medium students are 45. The total number of English medium students are 56 and among them 28 prefer "structure+example" and 28 prefer "example+structure". Uniquely here, the difference between structure+example is very high.

Table 11: Teacher engages students in different activities

| Medium | Option | Number of students | Percentage |
|---|---|---|---|
| Bangla | Yes | 49 | 84 |
|  | No | 9 | 16 |
| English | Yes | 30 | 53 |
|  | No | 26 | 47 |
| Bangla+ English | Yes | 79 | 70 |
|  | No | 35 | 30 |

84% of Bangla medium and 53 % of English medium students' think teacher engages them in different activities .On the hand 16 % of Bangla and 47 % of English medium students' think the opposite. Consequently, the total differences of two mediums are very high.

Table 12: Teacher uses any kind of role-play or pair work

| Medium | Option | Number of students | Percentage |
|---|---|---|---|
| Bangla | Yes | 17 | 29 |
| | No | 41 | 71 |
| English | Yes | 20 | 34 |
| | No | 36 | 64 |
| Bangla+ English | Yes | 35 | 32 |
| | No | 77 | 68 |

In this table 71% of Bangla medium students' do not think teacher uses any kind of role play or pair works in the class but in this case the  percentage of English medium schools are low. Here, 64% of students do not think that.  In the opposite option, 29 % of Bangla and 34% of English medium students think, teacher uses role-play or pair work in the class.

Table 13: Teacher gives example

| Medium | Option | Number of students | Percentage |
|---|---|---|---|
| Bangla | Textbook sentences | 41 | 71 |
| | Random sentences outside  textbook | 17 | 29 |
| English | Textbook sentences | 26 | 46 |
| | Random sentences outside textbook | 30 | 54 |
| Bangla+ English | Textbook sentences | 67 | 59 |
| | Random sentence outside textbook | 47 | 41 |

Here, the question is about "which types of examples teacher gives you". To this question, 71 % of Bangla and 46% of English medium students think teacher gives textbook sentences in the class. 29% of Bangla and 54 % of English medium students think teacher uses random sentences outside textbook examples in the class. As a result, here the difference between the Bangla and English medium is not close to each other. This table also shows the total percentage difference between two options also.

Table 14: Teacher takes a warm up test

| Medium | Option | Number of students | Percentage |
|---|---|---|---|
| Bangla | Yes | 45 | 78 |
| | No | 13 | 32 |
| English | Yes | 12 | 21 |
| | No | 44 | 79 |
| Bangla+ English | Yes | 55 | 48 |
| | No | 59 | 52 |

Above table shows, the result of doing warm up test in the class.45 students of Bangla medium think teacher takes a warm up test before starting a topic and their percentage is 78. The English medium only 21% student thinks teacher take warm up test. The long gap between the two mediums is seen here. According to this question, 79% of English medium and 32 % of Bangla medium students' do not think teacher takes a warm up test in the class. In this question, English medium percentages are very far away from the Bangla medium percentages.

Table 15: Class time is long enough

| Medium | Option | Number of students | Percentage |
|--------|--------|--------------------|------------|
| Bangla | Yes | 32 | 55 |
| | No | 26 | 45 |
| English | Yes | 31 | 55 |
| | No | 25 | 45 |
| Bangla+ English | Yes | 63 | 55 |
| | No | 51 | 45 |

"Class time is long enough" in this question there is no differences between the percentages. In here, 32 students of Bangla and 31 students of English medium students think class time is enough for grammar teaching. The rest numbers are not agreeing with this.

**4.2 Analysis of teacher's questionnaires**

Table 1: ELT method follows in the class

| Medium | Option | Number of teachers | Percentage |
|--------|--------|--------------------|------------|
| Bangla | GTM | 1 | 25 |
| | TBLT | | |
| | DM | | |
| | CLT | 1 | 25 |
| | Eclectic  approach | | |
| | Others | | |
| English | GTM | | |
| | TBLT | 1 | 25 |
| | DM | | |
| | CLT | | |
| | Eclectic approach | 1 | 25 |
| | Others | | |
| Bangla + English | GTM | 1 | 25 |
| | TBLT | 1 | 25 |
| | DM | | |
| | CLT | 1 | 25 |
| | Eclectic approach | 1 | 25 |
| | Others | | |

The above table shows the result of the methods which are used in their regular classroom. The Bangla medium teachers use GTM and CLT in their class. In other wise, English medium teachers use Eclectic approach and TBLT. Teacher's perceptions are different and they are using total different methods in the class.

Table 2: Method of ELT student like the most

| Medium | Option | Number of teachers | Percentage |
|---|---|---|---|
| Bangla | GTM | | |
| | CLT | 1 | 25 |
| | DM | | |
| | TBLT | 1 | 25 |
| | Eclectic approach | | |
| English | GTM | | |
| | CLT | | |
| | DM | | |
| | TBLT | 1 | 25 |
| | Eclectic approach | 1 | 25 |
| Bangla + English | GTM | | |
| | CLT | 1 | 25 |
| | DM | | |
| | TBLT | 2 | 50 |
| | Eclectic approach | 1 | 25 |

The above table shows students' preference methods in the class. Bangla medium students like CLT and TBLT in the class. As well as English medium students' like TBLT and eclectic approach in the classroom.

Table 3: Memorize the grammar rules

| Medium | Option | Number of teachers | Percentage |
|---|---|---|---|
| Bangla | Yes | 2 | 50 |
| | No | 0 | 0 |
| English | Yes | 0 | 0 |
| | No | 2 | 50 |
| Bangla+ English | Yes | 2 | 50 |
| | No | 2 | 50 |

In response to this statement, 50% Bangla medium teachers ask their students to memorize the

grammar rules. On the contrary, 50% English medium teachers do not allow the concept of grammar

memorization. The total teachers are four, among 2( Bangla) teachers like memorization and 2

(English) teachers do not do this.

Table 4: Ask questions to the students

| Medium | Option | Number of students | Percentage |
|---|---|---|---|
| Bangla | Always | 1 | 25 |
| | Sometime | 1 | 25 |
| | Frequently | | |
| | Never | | |
| English | Always | 2 | 50 |
| | Sometime | | |
| | Frequently | | |
| | Never | | |
| Bangla+English | Always | 3 | 75 |
| | Sometime | 1 | 25 |
| | Frequently | | |
| | Never | | |

The question is "do you ask question to the students to see if they understood the grammar".

In here, Bangla medium teachers ask questions always and sometime. However, the English medium

teachers ask questions always. According to this result, the percentages are same. The last segment shows the total respond of the teachers and their percentages.

Table 5: follow the grammar exercise book

| Medium | Option | Number of students | Percentage |
|---|---|---|---|
| Bangla | Yes | 2 | 50 |
| | No | 0 | 0 |
| English | Yes | 2 | 50 |
| | No | 0 | 0 |
| Bangla+ English | Yes | 4 | 100 |
| | No | 0 | 0 |

50% of Bangla medium and 50 % of English medium teachers' follow the grammar exercise book. Here, the surprising one is, the four teachers' of different mediums follow grammar book and the total percentage is 100.

Table 6: Give enough examples

| Medium | Option | Number of students | Percentage |
|---|---|---|---|
| Bangla | Yes | 1 | 25 |
| | No | 1 | 25 |
| English | Yes | 2 | 50 |
| | No | 0 | |
| Bangla+ English | Yes | 3 | 75 |
| | No | 1 | 25 |

According to this statement, English medium two teachers' and one Bangla medium teacher gives enough examples to the students. The rest one teacher who is belonged to the Bangla medium, she does not give enough examples. In here, Bangla medium teachers give two different responses and their percentages are 25 and 25. On the contrary, English medium teachers percentage is full 50.

Table 7: Preference language in the class

| Medium | Option | Number of students | Percentage |
|---|---|---|---|
| Bangla | Bangla | 0 | 0 |
| | English | 2 | 50 |
| English | Bangla | 0 | 0 |
| | English | 2 | 50 |
| Bangla+ English | Bangla | 0 | 0 |
| | English | 4 | 100 |

Above table shows the teachers preference language in the class. Following, the four teachers prefer English in their grammar class. Their percentages are 50 and 50. According to this result, the whole percentage becomes 100.

Table 8: Preference to teach grammar

| Medium | Option | Number of students | Percentage |
|---|---|---|---|
| Bangla | Teaching through structure | 1 | 25 |
| | Teaching through example | 1 | 25 |
| English | Teaching through structure | 0 | |
| | Teaching through example | 2 | 50 |
| Bangla+ English | Teaching through structure | 2 | 50 |
| | Teaching through example | 2 | 50 |

Here, the question is "which one you prefer to teach grammar". English medium teachers prefer to follow teaching through examples process. However, Bangla medium one teacher follows teaching through structure and one follow teaching through example. In here, their percentages are 25

and 25 and total bangle medium percentage becomes 5o, which is equal to English medium

percentage.

Table 9: Engage the learners in different activities

| Medium | Option | Number of teachers | Percentage |
|---|---|---|---|
| Bangla | Yes | 2 | 50 |
| | No | 0 | 0 |
| English | Yes | 2 | 50 |
| | No | 0 | 0 |
| Bangla+ English | Yes | 4 | 100 |
| | No | 0 | 0 |

According to this statement, there is no difference between the Bangla and English medium

teacher's percentages. The result shows teacher engages the learners in different activities.

Table 10: Use any kind of role play or pair work

| Medium | Option | Number of students | Percentage |
|---|---|---|---|
| Bangla | Role play | 1 | 25 |
| | Pair work | 1 | 25 |
| English | Role play | 0 | |
| | Pair work | 2 | 50 |
| Bangla+ English | Role play | 1 | 25 |
| | Pair work | 3 | 75 |

One teacher (25%) of Bangla medium teacher uses role-play and no English medium teachers

use role play for their grammar class. They use pair work for their class and their percentages are 50.

In case of pair work, only one Bangla medium teacher uses it in a class. As a whole, the total

percentage of pair work is 75%, role-play is 25%, and which is not close to pair work's percentage.

Table 11: Take a warm up test

| Medium | Option | Number of teachers | Percentage |
|---|---|---|---|
| Bangla | Yes | 2 | 50 |
| | No | 0 | 0 |
| English | Yes | 1 | 25 |
| | No | 0 | 0 |
| Bangla+ English | Yes | 3 | 75 |
| | No | 1 | 25 |

Above table is showing the result of taking warm up test. 50 percentage of Bangla medium and 25% English medium teachers are saying that they take warm up teat before teaching any topic. Altogether, the percentages of both options are not close to each other.

Table 12: Class time is long enough

| Medium | Option | Number of students | Percentage |
|---|---|---|---|
| Bangla | Yes | 1 | 25 |
| | No | 1 | 25 |
| English | Yes | 0 | 0 |
| | No | 2 | 50 |
| Bangla+ English | Yes | 2 | 50 |
| | No | 2 | 50 |

According to this statement, one Bangla medium teacher thinks that the class time is enough for teaching grammar. On the contrary, the other teacher of this same medium thinks that the class time is not enough. Their percentages are equal. However, the two English medium teachers think class time is not enough for a particular grammar-teaching topic.

Table 13: Skills are more focused in the class

| Medium | Option | Number of Teachers | Percentage |
|---|---|---|---|
| Bangla | Reading and writing | 1 | 25 |
| | Speaking and listening | 0 | 0 |
| | Both | 1 | 25 |
| English | Reading and writing | 0 | 0 |
| | Speaking and listening | 0 | 0 |
| | Both | 2 | 50 |
| Bangla + English | Reading and writing | 1 | 25 |
| | Speaking and listening | 0 | |
| | Both | 3 | 75 |

Here the question is-"which skills are more focused in your class for grammar teaching?"

Two English medium teachers' focus on the four skills and their percentage is 50. The rest two

Bangla medium teachers, one follow reading and writing and another one follow both. In total, their

percentage becomes 50.

Table 14: Give them chance to express their opinion

| Medium | Option | Number of students | Percentage |
|---|---|---|---|
| Bangla | Yes | 2 | 50 |
| | No | 0 | 0 |
| English | Yes | 2 | 50 |
| | No | 0 | 0 |
| Bangla+ English | Yes | 4 | 100 |
| | No | 0 | 0 |

According to this statement, the result is equal between the two medium teachers. They give

their students chance to express their opinion.

Table 15: Preference in the grammar class

| Medium | Option | Number of students | Percentage |
|--------|--------|--------------------|------------|
| Bangla | Accuracy | 1 | 25 |
| | Fluency | 1 | 25 |
| English | Accuracy | 2 | 50 |
| | Fluency | 0 | 0 |
| Bangla+ English | Accuracy | 3 | 75 |
| | Fluency | 1 | 25 |

Through this table, the results of Bangla medium teachers are the combinations of the option. One teacher prefers accuracy and another one prefer fluency in the class. On the other hand, the English medium teachers prefer accuracy in the class. In this case, accuracy gets the maximum preference among the four teachers. One Bangla medium teacher prefers fluency in the class for grammar teaching but no English medium teachers prefer it for their class.

Table 16: Control sentence pattern

| Medium | Option | Number of students | Percentage |
|--------|--------|--------------------|------------|
| Bangla | Yes | 2 | 50 |
| | No | 0 | 0 |
| English | Yes | 2 | 50 |
| | No | 0 | 0 |
| Bangla+ English | Yes | 4 | 100 |
| | No | 0 | 0 |

Here, the question is "do you control their sentence pattern?''. In this question, the English and Bangla medium teachers' give equal answer and for this reason, their percentages are equal.

Table 17: Open ended answer

| Option | Teacher 1 | Teacher 2 | Teacher 3 | Teacher 4 |
|---|---|---|---|---|
| Grammar teaching is a mode of PPP | It's a perfect and correct method to teach. | Yes, it's more effective. | Yes. | Yes, I do as because practice makes a person near to perfection with proper knowledge. |
| Use any authentic material. | I use poster in the class. | No, I do not. | I use Google for YouTube and picture. | No. |
| Use any significant way to give feedback and correction. | Grammar test. | Yes, I follow. | Yes. | By giving them exercises related with the text but using different sentences. |
| Text book or random outside examples | Use outside textbook examples for understanding. | Its help them to understand the grammar rules clearly. | Yes, for better understanding. | Yes I do to make them understand. |
| Culture specific example. | No, I do not. | Yes I use. | Yes | No |

These are all open-ended questions statement. In this first statement, the first teacher thinks it is a " perfect and correct method", the second teacher thinks it is "effective", the third teacher only says yes and the last teacher gives emphasize on "practice" and "perfection". The four teachers describe the statement in the same ways.

The second statement is about to use any authentic material in the class. Among four two of them does not use any authentic material. The rest two use poster; Google for you tube and picture. These authentic materials are very effective for the grammar teaching class.

The third statement is about feedback and correction. The first teacher do not give correct answer, she just write "grammar test". It is not the correct type answer. The third and fourth teacher only wrote "yes" and they did not mention any other thing. The last teacher uses different kinds of sentences. It is very effective and useful.

The four statements are about textbook or outside random examples. In this point, all the teachers wrote properly and in their own way. The first teacher is the person who only use outside book examples. The rest three teachers use the both. They think it helps the students for their better understanding.

The fifth statement is about culture specific example. Among four two of them said yes and rest two said no. They do not give any examples of culture specific .It means they do not usually use this culture specific example in the class.

**4.3 Analysis of observation**

**4.3.1 Time**

| Schools | Class time duration |
|---|---|
| 1. School 1( Bangla) | 35 minutes |
| 2. School 2 (Bangla) | 35 minutes |
| 3. School 3(English) | 30 minutes |
| 4. School 4 ( English) | 30 minutes |

In above table, the researcher wrote all the time duration of four schools. The first teacher of Bangla medium thought the time duration is not enough for teaching a particular grammar topic. Another teacher of Bangla medium, she said the time is perfect for grammar teaching. She also added that if the time would be long than the student will be bore.

The two teachers of English medium, they said the time was not enough for their schedule base grammar teaching.

**4.3.2 Language**

The researcher went four schools English second paper class for this paper. At first, she went school 1 and that was a Bangla medium school. Here, the researcher got that the teacher and the students used Bangla in the class. They were rarely used English in the class. The same thing

happened when researcher went to another Bangla medium school. Both the teachers explained that it

was a Bangla medium school and for this reason, they used Bangla instead of English.

The opposite was happened when researcher went to another two English medium school. Here,

teachers and students were bound to use English in their class. They were not allowed to use Bangla.

### 4.3.3 Method

| School | Method |
|---|---|
| 1. School 1( Bangla) | GTM |
| 2. School 2( Bangla) | GTM |
| 3. School 3( English ) | CLT, Eclectic method |
| 4. School 4 (English ) | CLT, GTM |

In this observation, two schools were Bangla and two were Engliah. The both Bangla medium

teachers' followed GTM in their class. The rest two English medium teachers', one followed CLT

and eclectic method, another one followed only CLT in the class. The teachers who used GTM in the

class, they gave emphasize on students grammar accuracy. They also followed the tradition types of

grammar teaching as structure+ example. They used course book for the exercise and did not gave

them much examples in the class. They gave importance to structure of every each grammar points.

They took bookish grammar examples for teaching. They did not encourage their students to be

voluntaries in the class for answering anything. The interaction between teachers and students were

not quite good. The both teachers mentioned about to memorize the grammar structure. Even these

teachers asked questions about the structure.

One English medium (School 3) teacher used CLT and eclectic method. CLT is the

communication based teaching and eclectic is the combination of all methods. The environment was

very friendly and it was a teacher- student interactive class. Teachers focused on both accuracy and

fluency. She asked questions to each students' in the class. She also used the book for grammar

exercise and gave them different kinds of outside book sentences. Students' asked questions to her

and she replied all the questions patiently. She moved around the whole class and used some gesture, posture to them. She asked the students about the examples not to the structure. In the whole class she did not mention to memorize the structure.

The rest English medium ( School 3) was also followed the CLT  and GTM method. This was a very communicative class. The teacher was very friendly with the students. The class environment was good.  She explained all the structures using structure+ example pattern but she gave many examples in the class. She also gave outside bookish examples and asked questions to the students. This class is not so much interactive like the before one. In the whole class she did not mention about to memorize the rules of grammar structure.

### 4.3.4Feedback and correction

The two Bangla medium teachers gave explicit feedback in the class. In this class observation, the researcher did not see that they went to the individual students. They wrote the correct answer in the board and wanted the answer from the whole class.

The English medium (school 3) teacher gave feedback in different way.  She also used explicit and implicit feedback in the class .She picked one student for answer and told other students for the correction. After that, the teacher gave the final correction.  Another English medium teacher (School 4) also gave feedback to the students but she only used explicit feedback process.

## Chapter 5

## Discussion

- Through the questionnaires and observation the first thing becomes clear that the Bangla medium teachers are not well trained as the English medium teachers. They do not know the different methods of ELT. The researcher has to describe them the meaning and function of all the different methods. After listening of the description, they choose their following answer between all the options. The English medium teachers already knew the methods' name and they were well trained. In here, the researcher does not give much effort.

- For ELT, different types of method are invented for teaching language and grammar as GTM, CLT, DM, TBLT, Eclectic approach etc.T1 said she used GTM and after seeing the class it matched with her answer. T2 said that she used CLT but in reality it is not true. She explained that in class she is using CLT method but in CLT teacher does not teach the structure and not to say memorize the structure. The class observation report and teacher questionnaires are not matched with her answer. The both English medium teachers do not use the traditional GTM; they follow TBLT (T3) and eclectic approach (T4). The observation report is quite similar with their answers. In chapter 2, it is written that, eclectic approach is the combination of all methods. According to Wali (2009) one method is not effective for the class and there must be varieties of it (p.34).Wideman(n.d.) added, "Eclecticism is current fashion ability in the language teaching" (p.4).In case of TBLT, Nunan(2004) it is basically comprehending, manipulating and producing in the target language and their main focus to gain grammatical knowledge (p.2).GTM is the combination of grammar translation and here teachers suggest memorizing the grammar rules. In this point, here the class using different techniques are found. The four teachers' use different grammar teaching method in their class.

- In ELT classrooms, the teacher must be used English in their grammar teaching class. More important is they are teaching English grammar and for this reason they have to use English in the class. The Bangla medium teachers and students do not use regularly in the class. The total opposite view was seen in the English medium classrooms. Here, the students were not permitted to use Bangla in the class. One ( Bangla) teacher said that their school is Bangla medium and for this reason they did not use English regularly in the class. She also added that student did not understand English as well as. This was another reason of not using English in the class. The English medium teachers were different to them; they did not give them any chance to use Bangla in the class. The results of the teachers are totally linked with the result of the students. In chapter 4 (table 8 and 9), it is shown that the English medium teachers use English in the class and students always use English. The Bangla medium students are the mixture in the case of preference and uses language by teacher in the class. The observation part is totally matched with the analysis. Bangla medium teachers did not use English always in the class but the different scenario is seen in English medium classes. According to Solano, Torres, Cueva, Lucia & Beltran (2014) the teachers and students use native language in the classroom because they are comfortable with this. This inference is creating problem to their communication skill as well as their grammar teaching or learning (p.40).Here, the Bangla medium students' are comfortable to use their native language in the class.

- Data analysis shows Bangla medium students memorize the grammar rules but English medium students' do not do that. This is the most important part in the grammar teaching. The Bangla medium teachers give them pressure to memorize the structure of grammar. According

to analysis of teachers' questionnaires (table 3); here it is found that all the English medium teachers' do not like to memorize the structures. This answer are matched with the classroom observation and half matched with student's questionnaires. Teaching pattern is different. Likewise this analysis, another point is the process of grammar teaching. It means the deductive and inductive approaches in the classroom. Bangla medium students like to the process of "structure+example" in the class. In this case, the result of English medium is mixed but not all the students say this. This result is also matched with the observation report. In the analysis of teacher's questionnaires (table 8) English medium teachers' like to teach through examples. Here, the difference comes become Bangal medium teachers like to teach through structure. In the observation time, the researcher see T1 wrote the structure in the board and after that she mentioned some examples with the given rules. Two English medium teachers did not do that, in the class they mentioned the chapter name but they did not give the structure first. In chapter 2 it is written that, Widodo (2006) said deductive is as the rule driving learning and inductive as rule discovery learning (p.126).The Bangla medium teaching process is as a rule driving learning and English medium is as rule discovery learning. It is because the Bangla medium learners learn through structures and English medium learn through Examples. Gollin(1998)  added the process of deductive is very traditional and teacher centred (as cited in Eriksson,2014,p.3). and Bangla medium teaching process is very traditional

- In chapter 2, it has been mentioned that the purpose of grammar teaching is to improve students' error and through this correction they will be accurate in grammar. Schimt (2000) recommend that feedback is the first step of language learning (as cited in Sauro,2009,p.96) In the observation, the researcher has observed two Bangla medium teachers and they do not

focus the student's error. English medium teachers are very careful of correcting the errors. In chapter 4, table 7 the result shows that English medium teachers give the students feedback by giving examples. Their percentage is higher than Bangla medium's group. Some students also mention that teacher gives feedback through examples, but their numbers are not good as English medium. Rahimi (2008) mentioned in a L2 class if teacher gives feedback then it is a proper grammar class (p.220).Teacher 4 (English Medium) uses different sentences for this error practice. This is better because Bangla medium teachers do not follow this. In learning and teaching process, feedback and correction are very important. The first teacher recommended (Bangla) grammar test but it is not a proper way.  Feedback is the process where the learners can learn about their mistakes.

- It has been explained in chapter 2 that, while teaching technology is a great contributor in a learning program and these technologies are preferred as an authentic material in the classroom. Here, the result is the combination of using the materials or not using the materials. According to the students, English medium classrooms are the place where the varieties of authentic materials are used as audio, video, picture, music and poster. Video and music do not use in the Bangla medium classrooms. Video is a very good example of authentic material but Bangla medium student do not get chance of it. "Teaching with chalk and blackboard" is a poor concept and now different technologies are updated. One English medium teacher said that she used Google for YouTube and picture. This is an innovative idea and through these students' can learn grammar in different way. Through You-Tube, the teacher can easily show them different grammar activities program. Using poster is good but it lacks in different processes. Teachers of Bangla medium added that they do not have any multimedia projector in the classroom and for this reason they cannot use different materials

in the class. However, an English medium teacher said that she used her own TAB for showing them the video because he did not get the benefits of using multimedia in her class. Here, the main point is both of them did not have multimedia in the classroom but one (English) teacher took different way to show their student's different things. This is the basic difference between two medium teachers. Bangla medium teachers were not aware of such good technologies and for this reason they could not use this in their class.

- In chapter 4, the analysis of students' questionnaires (table 6), Bangla medium students' think teacher gives enough examples in the class but here all the English medium students' do not think that. According to the observation, Bangla medium teachers' do not give enough examples and they prefer to give bookish examples. In another case, English medium teachers' do not prefer to give bookish examples and they are interested to give outside book examples in the class. This is proved in the students' questionnaires part in chapter 4 (table 13).

- In data analysis (teachers) it is found that English medium teachers say that class time is not enough for the particular grammar teaching in the class. The Bangla medium teachers say the class time is perfect for a particular topic and if it is more than the time the student will bore in the class. The class will be monotonous for the students and this is because teachers do not use nay technology in the class. They teach their students' grammar through deductive and in deductive approach students learn the structure first; for this reason they become bored in the class. English medium teachers' say they cannot finish their one particular chapter in the class. Sometimes the given examples are not enough and they do not get chance to give more examples in the class because the duration of class timing is very short.

- In the analysis part chapter 3 in the teachers questionnaires (table 2), it is seen that Bangla medium teachers' said that their students like the methods of communicative language teaching and task based language teaching. According to students' analysis, they like the process of structure+example in the class. This result is not matching with the students view. However, the students of English medium prefer to have example+ structure in the class. Here, the teachers say they like Eclectic and task based language teaching. This result is partly matched with the analysis and observation report.

## Chapter 6

## Conclusion

In conclusion, it can be said that grammar is a matter of teaching but this teaching have to follow right way. In our country, most of the Bangla medium teachers follow the deductive approach. However, in the world especially in Europe and United states there is no evidence that teacher uses the deductive approach in their teaching. Grammar is huge concept, no teacher can teach this in one day and for this reason, they have to follow a route map for their teaching progress. To be doing well in every skills of language, grammar is very important. The following study talks about the difference between Bangla and English grammar teaching in Bangladeshi context. The result is very realistic according to teachers and students performance in the class and their responses according to questionnaires.

Consequently, it can be said that Bangla medium teachers have to be trained perfectly and they must follow the methods of teaching process in their class. The Educational Ministry must focus on the teaching practice on the class. According to survey and observation, it is seen that using technology in the class is a very big problem. Institutions cannot give this facility. According to the result, English medium teachers some manage but Bangla medium teachers cannot. The authority must take some necessary steps for keeping the technology in the class. Bangla medium teachers must use English in the class and they cannot avoid it. Student cannot understand English-it is cannot be an issue. They must focus on their language.

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**Appendix 1: Student**

1. Does your teacher explain the structure of grammar?

a) Yes                    b) No

2. Does your teacher use any picture/video to practise the grammar rules?

a) Audio   b) Video   c) Picture d) Music e) poster

3. Does your teacher ask you to memorize the grammar rules?

 a) Yes                 b) No

4. Do you ask question to your teacher when you cannot understand any grammar topic?

 a) Always          b) Sometime       c) Frequently          d) Never

5. Does your teacher complete the text book exercise?

a) Yes                 b) No

6. Does your teacher give you enough example of a particular grammar structure?

 a) Yes                 b) No

7. How does your teacher give feedback?

a) By giving grammar rules      b) By giving examples of grammar in sentences.

8. Which language do you prefer in the grammar class?

a) Bangla          b) English

9. Which language does your teacher use in the grammar class?

a) Bangla              b) English

10. Which one basically you like for learning grammar in the grammar class?

 a) Structure+ example          b) Example+ structure

11. Does your teacher engage you in different grammar activities while grammar teaching?

a) Yes                 b) No

12. Does your teacher use any kind of role play or pair work for grammar teaching?

a) Yes                b) No

13. Which types of examples basically your teacher gives you?

a) Text book sentences        b) Random outside textbook sentences

14. Does your teacher take a warm up test before starting grammar topic?

 a) Yes                b) No

**Appendix 2: Teacher**

1. Which ELT method do you follow in the class?

 a) Grammar Translation method        b) Task based teaching

 c) Direct method    d) Communicative language teaching e) Eclectic Approach e) others.

2. Which method of ELT student like the most?

 a) Grammar Translation method      b) Task based teaching

c) Communicative language teaching     d) Direct method   e) Eclectic Approach

3. Do you use any authentic material as picture, video, music in the class to teach grammar?

 a) Yes                b) No

If yes, which material do you use?

…………………………………………………………………………………..

4. Do you encourage your student to memorize the grammar rules?

a) Yes            b) No

5. Do you ask questions to students to see if they understood the grammar?

 a) Always     b) Frequently      c) Sometimes        d) Never

6. Do you follow the grammar exercise, which is given in the textbook?

a) Yes            b) No

7. Do you give enough examples in the class?

a)  Yes              b) No

8. You know that feedback and correction is very important for the grammar class. In this case do you

follow any significant way to give them a good feedback and correction?

…………………………………………………………………………………………...

9. Which language do you use or prefer in the class?

a) Bangla        b) English

10. Which one do you prefer to teach grammar?

a) Teaching through structure   b) Teaching through example

11. Do you engage the learners in different activities like language games while teaching grammar?

 a) Yes.      b) No

12. Do you use role-play or pair work for grammar teaching?

a)  Yes      b) No

13Do you give your student random sentences or outside textbook examples for better grammar understanding. Why?

………………………………………………………………………………………………

……………………………………………………………………………………………….

14. Do you take a warm up test before starting grammar teaching?

a) Yes              b) No

15. Do you think the class time is long enough to teach a grammatical topic?

 a) Yes             b) No

16. Do you think grammar teaching is a mode of PPP (practise, production and presentation)? Why or why not?

…………………………………………………………………………………………………..

17. Which skills are more focused in your class for grammar teaching?

 a) Reading and Writing      b) Speaking and Listening       c) Both

18. Do you give them chance to express their opinion?

a) Yes            b) No

19. Which one you prefer (fluency or accuracy) in the grammar class? Why?

…………………………………………………………………………………………………………

20. Do you use any culture specific example?

a) Yes          b) No

If yes, just write down the specific one-

………………………………………………………………………………………………..

21. Do you control their sentence pattern as-

    Teacher- Mina likes chocolate.

     Student- Mina likes doll.

a) Yes              b) No