An Experience of Teaching Grammar in Academia

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Abstract

This report is based on my teaching experience that I taught from the classes VI –VII, during my internship at Academia with a focus on teaching grammar in ESL (English as Second Language) and creative writing classroom for young learners. During this internship, I tried to relate the theories and knowledge from ELT courses that I have studied in my graduation period and implemented them through the real life classroom experiences. This paper focuses on various methods and approaches like- Grammar Translation Method (GTM), Communicative Language Teaching (CLT), Inductive Approach and Deductive Approach. Grammar Translation Method (GTM) is a traditional method and widely used in language learning in Bangladeshi schools for beginner level learners whereas Communicative Language Teaching (CLT) has been popular and much practiced methodology in classrooms worldwide using creative activities for language learning. These methods and approaches helped me to give effective error correction in student's progression and fluency in language learning. From my internship result, I found out that with the combination of GTM and CLT students developed a lot in their academic results as well as in speaking fluency in the target language (L2). It also includes some suggestions for teaching grammar in classroom and recommendations towards solving a few problems which I have faced during my internship as a teacher at the school.

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Chapter 1:

Introduction

From my childhood, I had a dream to become an English teacher. I completed my SSC and HSC from Humanities Group. After that, I joined the BA in English program in the Department of English and Humanities (ENH) in BRAC University where it offered three options in English major: Literature, ELT & Applied Linguistics and Media & Culture. Here, I choose ELT &Applied Linguistics as my major concern as I feel this area to be interesting and have plenty of research opportunity.

For completing my graduation degree, I had to complete 6 credit dissertation which had two options; either I had to do a thesis or I had to do an internship in a school for three months. I chose Internship as it was a golden opportunity for me to have practical experience in classroom situation for three months. I went to Academia School for doing my internship to work as a trainee teacher for three months.

The Academia School is located at Lalmatia in Satmasjid Road and opposite of Physical Training College. This school has five branches in Lalmatia, Dhanmondi, Mirpur, Uttara and Gulshan campus. It is a co-education English Medium school, established in 2002 started with few students in Lalmatia Branch. This school follows the EDEXCEL Curriculum instead of National Curriculum and provides the private examinees with the facility to register for O' Levels as well as A' Levels examination.

I worked in Lalmatia branch as it is the main and first campus of this school. This school has divided into four sections: Preliminary (Play Group-Nursery), Junior Section (Class I-IV), Middle Section (Class V-VIII) , Senior Section (Class IX-XII). This branch has six storied building with facilities like – lift, well equipped and furnished air-conditioned classrooms, from Play group to A Levels. Furthermore, it has also other facilities like- library with rich collections of book and journals both for teachers and students, well equipped labs (Computer, Physics, Chemistry and Biology), multimedia and audio-visual classroom tools and equipment, auditorium for the purpose of EDEXCEL Examination, generator, transportation and most importantly indoor-outdoor games facilities.

Here, I worked as a trainee teacher and completed my internship successfully from January 8 to May 18, 2016. I worked with the primary level students from class V-VIII, in the Middle Section as a language teacher so it was quiet challenging for me to cope with the students as well as environment. The school starts at 8.00 am and finishes at 2.30 pm and has no other shifts.

For the first few weeks, I observed several classes with my on sight supervisor Parveen Sultana Miss who was highly qualified. While observing the classes, I learned several teaching techniques, necessary information about classroom management, how to develop teacher student relationship, classroom activities of a teacher and many others important issues of teaching profession. I always tried to implement my theoretical knowledge of ELT practically in the class that I have learned in my four years of under graduation.

From my observation, I would like to conclude that teaching grammar is a very useful way to develop one's L2 language skill especially for the beginner level students. In this internship, I have observed as well as conducted some of the language classes. Like the other countries, here in Bangladesh English is taught as a second language (L2) from the very early age. As a result, different teaching techniques can be implemented to the young learners which may not work to the adult learners. Hence, before conducting a class and teaching grammar to the learners, a teacher should have a broad and clear knowledge about different methods of teaching techniques.

Here, in this paper I will discuss about different methods and approaches of grammar teaching and how I implement them on class to teach grammar, to the young learners based on my observation and teaching experience.

Chapter 2:

Literature Review

2.1   What is Grammar?

Grammar is one of the key issues of teaching and learning a language. On the other hand, it is also the most crucial process to teach a language by explaining the forms and rules as well. Ur (1996) defined grammar as 'the way words are put together to make correct sentences(p. 75).It is the study of how words and their component parts combine to form sentences. Moreover, it is the written official rules, and unwritten common knowledge rules, leading how words are put together to form a written and spoken language.

About grammar, Scrivener (2012) stated that, "For many years, 'learning the grammar' has assumed a central role in student's expectations about what learning a language involves." (p.156). Moreover, Scrivener (2012) also claimed that the grammar information in a learner's head is a living resource that allows the person to communicate and be understood. (p. 157)

According to Richards, Platt and Weber (1987) grammar is "A description of the structure of a language and the way in which linguistics units such as words and phrases are combined to produce sentences in the language." (p. 125).

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

2.2 Importance of Grammar:

For learning a second language (L2), grammatical forms and rules are very important as it helps to learn as well as to use a language more effectively and swiftly whereas in terms of using the native language or first language (L1) people does not bother about the rules of grammar. As a result, children acquire their first language (L1) unconsciously without knowing the grammar instructions, whereas for learning any second language (L2) adult students should have the knowledge of grammatical rules of that particular language. Referring to the core purpose of grammar practice Ur (1996) states that students can produce grammar correctly by learning the structures (p.83).Though it is the most crucial part of communicative competence but it has the great necessity in our life to develop the four skills: reading, writing, speaking, listening and for use any language in communicative activities.

2.3 Grammar Translation Method (GTM):

The Grammar Translation Method (GTM) is one of the traditional methods for teaching foreign language. According to Richards, Platt and Weber (1987), it is a method of teaching grammar which creates the opportunity to use grammatical rules and translation of foreign or second language (L2) as the main teaching and learning activities (p. 125). Referring to the goal of this method Larsen-Freeman (2000) stated that it is important for the students to be able to translate each language into the other and if they can translate from one language to another, it considered them as successful language learners (p.15). It is said the teacher, who uses the

grammar-translation method, a fundamental purpose of learning a foreign language is to be able to read literature written in the target language (Larsen-freeman, 2000, p.17)

2.3.1 Background:

When the people of the western world wanted to know about the foreign languages like-Greek and Latin, the Grammar Translation Method (GTM) appeared (Brown, 2001, p.18). Grammatical rules, memorization of vocabulary, translation of the text was its focal point. In that time, the Latin language was generally based on structure and their main objective was to understand the fundamentals of grammar and translation. It was a hope that through this method, the student would know more about the grammatical rules of their target language and then, it would help them to read and write in their target language better but without focusing on the communication skills and does not teach how to use the language. So thinking about the objective of the language, the method came to be known as Classical Method. At present, it is very well known as the Grammar Translation Method (GTM).

It was called the 'Classical Method' as it was first used in the teaching of classical languages like Latin and Greek since late 19th Century and early 20th Century (Brown, 2001, p.18). This method focuses on more explicit teaching of grammar rules and language forms rather than communicative practice. According to Larsen-Freeman (2000) the study of the grammar of the target language helps the students to become more familiar with the grammar of their native language and through this they can enhance their speaking and writing ability in their native language (p.11).

2.3.2 Principals:

The key features of Grammar Translation Method (GTM) were to read literature written in foreign language. In this method native language is used in the class and gives less concern of mother language. Richards and Rodgers (2011) stated about the goal of foreign language study is, to learn a language so that learners can read literature on that particular language as well as a result of development of intellectual and mental discipline (p.5).

In Grammar Translation Method, students are focused to learn the grammatical rules and vocabularies of the target language rather than, making them able to communicate in the target Language (Larsen-Freeman, 2000, p. 16).It gives very little concern about the content of the text. This is because, the main objective or focus of GTM is to prepare the students read and understand literature in the target language (Larsen-Freeman, 2000, p. 17).

Grammatical rules, memorization of vocabulary, translation of the text was its main principal of the method as Richards and Rodgers (2011) also claimed that it is an approachof a language through its detailed analysis of the grammatical rules firstly and then by its application of the knowledge of translating the sentences and texts by the process of 'into and out of the' target language (p.5).

By using this method, students can improve their reading and writing skill accurately in the target language because this method particularly analyses on this two skills by offering tasks like- translation, reading comprehension questions and memorization of vocabulary. On the contrary, it does not focus on the two other skills, speaking and listening. It also gives less concern about pronunciation. By supporting this claim Larsen-Freeman (2000) noted that the

developed of reading and writing skills are the primary goals where this method gives less concern on speaking and listening skills and almost not a bit to pronunciation (p.16).

Moreover, this method also helps students to learn as well as to be conscious about the form and intonation of the words of the target language. Supporting this claim Harmer (1991) stated that for better understanding, individual points of grammar and examples of these points are explains to the students (p. 63).

Translation and accuracy of the text is considered as one of the significant principal of teaching grammar in GTM where students are required to translate sentences from native language (L1) to target language (L2) or they are asked to do vice versa. Referring to this Richards and Rodgers (2001) explained that it is a process of into and out of the target language by the learners (p.6). They also stated that native language is used as a medium of explaining new objects in the classroom (Richards and Rodgers,2001, p.6). About the use of the native language, learners used it most of the time and have the full freedom to use their L1 in the classroom (Larseen-Freeman, 2000, p.16). It is possible to find out the most of the parallels words of all the target language words from the native language (Larseen-Freeman, 2000, p.16).

In GTM, deductive approach is strictly followed for teaching grammar. In this approach teacher first explains the grammatical rules and then gives examples (Larseen-Freeman, 2000, p.18) .These instructions often focuses on the forms and variety of words rather than the communicative use of the grammatical rules. Furthermore, learners are required to memorize the rules so that they can implement the rules to the other examples (Larseen-Freeman, 2000, p.18).

GTM does not required any extra skills for understand it by the teacher as well as students. Here, teachers role is very authoritative in the class which is very traditional (Larseen-Freeman, 2000, p.17). It is a very structure manner learning which is extensively used for learning a particular language. This method does not have any theoretical foundation and many do not support this method but it is still very popular for learning any particular language.

2.3.3Techniques:

Larseen- Freeman (2000) discusses about some of the popular techniques of the Grammar Translation Method that are used by both teachers and students:

i.   **Translation of literary passages:**

The student translates reading passage from target to native language. Vocabulary and grammatical rules and structures are studied in the following lessons. The reading passage may be taken out from the literary book or may be written by the teachers.

ii.   **Reading comprehension question:**

Based on their understanding of the reading passage, students are asked to answer the questions in the target language. The questions may be listed in some order where first group of question ask for the information contained within the passage. The second group of question may be involving student's inferences and the third group of question may be requiring students to relate their own experience.

iii. Cognates:

In this technique, the student may be taught cognates by learning the spelling and sound pattern.

iv. Antonyms and Synonyms:

In this technique, the students are given one set of word and ask to find out the antonyms and synonyms from reading passage.

v. Use words in sentence:

The students are asked to make a sentence using the new words in order to know that they have understood or not.

vi. Fill in the blanks:

There can be a sentence with words missing. The students are asked to fill the blanks with new vocabulary.

vii. Memorizing:

The student has to memorize some new vocabulary items, grammatical rules from the passage.

viii. Deductive applications of rules:

In this technique, the grammar rules are presented with examples. Student is asked to understand the rules and use it in different example.

ix. Composition:

Teacher can give interesting topics, creative writing to the student that helps students to use target language. The topic can be given from the reading passage.

2.4 Communicative Language Teaching (CLT):

The Communicative Language Teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes on communication or interaction as both the means and the ultimate goals of learning a language. It aims mostly to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication (Larsen-Freeman, 1993, p.121). It was the product of linguist and educators who grown dissatisfied with the early methods like – Grammar Translation Method(GTM), Audio Lingual Method (ALM), Situational Language Teaching (SLT), Army Method where students were not able to learn enough realistic language as well as did not get the opportunity to use the target language. Regarding this Widdowson (1976) stated that students only know the grammatical rules rather than the usage of the rules of the target language (as cited in Larsen-Freeman, Diane, 2000, p.121).

2.4.2 Background:

After all the methods, researchers came across to a conclusion that aims to enable students to communicative in the target language. Emphasizing on the functional and communicative prospective of language, it was British Applied linguists who focused on the communicative competence rather than structural competence of a language. As a result, British linguist and their government who accepted the new approach and made it prominent both nationally and internationally which came to be known as Communicative Language Teaching (CLT); which is a combination of grammatical and functional teaching (Richards and Rodgers,

2001, p. 154). In the last few decades, CLT has shown many changes in terms of approaches of syllabus design and methodology of the language teaching.

According to Richards (2006) due to the development of language teaching, it has been divided into three group trends and they are:

i.   **Phase 1:**

Before 1970's it was known as Traditional Approach where the language teaching process was deductive way of learning. Moreover, memorization of dialogue, question answer practices, substitution drills, and various forms of guided speaking and writing practices by giving priorities to accuracy of language were the techniques that used for teachings.

Here, teacher plays as an authoritative figure where they controlled the situations without giving any instructions towards the class, learners have to fitting to them and it requires no errors.

ii.   **Phase 2:**

It appeared in (1970's-1990's) which was known as Classical Communicative Language Teaching. In this era, the main aim was to learn about the language, language rules, language principals as well. The purpose was to use the particular language as a means of communication in different context.

The language function was to making requests, giving advice suggestions, describing wishes and needs and so on.

iii.   Phase 3:

It emerged in 1990's to the present and known as Modern CLT. It emphasized on fluency of the target language rather than the accuracy of the language. Here, learners are required to do errors through mechanical activities where they can rectify their errors as well.

This modern CLT requires a set of principles where it adjust the task based on age of learners, their level, their learning goals, teaching contexts as well. Teachers should use authentic materials in the classroom. Modern CLT trying to blend two approaches: Traditional Approach and Modern CLT; here learners should use what is best for them.

2.4.3 Objectives of CLT:

The major goal of CLT was to communicate in the target language and develop the communicative competence in the particular language. CLT believes that language is outcome as a purpose of communication but the students are ought to know about the linguistic forms, meanings and functions of the language (Larseen-Freeman, 2000, p.128). Thus, being able to communicate required more than linguistic competence which Hymes (1972) referred to communicative competence. CLT emerged out of the these realizations and theoretical developments in the field of applied linguistics.

2.4.4 Principles:

It enables students for communicative competence in the target language which aims to develop the procedures for both teaching and learning the basic four language skills. Target language is the main mode for communication in the class. On the contrary, Richards and Rodgers (2001) claims that, Krashen and other second language acquisition theorists who believe that language learning occurs through communicative use of language rather than through practicing language skills (p. 162).

It actually emphasizes on using language as a communication purpose in a proper social context as a result authentic materials are used for giving a real life situation to the students (Larseen-Freeman, 2000, p.125). Along with that, scrambled sentences, language games, role play, picture strip story are some of the techniques that are usually used for CLT for engaging students such situational framework activities. It provides opportunities for learners to experience and try out what they have known. The grammar and vocabulary items to learn are expected to be acquired from such contexts (Larsen-Freeman, 2004, p. 128).

Teachers are requested to be tolerant of learners errors as they are indicate that the learners are building up his/her communicative competence. Here, learning is a process of creative construction which involves trial and error (Richard and Rodgers, 2001, p.172). Learners are encouraged to make errors for learning a language where teachers are required to correct the mistakes by recasting or repeating it with the correct structure (Larseen-Freeman, 2000, p.127).

A variety of linguistic forms are presented in this teaching method. Link the different skills such as speaking, reading and listening together, since they usually occurs the integration of these skills in the real world .Communicative interaction encourages cooperative relationship among students (Larseen-Freeman, 2000, p.126).

Appropriately use of language form is an important part of communicative competence. It provides opportunities for learners to develop their both fluency and accuracy with maximum importance for communication. In CLT "fluency and acceptable language is the primary goal," (Richards and Rodgers, 2001, p. 157). The method focuses on both fluency and the accuracy of language forms. Here, errors occur as a process of natural outcome but teachers tends to ignore any grammatical mistakes done by the learners because it might hamper their fluency (Larseen-Freeman, 2000, p.127).

In CLT, discover the grammatical rules in inductive way teaching where instead of directly instructing the grammatical rules or definition. It represent the rules in implicit way where students are presented with examples first and they figure out the rules form the examples after completing certain activities (Larseen-Freeman, 2000, p.128). The major responsibilities of the teachers are to facilitates and promote communication in the class by advising the students as well as monitoring their performances (Larseen- Freeman, 2000. p.128).

CLT is considered as the best approach for learning and teaching a language as Richards& Rodgers stated that, "CLT appealed to those who sought a humanistic approach to teaching, one in which the interactive process of communication received priority" (p. 172). On

the other hand, it sometimes may create confusion and misunderstanding by many language teachers as they are claiming to use CLT. Referring to this Harmer (2003) explained that the problem with Communicative Language Teaching (CLT) is that the term has always meant a multitude of different thing to different people (p.69).

2.5 Approaches used in Teaching Grammar:

Deductive and Inductive approaches are the two of the basic approaches used to presentation and teaching language items.

2.5.1 Deductive Approach:

Deductive approach of teaching grammar is a way of teaching where rules and definitions of grammar items are presented first followed by examples. In this approach, firstly grammar rules and examples of structures are given and then language is practiced (Gower, Phillips, & Walters, 1995, p. 135). For example, the traditional Grammar Translation Method (GTM) purely uses the deductive approach (Gollin,1998). Paradowski (2007) stated that, in this approach learners are provided with ready-made grammar rules and a detail of the formation of the new structure, what are its' components and in which contexts it can be used. Furthermore, Gollin (1998) stated about the advantage of this approach that learning a language is easy in deductive approach when a teacher gives the rules in an explicit manner where the students can apply it to the examples.

2.5.2 Inductive Approach:

In inductive approach, a circumstance is established where the language items are being contextualizes to be learnt and after that the students discover the structures from the context. . An example is CLT where everything is taught implicitly through an inductive way. Gollin (1998) stated about the advantage of this approach that, "The term inductive is most obviously applies when a child learns its first language by inducing the rules from exposure to the language in use.". It is a way of teaching grammar implicitly without stating the grammar rules directly to the students. It can also be called as a "rule discovery" technique where students are not merely provided with readymade grammar rules (Paradowski, 2007).

Chapter 3:

My Experience

As a part of my graduation at BRAC University, I was required to do an internship for three months. So, I did my internship in Academia School from January 8 to May 18 in spring'16. So, this teaching experience will help me to do better in upcoming period in the same field by using the theoretical knowledge of ELT. As a result, whenever I started my teaching career for my course as well as career purpose I tried my level best to avoid those problems that I noticed when I was the observer of that class.

After observing the two weeks of classes, the authorities were examining and observing my capability and they gave me the responsibility to take classes as a regular language teacher in class 6.

3.1 Observation of Classes:

For the first two weeks, I observed several ESL classes (English as a Second Language) in Academia under the supervision of Parveen Sultana Miss, a senior lecturer of the school. In the few first classes, I experienced different kinds of classes including language and creative writing classes. The students were from secondary level, Class: 6 and the subject was Secondary English Language and Creative Writing consists of 50 boys and 50 girls in four different sections where they attended the language class four times and creative writing class in a week. In first two weeks of classroom observation, I focused on some of the basic themes of ELT, like-

teaching techniques, classroom management, lesson plan, seating arrangement, elicitation and many more. As an internship trainee, it was a great experience for me and here what I found out was that, as an English Medium school, English is not only used to teach the students but also as a means of communication. Though, their background of L1 is Bangla but they were required to use English which was their L2 for communication purpose both inside and outside of the classroom. But, sometimes the teacher used Bangla for understanding the meaning of difficult words for the students. From the very first class of observation, I tried to relate the theories with the classroom activities. Here, I observed the process of learning English as their second language (L2), English Grammar, their reaction to accept the methods as well. Moreover, I tried to observe the learning and communication ability of the students by using the basic principles of Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) but not the all principles. Furthermore, another finding was that, the learning style of students varies from one to another and the teacher tried to help the students which make obstacles to teach them at the same time.

As an intern teacher, I had to make decisions on which methods are suitable and fruitful for the students for teaching grammar in a classroom situation. As a result, I prepared myself with the required knowledge about different methods and approaches to implement them. Here, I mixed some of the popular methods and approaches of ELT as a purpose of teaching grammar such as Grammar Translation Method (GTM), Communicative Language Teaching (CLT), Inductive Approach and Deductive Approach as without good command over grammar the usage of a language will be suppressed.

3.2 Choosing a Topic:

After observing the classes, I decided to blend Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) and through these methods I taught them grammar. In the observation classes, what I found out that they only memorized the grammatical rules without understanding them so that they could get good marks in the exam. But they could not use the rules practically or know how to use them verbally whereas CLT promotes how to use a language in real life context. By using GTM, students can be more accurate and get good marks by memorizing the rules. In addition to that, they can be more fluent in speaking and get the ideas to use the rules in real life context by using CLT.

As I was asked to take English Language and Creative Writing classes, I had to follow the fixed syllabus and their lesson plan with some changes by me that would helped the learners to understand it better. My onsite supervisor assisted me to understand the syllabus and lesson plan and also requested me to complete the syllabus within three months as they will sit for their final exam after that. As a result, it was quiet challenging for me to teaching their lessons, making lesson plans and exercises, checking their copies, taking class test, attending the weekly meetings and most importantly prepare myself for taking their classes. My teaching aim was to make them prepared for their final exam as well as introduced them with the use of authentic materials through newspaper; magazines, stories, peer and group work in a limited amount of time for leaning. As a result, they will engage in communicative practice and opportunities to produce and respond to a greater amount, variety of languages through pairs or groups (Lightbown and Spada, 2010, p.113).

3.3 My First Experience as a Teacher:

After two weeks of observation, I was appointed to take English Language classes in class 6- Neptune. I was very nervous in that day because this was the first time I was taking class. As this was a new experience for me, so my on sight supervisor Mrs. Parveen Sultana Miss gave me a lot of confidence and told me that it was not a difficult job for me and she also mentioned that whenever I will take the class she will be setting in the class so that if I faced any kind of difficulties then she will help me. So, her inspiration gave me a lot of confidence.

As I am not a professional teacher, it was difficult for me to control a class without any preparation and this particular issue was known by Parveen Miss. Though she was in the class whenever I was taking the class but instead of that to helped me she provides me the syllabus so that I can prepare myself for that class. The school follows its own syllabus and routine and I was also bound to follow it as well. As I was an internship trainee, I was supposed to take classes from the second period and took classes four days in a week. In the first day, I took class in class 6 which was a boys section consisting of 25 boys. Here, class duration of each class was 45 minutes. In the first class, I was asked to take creative writing class where I started to teach them from their text book "Secondary English- Book I" by Sadler Hayllar and the lesson was from Unit 8, a short story named "This School is Driving me Crazy".

3.4 Arranging the class:

As it was my first day at class as a new teacher, I tried to be very friendly with the students because they were very young learners. I tried to settled down the class in a systematic way as classroom management is an important issue for conducting a successful class including many important issues like; setting up activities, grouping and sitting arrangement, authority, critical moments and solution, use of tools and techniques, working with people and giving them instructions and so on. For conducting a successful class, classroom management is considered as an important part as Scrivener (2012) stated that both decisions and actions are involved in it (p.55). After settled down the class, the students introduced themselves in front of the class by telling their name in English. By this time, I started to make eye contact with each and every student for establishing rapport between me and the students. Regarding rapport Gower, Phillips and Walters (1995) reported that it is such an important feature for determining the class is success or not (p.56). To get learners attention making eye contact with learners are important (Scrivener, 2012, p.67). I tried to get the student's attention towards me as it was a disorganized and indiscipline class.

The seating arrangement of the classroom was traditional or one desk for three people fixed in the classroom. In the middle of the class, I changed some of the student's seat as they were talking and disturbing the others. Regarding this Gower, Phillips and Walters (1995) reported that the students seating arrangement in a classroom can determine their attitude to teacher, other students as well (p.21).

The classroom was very colorful and decorated with class schedule, birthday charts with the passport size picture of the students, important structures of grammar, important algebra

formulas, different kinds of cartoon and comic characters like- superman, batman, spider man drawn by the students which actually reflected an illustration of Suggestopedia. As it reported that learning is facilitated is in a cheerful environment (Larseen-Freeman, 2000,p.78).

3.5 Learning a New Topic:

I chose an easier topic from their syllabus as it would be helpful for them. It was required that if I started to teach before the complex one, teachers were requisite to teach the easy language structure first (Lightbown and Spada, 1999, p.166).

After entering the class, I wrote down the lessons and home works for the upcoming class and instructed the students to write down it in the diary. After some time I started to checked out their diaries. Then I started the class by asking the students questions about their school, like- Do you like your school? Is there any interesting fact about your school? If yes, then share it to your friends. I asked these questions to the students randomly so that students can actively participate in the classroom discussions. As Scrivener (2012) stated that to encourage interaction between students and teachers by asking questions, give explanations to each other rather than always to teachers. To encourage them use gestures and facial expressions to speak and listen to each other (p.61). The main aim of this warm up activity was that I wanted to elicit information out of the students about their school instead of directly introduce them to the topic so that they could relate it towards the topic. After that, I introduced the students to the short story named "This School is Driving me Crazy".

Then I instructed the students to read out the story loudly in front of the class so that others can listen to him. I selected the students randomly where one student stopped to read the

story and other will started reading from there so that everyone listen to him very carefully. Then I gave chance to other students randomly to make others understand the story by telling the summary of each paragraph of the story and told them to discuss with their classmates. As a result, it would helped them for classroom activity. After this activity, I made the students understand the story by giving them several examples to make students understand the difficult and unknown words introduced in the text as well as gave students the opportunity to ask questions from the course book in the middle of the classroom. It increased the amount of interaction between them. About the advantages of using the course book Gower, Phillips and Walters (1995) stated that it provides variety and a balanced diet of language works like: grammar, vocabulary, pronunciation, skill works which may contain study skill and learner development activities (p.77).   If any student could not understand any difficult word, I tried to give real life examples to make the student understand better and by these the students were getting the opportunities to learn new vocabulary items. I roamed around the classroom and asked the students the meaning of different words to make sure that they had understood as well as make sure that the flow of interaction was maintained throughout the class. As Gower, Phillips and Walters (1995) reported that teachers can explain something about the language in a helpful and reassuring way to check out the students understanding (p.33).

As it was a secondary level of class and the students were from class-vi, I tried my level best to make the students participate actively in the classroom. For this reason, I made small groups of four to do the exercises from the book which were make sentences of the new vocabulary items and tried to solve the question answers from the short story by discussing them with their group mates. Here, as a result of group work I monitored actively in the class to make sure that everyone is communicating with each other as I strictly followed the Communication

Language Teaching (CLT).As Larseen-Freeman (2000) reported that teacher's major responsibilities is to establish situations to promote communication (p.127). Referring to CLT Harmer (1991) stated that, involving student in real or realistic communication is the main aim of CLT activities where performing the accuracy or their language use are the successful achievement of such communication task (p.69). Moreover, in between this activity, I asked some of the questions like who is the narrator of the story, how many characters are present in the story and most important told them that I might ask any of the students to narrate the story in front of the class. I told the students that the best answer will be taken from any of the group with some correction from my side and there will be reward for best possible answers for each group. It encouraged the students to discuss the answers among themselves.

As the story are often told in past tense, I tried to focus the students attention on how to use past tense effectively while narrating a story in his/her voice. For this reason, I gave an interesting activity for the student like- they had to form some questions using to do verb-do, did, does along with the helping verb has, have, had in the past tense from the story. As Larseen-Freeman (2000) reported that, "Learning to use language forms appropriately is an important part of communication competence." (p.127). Here, students remained in the same group to do the activity .As the students already read the short story and they were familiar with the question pattern, it was easier for them to form questions by themselves. By these activities, I tried that the students are interacting among themselves equally in the classroom.

3.6 Teaching Grammar:

Teaching grammar to the learners were of the crucial part of my teaching experience as it is the written official rules and unwritten official common knowledge rules that leading how words are put together to form a written and spoken language. For their grammar part , I used "Secondary English- Book II" by Sadler Hayllar which provides different kinds of exercises like-right form of the verbs, fill in the blanks, transformation of sentences, changing the tenses, rearrangement of sentences and many more.

In the first class of grammar, the learning topic of the student was about "Finite Verb" and "Non –Finite Verb". As they were primary level students, they were already familiar with the topic Verb and its classification. After entering the class, I followed the normal procedure for conducting the class. I kept myself silent for certain period of time and monitored the student's activities in classroom by standing in front of the classroom. I started to make eye contact with each and every student for establishing rapport between me and students. Then, I wrote some exercises which they were supposed to do for their homework. For elicitation, I wrote some examples of "Finite Verb" and "Non-Finite verb" on the board like:

➢ Nancy does her homework every day.

➢ Nancy is doing her homework at the moment.

and told them to find out the similarities and differences between them. I started asking for answer from the students randomly by making effective eye contact to make sure that the students have understood. Next, I taught them the rules of the particular grammar item "Finite Verb", "Non-Finite verb" and types of Non-Finite Verb by using the inductive ways of teaching.

Here, I used the examples of the grammatical items and then started to teach them the rules of the items. The student eventually came up with the idea of finite and non-finite verb.

After that, they did the exercises in their book/copy which was identification of verbs and **use words in sentences to make sentences** by using them. Here, I tried to make contrasts between finite and non-finite verb which also solved by giving them various examples. The students were supposed to identify the finite verb, non-finite verb and types of non-finite verb which was the main focus of the class. Here, I followed the principles of GTM so that the students can easily emphasize the accuracy of grammar. For conducting the class, I used English (L2) and instructed the students to use English so that they could improve their sentence structure as well.

3.7 Implementation of Different Methods:

For teaching grammar, there are variety of methods that can be used but among them I combined the Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) which aims to explicit teaching of grammar rules and language rules whereas CLT emphasizes on meaningful interaction by using authentic texts and contexts. From my observation, I realized that I should study the particular topic before going to class. Therefore, I studied a lot about the particular topic before conducting any class which helped me a lot to assess the students understanding in an enhanced way. Moreover, I always prepared a lesson plan with anticipated problems including the necessary teaching methods, teaching techniques for teaching certain grammar topics emphasizing on students need.

3.7.1 Grammar Translation Method (GTM):

Grammar Translation Method usually focuses on the structural rules of the target language with the deductive approach of teaching. In teaching grammar, GTM is generally used by most of the teachers. Therefore, I also used GTM for teaching grammar and the techniques that I used are:

Reading Comprehension Questions:

As a part of GTM, reading comprehension questions are an important part of this technique which includes making inferences based on their understanding as well as finding out appropriate information from the text. After giving them a passage named "This School is Driving me Crazy" from their text, students were asked to read out the passage in front of the class one after another in their target language and answered the questions by inference and relating it to their personal experience. They had also find information from the text focusing on the concept questions or context questions. Here, is a sample of this technique:

Sample 1: Reading Comprehension Question

Comprehension 95

How Well Did You Understand?

(1) What kind of freedom would there be in Sam's ideal school?
(2) Benjy thinks that Sam's ideal school would be boring. Why?
(3) What does Sam accuse Benjy of?
(4) Why does Sam begin to howl and yell to the whole lunchroom?
(5) Where is his brace or 'dental appliance' supposed to have been lost?
(6) What happens (a) to the food line, and (b) to some of the kids already at their tables?
(7) What does Mr McEvoy pride himself on?
(8) Why does Benjy move several steps away and look fixedly at the ceiling?
(9) Why does Mr McEvoy begin growling?
(10) What punishment does he prescribe for Sam?
(11) 'CONTINUE YOUR LUNCH!' orders Mr McEvoy. What do most of the children do?
(12) What does Benjy think of Sam's 'imagination'?
(13) Why does Blake dislike Sam's joke?

Antonyms/ Synonyms:

In this technique, I asked the students to find out the antonyms or synonyms of set of words from the reading texts or they will find out same meaning or the opposite meaning of the words based on their understanding. Here, I gave some vocabulary items which they will find out the dictionary meanings and antonyms/synonyms by using dictionary and the sample is:

Sample 2: Antonyms/ Synonyms

Dictionary Words

Give the meaning of each of the following words. You may like to use the back-of-the-book dictionary to help you.

(a) grimaced (b) provocation (c) briskly (d) affirmatively (e) enunciating.

Deductive Application of Rules:

As a part of GTM, grammatical rules are taught in deductive approach where rules are taught with examples. By following this approach, I had also taught students such grammar items like: gerunds, infinitives, participles, conditionals and others by giving them specific information about the particular topic and asked questions to focus on forms. For typical grammar items, this approach is best way of teaching by emphasizing the grammatical rules of the language.

Fill in the Blanks:

It is also a part of GTM where I instructed the students to complete the sentences by using the correct form of the verbs. This also includes using missing words and new vocabulary items from the passage. Here, I tried to check their understanding on using correct form of the verbs by giving such exercises.

Sample 3: Fill in the Blanks

Inserting verbs

Complete these sentences by inserting the correct *verb* form of the word in brackets.

(1) No dental appliance had .... [**fell**] into any of the food.

(2) The students were .... [**confusion**] about what had .... [**occurrence**].

(3) Mr McEvoy was able to remain calm, even when he .... [**discovery**] that Sam had tried to .... [**deception**] him.

(4) Mr McEvoy would .... [**detention**] Sam after school.

(5) Sam could not .... [**denial**] what he had .... [**do**].

(6) Some of the students were now .... [**consumption**] their food again.

(7) Sam did not .... [**argument**] with Mr McEvoy.

(8) Sam was forced to .... [**admission**] that he had not .... [**drop**] his dental appliance into the macaroni.

Changing the Tense

Change the tense of each of these sentences from past to present by altering the verbs in heavy type.

(1) The kids at the tables **looked** suspiciously at their food trays, and some **began** to poke around in the macaroni.

(2) The food line **started** moving again, but most of the kids **didn't** seem to be very hungry.

(3) One small boy **thought** he **was** being funny.

(4) Benjy **moved** further away from Sam, who **kept** his head down.

(5) Mr McEvoy **tried** to make his voice carry throughout the cafeteria.

(6) Benjy **pretended** to throw up as he **looked** at the gooey macaroni and cheese that **was** the day's lunch.

Memorization:

Here, students are asked to memorize the grammatical rules, new vocabulary items, grammatical paradigms and other items. When I taught them, used to memorize such items and asked them to do board works to assess their understanding. Sometimes, I used to confused them by giving wrong answers and checked them whether they were on the right track or not. In such

situations, I asked the students whether my answer was right or not and they tried to correct my answer most of the time by giving the right answers. For their better memorization, sometimes I asked them to write their answers by their own and they write with lots of mistakes which I correct them by writing them on board. As a result, they could find out their mistakes and memorize them by coping them from board which helped them raise awareness what they have learned and to get good marks.

Composition:

As a part of GTM, I asked the students to write a composition about a particular topic in the target language based on the reading passage to examine their understanding on that language. Here, I mentioned them about the word limits so that they could concern about the issue along with reflect on the language they have used .As a result, it will draw the learners attention to the specific language used in the text and how the language item is formed.

Sample 4: Writing Composition

Q. Write down a short paragraph any of the following topics within 250 words.

   a. **My School**

   b. **My Hobby**

   c. **My Favorite Personality**

3.7.2 Communicative Language Teaching (CLT):

Communicative Language Teaching is a language teaching method which aims to build up communicative competence among students. By teaching and learning grammar, it tries to teach language by offering different types of communicative activities which are totally different from GTM. In the creative writing classes, I tried to apply the theoretical knowledge of CLT so that the learners have the idea to apply the theoretical knowledge of grammar in real life situation.

Authentic Material:

To expose about the classroom learning of the students and how to apply them in outside the classroom, using the authentic materials like-newspaper, magazines, articles, story books are very useful way to practice grammar. Here, I tried to give them opportunities to practice speaking after reading a newspaper article named "Rana Plaza Collapsed" which I modified for them. First, I gave them the article to read very carefully in front of the class by volunteering randomly where I checked their reading fluency and pronunciation with encouragement and positive feedback. After that, I tried to make this activity as semi-controlled activity and divided them into groups of four people where they had to find out the answers and tell them for the class. Here, is the sample question of authentic material.

Sample 5: Authentic Material Question

Short questions-

- In Which month, Rana Plaza collapsed?
- In Which year, Rana Plaza collapsed?
- How many workers were killed on that incident?
- How many workers were injured?
- What was the full form of ILO?
- Who is the writer of this article?
- Give two names of workers given in the article.
- Give 5 name of clothing companies that are connected to Rana Plaza.

Scrambled Sentences

In this technique, I gave them a short story named "Akbar's Gold Coin" to read them. After that I gave them the same passage where it was in scrambled order and they have made it in the original order in pair work. By this technique they will learn the language properties –coherence and cohesion and other properties of language so that they have unlimited options for use of language.

Sample 6: Scrambled Sentences

Q. Construct the paragraph from sentences given in the wrong order.

Birbal arrived **on** Mughal para road **on** Tuesday **at** 7.30 pm holding the bag of gold coins in his hand. Birbal was <u>lucky</u> to meet the merchant. Birbal gave hundred gold coins to him and bowed courteously saying, "The Emperor Akbar sends you his good wishes and blessings for the wedding of your son. Please accept the gift he has sent.". He honoured Birbal and gave him a large number of expensive gifts and a bag of gold coins as a return gift for the king who lived **in** Delhi. The merchant felt honored that the king had sent a special messenger who arrived with such a precious gift **on** Tuesday. He noticed a rich merchant celebrating his son's wedding **on** Mughal para road as the merchant lived there.

Picture Strip Story:

Here, in this technique I prepared pictures showing people doing different activities. I set this activity as free activity and asked them to narrate the activities in their own languages by using simple past tense or past progressive tense. By this activity, I checked their

knowledge on past tense and how they apply the structures as a part of being communicatively competence. As the story are often told in past tense, I tried to focus the students attention on how to use past tense effectively while narrating a story in his/her voice. Furthermore, I also gave such an interesting activity for the student like- they had to form some questions using to do verb-do, did, does along with the helping verb has, have, had in the past tense after reading a short story. Here, students remained in the same group to do the activity .As the students already read the short story and they were familiar with the question pattern, it was easier for them to form questions by themselves. By this activity, the teacher and the students are interacting among themselves equally in the classroom.

Role Play:

It is another effective technique of CLT to promote communication in classroom situation. For that, I gave small cards with a situation or context with it where they have to perform the role play with their pairs. Throughout this activity, I checked their fluency and set it as a free activity. They will be able practice communication in different situation or context and different social roles. It will also give them the ideas what to say and how to say in different situations.

Inductive Application of Rules and Elicitation:

Elicitation is a common process to find out the existing knowledge from the students in CLT and here I tried to get learners to actively produce their speech and writing about the particular language item. Before starting any new grammar item, I tried to elicit their knowledge about the item by using inductive way of learning. Inductive way of learning helps

the learners not taught the grammatical or other types of rules directly rather than discover the rules from their experience of using language. For example: I introduced a new topic which was changing voice of interrogative part of a sentence. After asking them about the topic, some of the students started making responses which I wanted to teach them. Here, I elicited the students to know about their existing knowledge about the new topic. Referring to this, Gower, Phillips and Walters (1995) stated that, "Elicitation is when the teacher brings out student knowledge, suggestions ideas. You can do this by asking questions and by encouraging and guiding contributions." (p.36).

At first, I wrote down two examples of interrogative sentences in to the blackboard-

1. Have you done the work?
2. Will you do the work?

Between these two examples, I put some space and using this space for writing the rules that how to change the voice but later I did not write down the rules between the sentences instead of that write down the correct answer of that two sentences. After that I described the rules verbally that how to change the voice when I described the rules verbally, most of the students wrote the rules in their copies. Moreover, I tried to teach them how to apply their knowledge correctly in their performance. By this process, I made students able to understand the grammatical rules without knowing its structural pattern by using inductive approach of learning.

Group Work and Pair Work:

In CLT, it is encourages to do more group work and pair work for setting up communicative activities rather than individual work. Because group activities will ensure the

maximization of interaction among students in the time allotted for them. As a result, I divided the whole class into small groups of four people where they are asked to do group activity.

At first I asked the students whether they are familiar with the Topic "Conditionals" that they were going to learn and by this way I tried to makes positive classroom situation which is very important for each and every class because as Brophy (2004) mentioned in his book that everyday classroom behavior is important as students consider their teacher as a role model. In order to motivate students to learn English, need to be enthusiastic, cheerful and sincere (p.28). After taking the verbal response from the students I started to teach rule number one and within thirty minutes completed first ten rules from the book.

After completing the rules to measure the understanding of the student I wrote down some examples in the black board and told some students to do that in groups. I think this technique was useful for the student by giving them some group task so that through communicate with other students they gave the correct answer and also can helped each other as Williams and Burden (1997) stated that, "It reinforces a sense of belonging among the group members, something which we as teachers need to foster (as cited in Harmer, 1991, p.161). This kind of group activity also kept their affective filter low which improved their positive attitude towards their lesson.

3.8 Error Analysis and Feedback in GTM and CLT:

Giving feedback and error analysis are important part of teaching. By giving feedback appropriately, I gave the students to correct their mistakes as well as evaluate themselves. Most of the time, I gave sandwich feedback to them with actually starts and ends with positive feedback and the errors or lacking in the middle of it. As a result, learners will have a positive learning attitude about themselves. Here, I want to depict something about the learning attitude of the students because learner's attitude, literacy and learning strategies affect their learning performance (Nakayama, Yamamoto, & Santiago, 2007). Mainly the learning attitude can be described into two parts one is the positive leaning attitude and the other one is the negative learning attitude of the students. Usually Positive learning attitude creates such a kind of surroundings that allows the students to feel comfortable and relaxed that make their affective filter low. When the affective filter is low then the students will be confident enough and this will help the students grab the lesson properly. On the other hand, negative learning attitude adversely affected students learning in many ways such as low students achievements, poor behavior, student anxiety or depression. So, in the oral feedback, I praised, encouraged and motivated them rather than immediate correction so that it would not hamper their fluency. On the other hand, in the written feedback I tried to give them written feedback in their copies, diaries by red marks with positive signs like giving smiley faces, stars, giving numbers as a part of compliments so that they can improve their writing.

3.9   Problems that I faced during Teaching:

Academia is one of the well-known educational institutions and I was lucky enough to got chance to do my internship there. Regarding this fact, this institution has some lacking which made obstacles during teaching as every object has negative sides along with the positive ones. Some of the problems, I want to share in this paper during teaching that I faced and they are:

   i.   **Size of the Classroom and Environment:**
The classroom was relatively small and in that small classroom there were 26 students. I think it is not suitable for this kind of small classroom because it was disorganized and indiscipline class. For positive learning attitude, the environment and surrounding of the students also plays a vital role here. But the environment was not calm and quite then it did not make a positive environment for the students where the students can gave their full attention into the teachers lecture and can also relate their thoughts with the current lesson. But the students could not accomplish this part which is very crucial for them. The reason behind this is that, the school is situated beside the main road of Lalmatia and the opposite of Physical Training College. The roads always remain busy as a result during the class time a lot of noise occurs from the vehicles like the engines sounds and horn sounds and it destroyed the attention level of the students from their lesson. In a nutshell, for the improvement of the students this schools needs to improve their learning environment.

ii.   Seating Arrangement:

The seating arrangement of the classroom was not traditional or one desk for three people fixed in the classroom. As Gower, Phillips and Walters (1995) reported that the students siting arrangement in a classroom can determine their attitude to each other, teacher as well (p.21). Though, they followed the modern structure of education system but they also followed changing orderly rowed for every day. In the middle of the class, some students were changing their seat by the teacher as they were talking and disturbing the others. I think the seating arrangement should one desk for two people rather than one desk for three people in the class. Regarding this Gower, Phillips and Walters (1995) mentioned that the interaction pattern and the types of activity of the students depend on siting arrangement (p.21). If I compare the size of the classroom with the number of the students, it was too small and disorganized and challenging for me to manage the students.

iii.   Lack of Technological Support:

For ensuring the opportunities for better learning facilities and make it interesting for the students, most of the schools are providing multimedia technological support like: speaker, multimedia projector, microphone, computer, using internet in the classroom. In spite of a modern school and following the EDEXCEL curriculum rather than the national curriculum, this school was lack of modern technology facility and seems very typical classroom situation with traditional activities. This makes complications in terms of taking the classes which includes listening and watching the video activities in the materials. If I could provide such multimedia

technological support towards the class, it will make the class more interesting and the students will encourage more to be curious about their learning rather than facing the boring usual faces of the students.

Chapter 4:

Recommendation

During the internship program, I have gained very significant practical and valuable experience of teaching grammar by applying the theoretical knowledge in classroom situation and based on the experience I would like to make some essential suggestions:

In the Bangladeshi context, GTM is precise and effective method for the beginner level learners for learning grammar because from the very beginning students have basic ideas about their native language and target language and this method helps them to learn grammar by knowing the technique to use their L1 to L2. Moreover, this method also supports to memorization of the rules which consequences to get good marks in the examination and our context of education system concern about this trend by both the parents and students. Furthermore, our education system is also in favor of this method because the text book and syllabus designed by the national curriculum board strictly follows this method. Most importantly, to improve accuracy in grammar, it is the best approach without giving equal importance to each and every student.

On the other hand, for improving the fluency level in grammar, CLT is the efficient approach though it requires giving equal importance and to each and every student in the classroom situation. But it is quiet impossible to give equal opportunity and equal attention to the students because of the large amount of the students and the classroom size. Sometimes, it creates problematic situation for the teacher in terms of monitoring and giving feedback to them. In addition to that, this method also requires modern technological facilities in the classroom

because of the varieties in the activity which is not available in the entire classroom. Because of these reasons, the implementation of CLT is difficult in Bangladeshi context.

I think the inductive approach of teaching is more useful than the deductive way of teaching as it gives opportunities to the learners to brainstorm and find out the rules by thinking in depth and generates the ideas by their own. Most importantly, it helps and encourages them to apply their theoretical knowledge of grammar to use them in real life situation.

Chapter 5:

Conclusion

To conclude this report, teaching grammar is not only know the theoretical knowledge of grammar but also knowing how to implement them practically in the classroom situation according to the learners age, proficiency level, attitude, aptitude and most importantly their learning style. These characteristics determine about the adaptation of grammar of the learners by applying different approach and methods. Teaching grammar to the young learners was quiet challenging for me as it was first time for me along with doing two major courses. Furthermore, by keeping in mind the fact about the students proficiency level and their learning style, I tried to choose the appropriate method for them so that they can able to focus on both fluency and accuracy of the language items and dealing with the learners was not that much easy especially with the young learners. But applying GTM and CLT with different approaches of teaching, I tried to make this job easy as much as I can which was difficult to some extent. But, I was happy with my teaching ability because the methods I applied, it had a positive outcome and the learners adopt it. With the help of the students, my supervisors and the other teachers who helped me a lot, it was an enjoyable journey for me where I can improve my knowledge of teaching and learning and after some years it will help me to apply the other methods successfully.

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