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**The ESL Methods into Practice: A Case-study in a
Primary School**

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Abstract

This report is based on the experiences from the classes during my internship and my focus is on the ESL methodology and the techniques. I tried to relate the theories and knowledge from the courses of various ESL and ELT courses to my real life classroom experiences. Also, this paper includes some suggestions and recommendations for a few problems which I have observed and faced during the internship.

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Chapter 1: Introduction

“Popular methodology includes ideas at all the various levels, and it is these methods, procedures, approaches (and models) which influence the current state of English language teaching,” (Harmer, 2001, p.79). In order for an approach to be translated into a method, an instructional system must be designed considering the objectives of the teaching–learning process that is how the tasks will be designed and how it will be performed by the learners and its effectiveness- these are all concern of the teachers (Harmer, 2001, chap.3). So for a teacher, methods and techniques are very important in order to be able to teach well. Also, teachers have to be aware of the socio-psychological variables of the learners as it has an effect on the language learning process. In addition, for teachers, it is very important to identify the proficiency levels of the learners so that they can assign suitable tasks to the learners. “[...] In teaching situations in general, in the language classroom, the dominating presence of this teacher-controlled pattern is widely which is as representing a serious challenge to teachers and teacher educators in the context of communicative language teaching” (Keith Richards, 2007, p.2).

From my experiences in a real classroom during my internship, I think, Direct Method and Communicative Language Teaching (CLT) are very suitable to teach learners English as L2 or foreign language in my context. As my main aim was to enable the learners to achieve communicative competence, I think in spite of a few drawbacks, these two methods are quite appropriate for our ESL learners. Also it is very suitable for

those learners who are learning English as a foreign language. However, the effectiveness of these two methods not only depend on the teacher's choice of tasks, lessons and teaching style, but also on learners' background, age, social status, cultural background, proficiency level as well.

I completed my Internship from UCEP (Underprivileged Children's Education Program) which is in Nayatola, Maghbazar. I started my internship on May 3rd, 2010 and finished on July 25th, 2010. I was appointed there as an intern teacher and I taught a section of class six regularly and taught a few some more classes of various grades. This school did not follow the regular curriculum of Bangla medium schools. They modified the regular syllabus of the text book recommended by the government. The learners of the school are from slums and very poor family background. So, the first challenge for me was to decide on the appropriate methods, procedures and techniques for them. While observing a few classes, I found, almost all the English teachers followed Grammar-Translation Method without even knowing that they did. I did not prefer this method at all, because GTM only focuses on how to read and understand the text rather than to communicate with others by using the target language. If the teachers used this method in the class, learners of the target language could not learn the language appropriately. Apart from that, teachers followed only the text book; there was no extra or authentic materials were used. And in a language class, using materials from the real life context, known as authentic materials are important because students learn more easily when we use example from the real life situation. So, the teaching-learning process remained faulty. As Richards and Nunan(1990) said, "in second language teaching, teacher education programs typically include a knowledge base, drawn from linguistics and language

learning theory, and a practical component, based on language teaching methodology and opportunity for practice teaching,” (p.3). However in UCEP, the scenario was different. Though the language teachers were very helpful and qualified, the main problem lies in the methods and techniques they used to teach English language as their L2. Except for a few teachers, most of them followed the GT method to teach the class and I think this is the main problem for the learner which always creates an obstacle in their learning process. As we know, GTN only focuses on the reading and writing skills of the target language rather than how to use that. And, I think, this is because of the lack of the knowledge of how to teach a foreign language as L2.

In my report, I will discuss the methods and techniques that I used in the classes during my internship. Apart from those methods, I will explain how I implemented the theories and techniques in the real life classroom situations. In my report, I tried to relate my theoretical knowledge of SLA and ELT Methodology to my experience as a practitioner. Though I always prefer CLT and Direct method for teaching any foreign language or L2, I also used many techniques of GT method as it was necessary in my context of teaching. So, mostly I will focus on Communicative Language Teaching (CLT), Grammar-Translation Method (GTM) and Direct Method (DM) and some other techniques of other methods as well. The methods and approaches that I incorporated into my teaching are-

- Grammar-Translation Method(GTM)
- Direct Method(DM)
- Communicative Language Teaching(CLT)

- Total Physical Response(TPR)
- Task Based Learning (TBL) etc.

Chapter 2: Literature Review

For an ESL teacher, using a context friendly method is very important since an established method might not work in his or her context. While teaching in the classroom, a teacher may not stick to just one method, as he/she has to tackle various challenges while teaching which call for an eclectic or mixed method of teaching. For a foreign or second language, there are many types of approaches, methods and techniques which become popular in various contexts of teaching. Despite such popular models, an ESL teacher is always expected to come up with a suitable blend of various methods to cater to different language needs of the students. The literature review will discuss a selection of ESL methods that, as an intern teacher I used to teach my students. And, to some extent, I had the opportunity to observe how much useful and reliable these techniques are in a country like Bangladesh.

2.1 Principal Methods which I have used in Real Classroom Situation:

(i) Grammar Translation Method:

“Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language,” (Richards and Rogers, 2001, p.5). The Grammar- Translation Method or classical method emerged when people of the western world wanted to learn a “foreign” or non-native language, e.g. Latin and Greek. The main focus of the method was on the

grammatical rules, memorization of vocabulary and the translations of texts. "Its primary purpose was to enable students to 'explore the depths of great literature,' (Omaggio, 1986, p.54). So, GTM only focuses on grammar and how to read and write the target language more appropriately. There are some basic principles of Grammar Translation Method, for instance:

- In GT method, both teachers and learners are allowed to use their L1 in the classroom. This is total opposite to Direct Method. Direct Method has one basic rule that students and teachers can not use their native language in the classroom. Sometimes, teachers of GT method use L1 to make the students understand a given point.
- "Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening," (Richards and Rodgers, 2001, p.6). This is because, the followers of GT method believed that by focusing on reading and writing skills of the target language because GTM aimed at analyzing the target language and making the students intellectually superior. Communication was not the goal. They never focused on how to communicate with each other by using the target language; rather the preference was to learn how to read and write the language flawlessly. It is because, "a fundamental purpose of learning a foreign language is to able to read literature written in the target language," (Larsen-Freeman, 2004, p. 17) according to the believers of GTM.
- "Grammar is taught deductively," (Richards and Rodgers, 2001, p.6) in GT method. It means that the teachers at first explains or gives lectures about any grammatical rules and then give examples to the students. "All rules [are] learned

with their exceptions and irregularities explained in grammatical terms,” (Omaggio, 1986, p.55).

- As we know, GTM allows the use of the L1 in the classroom, therefore, “[It] is the medium of instruction,” (Richards and Rodgers, 2001, p.6) in the classroom. “The goal of instruction [is] to convert L1 into L2, and vice versa, using a dictionary if necessary,” (Omaggio, 1986, p.55). So, in most cases, L1 is use to explain new items to the students by the teacher.

(ii) Direct Method:

About Direct method, Diane Larsen-Freeman said, “teachers who use the Direct Method intend that students learn how to communicate in the target language. In order to do this successfully, students should learn how to think in the target language,” (Larsen-Freeman, 2004, p. 28). Direct Method is also known as natural method. It is natural in the sense that in this method, learners are forced to learn as the children learn their L1 from the environment. “The methodology [is] based essentially on the way children learn their native language: language is learned through the direct association of words and phrases with objects and actions, without the use of the native language as the intervening variable,” (Omaggio, 1986, p.57). Direct Method came out of Reform Movement, when GTM proved to be ineffective. DM took over emphasizing the communicative skills of a language. There are some few basic features of Direct Method. They are--

- Direct Method was developed as a response to the Grammar-Translation Method, GTM is used by most of the teachers in many countries, like Bangladesh. So, learners can not communicate in the target language properly. Direct Method requires that learners get immersed in the target language in the same way as he/she does in the first language. “Students should learn to think in the target language as soon as possible,” (Larsen-Freeman, 2004, p. 27). And because of that, learners can not use L1 in the class.
- Vocabulary is also very important as Larsen-Freeman suggest, “vocabulary is acquired more naturally if students use it in full sentences, rather than memorizing word list,” (Larsen-Freeman, 2004, p. 27). The believers of Direct Method spouse the method because, “from the beginning of instruction, students hear complete and meaningful sentences in simple discourse, which often takes the form of question-answer exchanges,” (Omaggio, 1986, p.58). Learners can learn how to use the target language more naturally.
- All teaching is done in the target language and grammar is taught inductively. In Direct Method, the teachers teach the grammar with examples. So, the learners can understand the rules. In this method, teacher’s goal is to help the students to learn how to communicate in the target language, as Larsen-Freeman said, “the purpose of language learning is communication (therefore students need to learn how to ask questions as well as answer),” (Larsen-Freeman, 2004, p.27).
- There is a focus on speaking and listening, and only useful ‘everyday’ language is taught. Though this method has a few drawbacks, learners can use the target language more frequently if the teachers can use these methods properly.

“Eventually, when students have learned enough language, lessons, move on to include common situations and settings,” (Omaggio, 1986, p.57).

- Also, the pronunciation of the target language is very important here as Larsen-Freeman have suggested that teacher should, “[...] work on the [pronunciation] right from the beginning of language instructions,” (Larsen-Freeman, 2004, p.27). “Correct pronunciation is an important consideration in this approach, and emphasis is placed upon the development of accurate pronunciation from the beginning of instruction,” (Omaggio, 1986, p.58).

(iii) Communicative Language Teaching (CLT):

“[...] The most pervasive changes to teaching practice over the last twenty years are those that can be described as Communicative Language Teaching (CLT),” (Nunan, 1999, p.9). According to Diane Larsen-Freeman, “The goal [of CLT] is to enable students to communicate in the target language. To do this students need knowledge of the linguistic forms, meanings and functions,” (Larsen-Freeman, 2004, p.128). In the book *The Practice of English Language Teaching*, Jeremy Harmer said, “The ‘what to teach’ aspect of the Communicative Approach stressed the significance of language functions rather than focusing solely on grammar and vocabulary,” (Harmer, 2001, p. 84). So, CLT basically believes in the learner’s ability to use the target language properly rather than rote memorization of the set of grammatical rules of the target language. The believers of CLT think that, if different learners have different learning styles, then “there ought to be different types of syllabi for different learners,” (Nunan, 1999, p.10) and therefore CLT

develops “needs-based courses” and different “tools and techniques” (Nunan, 1999) for learners. CLT has some a few features or principles, for example:

- Learners have to use the target language in the class to communicate with the teacher and the fellow. Therefore Larsen- Freeman said, “The target language is a vehicle for classroom communication, not just the object of study,” (Larsen-Freeman, 2004, p. 125).
- The activities of CLT usually engage the learners, “in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing,” (Harmer, 2001, p. 85). For instance, ‘role play’ is a very popular activity in CLT where the learners have to play an assigned role.
- In CLT, teachers play a vital role as they should be very encouraging, tolerant and motivating towards the students. “Errors are tolerated and seen as a natural outcome of the development of communication skill,” (Larsen-Freeman, 2004, p.125). Teachers have to be very cautious about correcting such errors. Sometimes over-corrections demotivate the learners which hampers the learning process and because of that, teachers have to be very aware in such matter (Larsen-Freeman, 2004).
- As the main target of CLT is to make the learners communicatively competent in using the target language, sometimes the teacher of CLT plays the role of a ‘prompter’ who helps the students by providing information whenever they get lost while doing a realistic task (Jeremy Harmer). Also, “the teacher acts as a

facilitator in setting up communicative activities and as an advisor during the activities,” (Larsen-Freeman, 2004, p. 127).

- CLT has given equal emphasis on all the four skills of language learning, where most of the time the speaking and listening skills are ignored by methods like, GTM. So, in the language learning process, students are encouraged to acquire every skill to use the language more communicatively through subskills. One suggestion is given by John Field for the listening skill, where he said, “[...] there are a number of strategic techniques which can indeed be practiced individually, using the kinds of micro-listening approach proposed for subskills,” (Field, 1997. p.8). These strategic techniques are: by using information of the subject, learners can easily guess what they will listen to; from the key words of the text, learners can write the summary of the listening text. While listening to a text, they have to be aware of the stresses and intonations used in the dialogues; using signs or indications of the text; and using how to understand the unfamiliar words by listening it (John Field, 1997).
- “Linguistic variation is a central concept in materials and methodology,” (Richards and Rogers, 2001, p.157); therefore, choosing materials which is appropriate for the learners taking into account their cultural background, age, interest - are very important for successful teaching-learning process. “Publishers sometimes neglect matters of cultural appropriacy; they fail to recognize the likely restrictions operative in most teaching situations; and they are not always aware of the pedagogical implications of current theory and research in linguistics and language learning,” (Sheldon, 1988, p.3). Lots of textbooks and

language course books do not use not realistic, full-sentence dialogues and conversations, in spite of the explanations presented of the shortened feature of authentic verbal communications (Sheldon, 1988). So, as a teacher, one has to adapt the materials and textbook (if needed) to ensure that the learners would understand and find interest to complete the activity from the material.

Apart from these three mostly used methods, I decided a few other methods based on my teaching context and they were, for instance, Audiolingual Method, Total Physical Response (TPR), Task-based Learning and so on. Among these methods, the non-native English language teachers' use but GTM and only a few of them use most of CLT to teach English to our learners. Although, every method had some drawbacks, these methods are mostly used in classrooms worldwide. However, only a few of them were mostly used in teaching in various classes which I would like to discuss here briefly, for instance:

2.2 Other Methods which I have used in Real Classroom Situation:

(i) Audiolingual Method (ALM):

This method is dependent on mimicry, memorization of set phrases, and overlearning where a new material is presented in dialog form (Richards and Rodgers, 2001, chap. 4). In ALM, "frequency of performance is observed across varying

conditions; form is presented at the point of an induced need as part of instruction; generalized performance within target conditions is carefully arranged, and probes for their occurrence are made”(Castagnaro, 2006, p.4). In ALM, the phonological and grammatical systems of the language constitute the organization of language and by implication the units of production and comprehension (Richards and Rodgers, 2001, chap.4). There are a few basic features of ALM, they are-

- “Language is acquired through the overlearning of its patterns,” (Omaggio, 1986, p.60). It means that, structural models or rules in ALM are taught using repetitive drills. “All native languages are learned orally before reading ever occurs,” (Omaggio, 1986, p.58). So, the L2 or foreign language learned in such order, listening, speaking, reading and writing (Omaggio, 1986).
- Also, structures of languages are ordered by sequences and taught one at a time.
- For the learners, there is little or sometimes no explanations of various grammatical items are given. Grammar is regularly taught using the inductive way rather than the deductive one (Larsen-Freeman, 2004, chap.4).
- The vocabulary of the target language is strictly limited and learned within the context of the text. In the book, *Techniques and Principles in Language Teaching*, Diane Larsen-Freeman says, “The major objective of language teaching should be for students to acquire the structural patterns; students will learn vocabulary afterwards,” (Larsen-Freeman, 2004, p.44).
- Most of the time, the materials used for ALM are basically various tapes and visual aids.

- “The major focus of study is phonology and morphology,” (Omaggio, 1986, p.60). Therefore, the pronunciation is one of the main concentrations in ALM and teachers are really strict about this.
- About the role of the teacher in ALM, Larsen-Freeman (2004) says in her book *Techniques and Principles in Language Teaching*, “The teacher is like an orchestra leader, directing and controlling the language behavior of her students,” (Larsen-Freeman, 2004, p. 45). The teacher is as well responsible for providing his/her learners with form for imitation. Learners are imitators of the teacher’s form or the materials or tapes s/he provides as model speakers for the target language. Students follow the teacher’s instructions and react as precisely and as quickly as possible,” (Larsen-Freeman, 2004, Chap.4).

(ii) Total Physical Response (TPR):

Total Physical Response is based on the way children learn their first language in their childhood through listening input (Omaggio, 1986). “[...] It is based on the belief that skills can be more rapidly assimilated if the teacher appeals to the students’ kinesthetic-sensory system,” (Omaggio, 1986, p.72). Though the inventor of this method James Asher believed that TPR can be used for teaching L2 by incorporating it with other methods, and many critics also agreed with that, it can be used as a management tool with children learning English as a Second and Foreign Language (Richards and Rodgers, 2001, chap.5). This approach is useful for students at different stages of language and literacy acquisition in different ages. This method is based on the physical responses.

Learners hear some instructions from their teachers and then carry out the orders or instructions. According to Harmer, “this kind of teaching may only be appropriate for beginner learners and question how TPR ties in with any real-world needs. Asher himself says it should be included together with other methods,” (Harmer, 2001, p.90).

(iii) Task-Based Learning or Task-Based Language Teaching:

“Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching,” (Richards and Rodgers, 2001, chap. 18). In other words, a task is an activity where the target language is used by the learner for a communicative purpose or goal in order to achieve an outcome. So, “Task-based tests require candidates to perform an activity which simulates performances they will have to engage in outside the test situation,” (Robinson, 2007, p.1). Also, it is known as the post CLT method as it has several principles of CLT. Richards and Rogers’s (2001) in his book *Approaches and Methods in Language Teaching* (p.223) discussed the usefulness of Task Based Learning and they are:-

- Activities that involve real communication are essential for language learning.
- Activities in which language is used for carrying out meaningful tasks promote learning.
- Language that is meaningful to the learner supports the learning process.

According to Jeremy Harmer, in task-based learning, “students are given a task to perform and only when the task has been completed [...] the teacher discuss the language that was used, making corrections and adjustments which the students’ performance of the task has shown to be desirable,” (Harmer, 2001, p.87).

So, these are some methods, which were explained by various linguists and have great and effective roles in the teaching-learning process of any foreign language or second language.

Chapter 3: Implementation of the Theories into Practice

I completed my Internship in UCEP (Underprivileged Children's Education Program) where I was appointed as an intern teacher and I taught a section of class six regularly. This school did not follow the regular curriculum of other Bangla medium schools of our country. It had a different syllabus, though the teachers follow the text books of Bangladesh Textbook Board. Although, the school did not have as many facilities as other schools had, it has already earned a reputation as a good institution in 2009. The school was chosen to be the best institution for vocational training. This school provides free education for the poor and working children all over the country. I would like to discuss the methods that I used in various classes to teach English and comment on effectiveness of them. While teaching in the various classes, I found that the teachers of this school follow many techniques of the well-known methods without knowing them.

3.1: 1st Week

This was my first experience as a school teacher, and because of that I observed few classes in the first week. Most of the teachers used Grammar Translation Method and the only material used is the text book 'English for Today'. This was the book written by the textbook board with a view to developing a basic knowledge in English. Though the book had the potentials to be used in a communicative fashion, most of the teachers did not know about CLT, and as a result, they had no other method in hand except for the

Grammar Translation Method to teach the students, whereas, some teachers, who had special training CLT, followed the communicative approach and this training is under the project of “English in Action”. While observing classes, I found that the learners were more active and interested in participating in the class when those trained teachers used specific techniques and materials, for example- as opposed to GTM, CLT gives emphasis on interactions between the teacher and the students, and the trained teachers encouraged students to talk more and more in class. Students also participated freely and because of that the class became very interactive. Besides the GTM and CLT, there was little use of the Audiolingual Method. Learners were taught through single-slot substitution drill. For instance- in class one, vocabulary items were taught by ALM. The teacher said a sentence- ‘The fox is in the box,’ and students repeat that after him and again the teacher changed the word ‘fox’ and said ‘ox’ and students repeated after him. While observing class one, I found that this method was liked by the students as they all were participating. Also, when the teacher asked them for another similar sounding word, they could easily come up with various examples. For example- the teacher said a word ‘Box’ and asked for another word which sounds similar and some students said ‘Fox’ and ‘Ox’ etc. Basically the teacher asked for those words which had similar ending.

In the primary section, especially in class one, the techniques of CLT that were used to teach were really effective, as the teacher had training on ESL methods. He/she used many materials, like flash cards, songs, recorded rhymes, pictures and posters etc. to grab learners’ attention. Teacher also told the students to draw something related to their topic, for example- while teaching vocabulary, he asked the students to draw their favorite fruit on their copy books which made learning more fun. Also, in this class, there

are board drawings and lots of listening activities. There were some recorded materials for the class which are really effective. These listening materials were mainly recorded speeches, dialogues or monologues based on the text book. In a few other classes, (class four and five), some teachers used such listening materials as well. So, in class one, all the four skills of the language, such as- reading, writing, listening, speaking were taught equally. And as the teachers had special training on ESL methods, they could follow CLT and created a congenial learning atmosphere for the young learners, where they learned how to use the target language more easily.

3.2: 2nd Week

I taught one section of class six regularly and my teaching experience for the last two weeks was quite good, but I expected them to be more proficient, as they were students of class six. Some of the students were really good, and they needed some more attention and help to be more proficient in using the target language. Also, I had to switch to Bangla frequently in the class because when I talked in English, students had problems understanding me. So, once I gave an instruction in English, later I had to translate that in to Bangla. For the first two weeks, I used only 'English for Today' and followed the academic syllabus. While teaching a class, I could not use the target language and follow the techniques of CLT. For instance, I had to cover (help them to understand) a short story from 'English For Today' in the class and had to complete the exercises, I did not have any chance to use any additional materials because the principal did not allow me to do so. All I had to do was to complete the tasks, in most of the cases; it was short

question and answers. This particular problem occurred because the other full time teachers suggested me to do that. So I could not follow any specific method to teach them the target language. But I tried to use the target language as much as possible in the class.

In the first two weeks, I taught class three, six, seven and eight. And in all the classes, I observed a few common practices and faced the same problems, for example- inadequate class timing, a set syllabus for the classes and lack of authentic materials; problems in pronunciations, and memorizing the question/answers and using L1 in class etc.

3.3: 3rd Week

I spent 3 weeks of my internship in UCEP School and each day I had to face different challenges. In the 3rd week, in one section of class four, I gave a weekly test out of ten. The course teacher gave me the question paper and I had to monitor them and check the test copies. Duration of the test was 45 minutes. Students performed very well on the test. The most positive aspect of it was that they did not copy from each other and did not consult with their friends. I checked their copies and most of the students did well. The test is on vocabulary, sentence making and cloze tests. The questions were related to their syllabus and students had to write the meanings of the words in Bangla, which is a basic technique of GTM. Their performance was really satisfactory and I gave them corrective feedbacks on their copies. As most of the teachers used Grammar Translation Method, students were allowed to write the meanings of words in their L1. But, as I observed, I found out, it was not a right technique for learning vocabulary. If the

students learn the meaning of the new words in the L1, they can not use that knowledge while communicating in the target language properly as most of the learners memorized the meaning of the English word. Vocabulary was also very important as Larsen-Freeman suggested, "vocabulary is acquired more naturally if students use it in full sentences, rather than memorizing word list," (Larsen-Freeman, 2004, p.27) and that is why, CLT gives emphasis on acquiring the vocabulary rather memorizing them. So, rather by memorizing the meaning in L1, the teachers could give some tasks related with vocabulary. Also, students can use those words in other sentences, as they had use those words in make sentences question and also they understand the meanings of the words as they fill the blanks correctly. I was quite satisfied with their performance, but if the teacher provided the same word meanings in English, it could be more effective for them. Also, I have observed some common problems while teaching. In almost all the classes I had faced those problems. The most common problem was that some students did not want to take part in the class or did not want to complete the activities properly. Sometimes they kept the activities incomplete. I noticed that this problem only happened with the weak students in the class. Sometimes students were very enthusiastic to participate in the activities but on the other hand, they were very reluctant to do the tasks at times. But there were some students who did not want to do home work, or take part in the class or do the activities, no matter what the lesson is or how interesting the lessons is. For example, in the section that I taught regularly, there are four or five students, who are not interested in participating in the class, or submitting homework at all. I had to keep an eye on those students so that they can not skip the activities or home work. Also, I always asked them questions in the class to check how well they understood. As the

focus of my paper was on the methods that are used in the class to teach the students, I think, problems of both learning and teaching are very important to sort out. I thought if I gave some extra home work to these weak students and checked their improvement regularly; it would be quite helpful for them. As the class time was not sufficient for paying equal attention to everyone, sometimes I had to check their understanding about the lesson individually after class. Doing that was very helpful for them.

3.4: 4th Week

In the 4th week, I observed a section of class five, where the teacher gave a weekly test. As the test was quite short, she gave the students corrective feedbacks after the test which was an important technique of CLT. Mainly, the last half of the class time was on the corrective feedbacks of the test. She used lots of gestures and gave hints which reduced Teacher's Talk, and gave chance to the students to speak up. As questions were based upon their previous lesson which was a short story, most of the students had done quite well, but there were some common mistakes and the teacher solved that in a different manner, as she did not give the correct answer directly, rather she made the students speak and correct their answers by themselves. Also, there was peer feedback and individual correction, and finally, the teacher checked the copies for the final correction. As, these are all important techniques of CLT, from my view, it was very effective and helpful for the students, because I observed some other classes, where the corrective feedbacks were given in a traditional fashion, e.g. - by correcting their

mistakes in the copies, where most of the students did not understand, what the problem with the answer was.

Most of the students here were comfortable with the traditional techniques and process of learning, where I had used some techniques of CLT, for instance- elicitation. I was not sure, whether it would be a good idea or not, but when I used this technique to write a paragraph called “My Best Friend”, it really worked. Students seemed really interested and active and almost every student took part in the class and contributed at least one point about their best friend. After a brief session of sharing information with each other, I told them to write a paragraph, and they wrote that really well. Though, there were problems in grammar and spelling, they were able to explain whatever they wanted to say. In the other sections of class five and six, I used the same technique and they wrote a paragraph about “My Mother” and “My Family”. This time, when they wrote the paragraph, there were less mistakes and they were more specific about their ideas.

3.5: 5th Week

In the 5th week, I taught various grammatical rules, like- articles, third person singular number, auxiliary verbs and the students of my class had practiced some exercises on those particular topics. As the focus of my paper is on the methods that are used in the class to teach the students, I had to closely observe, the teaching methods that were practiced in this school. As the class time was not sufficient for paying equal attention to everyone, I applied some techniques to teach them grammatical items in one

class. For instance- when I taught them “article”, first of all, I introduced the topic by giving a few general information about the rules by defining the types of article (definite and indefinite articles). Then I checked their understanding by asking questions, for example- what article should come before the word ‘umbrella’ or ‘book’ etc. Lastly, I gave them exercises and asked them to complete them in the class where I gave them lots of words and sentences and they were expected to use articles there. In each class, I introduced one topic and at the end of the week, on Thursdays, I gave tests to check their understanding about the topics covered in the classes. Basically, I used both CLT to teach the classes because, if I used L2 totally, they would not be able to understand the lesson or the topic at all. So, I switch from L1 to L2 time to time to make them understand the topic. I had to choose those topics first which are not understood by the students previously.

In the 3rd and 4th week, I taught a few writing classes by using a few techniques of CLT where students had to write paragraphs about various topics. I used L1 in the class, gave corrective feedback and sometimes peer correction. Their writings were quite well, but they had some common problems regarding third person singular number, articles, prepositions, use of ‘in, under, above, beside, in front of’ etc. So, I decided to cover these topics first rather than by following the academic syllabus where the teachers started teaching grammar by describing noun, pronoun, and adjective and so on. As I did not have enough time to cover every grammatical item, I started my lesson by teaching them third person singular number and I tried to follow CLT as much as possible with a little use of Task-Based Learning. Before starting the new classes of these grammatical items, I asked my students about their preference, that is whether they want to start something

else or they are comfortable with my decisions, and they agreed to do what I wanted to teach them. In the first class on grammar, I started my class with third person singular numbers, where I discussed it briefly using both L1 and L2 in the class. Then, I wrote a few examples which I adapted from the book "New Headway English Course Book" for the elementary level of learners. I adapted the examples from that book because my students won't understand what was "ballet dancer" or "sky driver". Because, my students were from a different cultural background who were not familiar with such western terms and culture. They were mostly from the villages and had the least idea about such things. So, I gave them some exercises like, "Shumi love/ loves to eat mangoes", "Zakir walk/ walks in the street" etc, where the examples were related to their personal backgrounds. I had to change the names of the characters as the students were not familiar with understand such foreign names. I gave them a paragraph, where I gave two options of verbs, and they had to choose the right one. So here, I tried to use on CLT and TBL as the tasks I had chosen for them fall under 'Problem-Solving' where they had to make a decision about the right answer. On Thursday in the following week, I gave a surprise test to check how much they understood and remembered, and I gave them a few exercises of third person singular number and two paragraphs called "My Best Friend" and "My Mother" which I covered in the 4th week. I told them to write one of the paragraphs between these two. And, surprisingly, majority of the students did really well; they wrote the paragraph without making many errors and completed the exercises I gave them to do. Some students performed really well, where some of them, at least, 8 to 10 students among 33 students got less than 10 out of 20. So, I gave another test and told

them to study and gave enough time. And in the second test, the result was quite good. Almost every student had done well, apart from a few slow learners.

3.6: 6th Week

In the 6th week, I introduced a few more grammatical rules and exercises, for instance, the use of am, is are, his, her and your and also the use of under, in front of, next to, beside, on etc. I applied the same rule to teach them these grammatical structures, both subject-verb-agreement and auxiliary verbs. In my class, I had to use L1 along with L2; otherwise the students did not understand anything. But I used to translate my instructions, into L1 from the target language. I tried to use some techniques from TPR here, as the use of 'under', 'in front of', 'beside', 'on', 'in' can be easily show through gestures. So, I used gestures and realia to make them understand prepositions. Then, I asked them to come in front of the benches, hide under the table, and sit beside X and so on. The total activity took a bit time to complete, but the students were very happy to do something like that. And after this activity, I gave them some homework, where they had to use such words to complete the sentences.

In this week, I also gave them another test, where they had some fill in the gaps type questions and multiple choices and they had to answer them by the grammatical rules which I taught them in the last two weeks. Their performance was quite satisfactory as most of the students had done really well as most of them got more than 10 out of 15 on the test. After checking their copies, I gave them the corrective feedbacks and talked

about the most common errors they had made in the test copies which is one of the basic techniques of CLT, but sometimes I had to switch to GTM as well.

Apart from my regular class, I observed a section of class one, where the teacher was teaching article through CLT by using various authentic materials, for instance, pictures printed on various papers, flash cards, recorded text and the most interesting stuff was real fruits bought by him were used in the class to teach them article and vocabulary as well. The class was very interactive and communicative because the teacher was following the techniques of CLT. Teacher was using L1 only when the students did not understand anything in the target language. And whenever a student spoke in L1 in the class, the teacher stopped him/her and says, "English, please!". Students were really trying to express themselves in the target language. The class was very interactive and students were really interested to listen to their teacher. But the main problem was the pronunciation of the teacher and because of that; the learners were also acquiring the wrong pronunciation. The pronunciation of the target language was very important feature in Direct Method and in CLT, where DM emphasizes on native-like pronunciation but CLT emphasizes on legible pronunciation. However, the followers of it never accepted the non-native pronunciation, where the CLT tolerate the moderate pronunciation, which may have some influence (phonological) especially of the L1 of the speaker. As, Larsen-Freeman suggested that teachers should work on the pronunciation right from the beginning of language instructions, these teachers should be very careful about his/her own pronunciation and then teach the learners. For the pronunciation problem of the students and teachers, I can say that, if the teacher is a little cautious about his/her pronunciation errors, he/she can easily get rid of that gradually and he/she can

teach the students the same correct form as well. All we need was exposure to the pronunciations of native speakers which we can learn from news, films, and songs in the target language.

3.7: 7th Week

In the 7th and 8th week, students had preparation classes for their final examinations. In the 7th week, I had to teach three different classes, and in most of those classes, I gave them lots of exercises and revisions on the topics that I had already covered. In class six, I introduced them to another new topic to write a paragraph, as it was not covered yet. The paragraph is about “My City” which they had to write for their final examination. This time, I followed a different technique, where students would come up with their own idea and can make new sentences. In this approach, students had to come up with their own ideas. There was no model paragraph, and they had to think more to write something, which was known as process writing. According to Harmer, a process approach to writing, however, pays attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing phases, editing, re-drafting and finally ‘publishing’ their work, a process approach aims to get the heart of the various skills that should be employed when writing,”(Harmer, 2001, p. 257).

In the first class, I gave them a few words or vocabulary items related to the topic, such as- buildings, roads, zoos, shopping malls, cars, mosques, hospitals etc. And I asked them to make sentences with the words. In the first class, I covered such

vocabulary items and taught them how to use them in sentences. In the following class, I started the class by eliciting their ideas and checking understanding that how correctly they can produce new sentences using such words. I picked students randomly and told them to write a sentence by using a word on the board. Students of my class seemed very enthusiastic and curious to provide their ideas or express their views in front of the class. This part of the class went really well, as all of the students were very communicative and they participated in the class well. After spending 15 to 20 minutes doing that, I gave them the task of writing the paragraph in the class. Students seemed very interested and happy to do so. While they were writing the paragraph, I was monitoring them and provided help only whenever they had asked for. Also, I provided them help with vocabulary items and grammatical rules where it was necessary. As a teacher, I provided feedback in that writing class for the students and I knew, I have to be very careful about giving corrective feedbacks to the students because, a teacher should not criticize students' works all the time, I tried to offer help where it was necessary like a prompter. In addition, I gave them feedback in such a way that learners would not feel offended at all. I personally checked the copies and corrected the errors and write comments after the class. Lastly, I told them to write the same paragraph again as home work. And in the next class, they gave me such task, and this time the paragraphs were more organized and had less error. And these techniques I followed in the class was from CLT.

3.8 : 8th Week

In the 8th week, I actually reviewed the entire topic that I had covered so far. In this week, I taught three classes of class six and I reviewed each paragraph and grammatical items from my previous classes. In the first two classes, I reviewed the grammatical rules, for instance- article, use of 'am', 'is', 'are', 'was', 'were' and use of 'under', 'in', 'on', 'beside', etc. Students seemed very interested to review the old topics and they had given me a list of their problems they were facing while studying English at home. So, I checked them and sorted out the most common problems they were facing, e.g. using subject-verb agreement, prepositions etc. I actually reviewed every topic I had covered so far. So, I hoped that, they will not face any difficulties in the final exam.

In this week, I taught two classes in class five, where I had covered a lesson from their text book and helped them write down a paragraph from their syllabus. In this class, where students were not very much motivated (as I had some other classes with them), I found it difficult to teach. In the first class, I had to cover a lesson "A Visit to the Zoo" where the text had some difficult words and some question/answer activities. Firstly, I read the text aloud to help them recognize the sound and words for the correct pronunciation, which is a very important feature in both DM and CLT. Then, I explained the text in L1 because without using that students could not understand the whole text. So, I had to follow one principle of GTM that is I just used L1 to make them understand. After that, I picked students randomly and asked them to read the text. In this way, they finished their reading text. Next, I explained the task, which was a question / answer based task, and told them to write down the answers. So, the students wrote down the answers and while writing that, they sometimes asked me for some helps and I helped

them by providing them language and grammar. And the role of a teacher here is like a 'prompter' who helped the learners whenever it is needed according to CLT. After finishing it, I told them to check each-others copy, which is known as "peer- checking" which is a very common technique in CLT. Lastly, I wrote the answers on the board and told them to correct their friend's errors from the board. This technique was really helpful as they were more cautious while checking others copies. Finally, I checked them again by taking everyone's copy. For the paragraph writing, I used the method – elicitation, participation, practice and feedback. In this technique, they write a paragraph about "My School" where first, I elicited ideas from them and wrote them on the board. After that, they wrote the paragraph in their copies and while writing, I monitor their work. Also, I provided them help whenever they asked for a sentence and grammars. And lastly, I checked the copies by myself and gave corrective feedbacks. That class was quite well as everyone had participated as well as had done well. While teaching such topic in a class, I tried to follow the techniques of CLT and give corrective feedback according to this approach.

3.9: 9th Week

In the ninth week, students had their final examinations and the administrator of the school allowed me to take one week off from teaching. So, on the ninth week I had no class.

3.10: 10th Week

In the 10th week, I had to teach different classes, and in most of those classes, I gave them lots of exercises and revised on the previous topics that I had covered. Also, I was appointed to teach class seven instead of class six, though the students were from class six. Also, I taught class six, and started the new topic from the new book. In this class, I helped the students practice the target language, as the lesson was designed for practicing speaking skills. In this lesson, all of the students had to introduce themselves in front of the class by using the target language. I used Audiolingual Method by using the chain drill as students repeated after me and also they tried various sentences. Also, there was some board-drawing as I drew some stick figures as a form of elicitation. I started the discussion, and students talked about that matter, though there was some use of L1, but overall, the class went well as everyone participated. In my regular class, which was a section of class seven, they seemed very happy as all of them had done quite well in their final exam. So in the first class, they were all happy and enthusiastic. I taught the class by teaching them some new vocabulary items from their textbook. First, I wrote the new words on the board, and then I asked the meanings of those words. Some of the students were able to give me the right answers. After that, I wrote the meaning in the board and explained how to use such words in the sentences. Lastly, I asked them to write various sentences by using new words. All of them participated in the class since I did not have enough time to check their task in the classroom, I took their copies with me and checked them right after the class. I gave them detailed feedbacks and wrote down the corrections of the errors. Surprisingly, most of them had done quite well as they tried to write new

sentences. But if I could give the feedback in the class, I think, it would be more effective for the students. I think these problems occurred in most of the classes, especially in the classes where the students were not adult. It would be difficult for the teachers to handle such problems if there was only one teacher in a class with a large number of students. And for that, I think that time management was very important for every teacher. Also, in this class, I tried to use L2 as much as possible, and I did not allow my students to use their L1.

In another section of class five, I taught a speaking class as their lesson for that day was based on speaking skills. So, in that class, they basically talked about their own interests about various films. Though in the class, students used a lot of L1 to express their feelings but overall they used L2 while they talked to each-other in the class. Overall, the class was really satisfactory and very communicative, there was some use of L1.

3.11 :11th Week

In a section of class eight, I covered a lesson from the textbook, where at first, I read the story aloud, and then picked students randomly and asked them to read the story and students seemed very interested carrying out. Then, I translated the reading text into the L1 and after that; I gave them some fill in the blanks and question answer type task, and they had done that very well. I used a different technique for giving feedback this time as I told them to check each-others copies, like- peer-feedback. After finishing checking each-others copies, I wrote the common mistakes on the board. Lastly, I took

their copies for giving the final feedback. I wrote detailed comments on their copies and returned that after the class. Basically I tried to follow CLT but I had to use L1. So, it was a mixture of CLT and GTM for teaching in such a class.

Some students in this class were really bright and enthusiastic in these classes which I had observed or taught; they were active and showed interest to learn more and more, where some students were not even able to read a sentence or a passage. But, in total, there are lots of pronunciation errors. For instance, in the primary section, some teachers used authentic materials and modern teaching techniques, but their pronunciations were not up to the mark and because of such weakness, students also learn wrong pronunciations. The slow learners were not motivated to study as they could not understand the L2 at all. And because of this, they remain silent or talk among themselves in the class. Though, the teachers were really helpful, learners need more motivations and equal attentions from the teachers. But the class time is not adequate for learning a foreign language and because of that, the learning remained faulty. For example, for every class, there are 45 to 50 minutes and during this time, teacher could not manage to give feedback individually. Moreover, most of the teachers used Bangla in the class to teach. Using L1 in the class is one of the main features of GTM and the teachers used this because, students do not understand the whole lecture in English. There is no emphasis on four skills (reading, writing, speaking and listening). Because of the various backgrounds and schooling of the students, teachers can not use L2 in the class for lecturing or instructions at all. Most of them had to stick to use L1 which was a feature of GTM.

3.12: 12th Week

In the last week, I taught a section of class of seven, where I taught them vocabulary items. In this class, I used the same method as I used in the class five previously. Here, I also had to teach them the vocabulary items where at first I wrote the words on the board and then I asked for the meanings individually from the students by calling their names, some of them can complete such task perfectly, but some of them were not able to do that. So, I wrote the meanings of the words on the board in their L1 and explain that, how we can use such word in the conversation or writing pieces. Those words were from their text book, for instance- war, national, cross, guess, pen-friend, quiet etc. But I did not give them any sentence directly from their textbook as I know their tendency of copying. I mean, if I gave them some examples of such sentences, they will write them by changing the names or the subject but the theme will remain same. So, I just explain the things to them and wait for their own, new sentences. Surprisingly, some of the students of my class were remarkably bright and they had written very good and grammatically perfect sentences. Except a few students, who gave me the empty copies by saying that they can not do that alone without my help. Another quite interesting experience was that some of the students complained that two of their classmates copied the sentences from the guide book of their text book. I was surprised to I verified the complaints and found in time. So, I gave them a zero and asked them to submit the same task as homework in the next class. Overall, all of the students participated in the activity and submitted their copies to me for checking. Because I did

not have enough time, I checked the copies after the class and returned that with corrections.

Chapter 4: Conclusion

To conclude my report, I would like to say that methods and techniques are the most important features of the language learning- teaching process of any foreign language or second language. A given method might work excellent in a particular context and might not work at all in another context. So, a teacher's job is to learn and know his/her students and find out the ways to incorporate the necessary techniques and procedures into one broad eclectic approach, and this approach in question is more likely to change from class to class. Any one method may not be appropriate for a class because none of the methods is context free; a method develops in a certain context to cater to the needs of the students taking the socio-cultural variables of the manner into account. It is the teacher's decision and his/her understanding about the students and their needs, which makes him/her use such methods and techniques. As a result, a teacher actually can not follow any one method; instead, s/he uses different techniques of various methods wherever it is needed. "Many teachers are convinced that extrovert learners who interact without inhibition in their second language find many opportunities to practice language skills will be the most successful learners," (Lightbown, 2000, p.49). So, "[...] an excellent teacher [has the] sensitivity to individual students' needs, her understanding of their L1, and her ability to depart from the lesson plan and generate spontaneous interaction," (Bax, 2003, p.1). In a teaching-learning process, not only the teacher's teaching style but also the students characteristics, attitudes towards the target language plays an important role to learn such language. Since the young learners' mind is quite unstable, for a teacher it is very important to grab their attentions and motivate them. In

the book *How Languages are Learned*, Lightbown and Spada say that, “positive attitudes and motivation are related to success in second language learning,” (Lightbown, 2000, p.56), which is very true. It is because, without the motivation, learners, especially young learners are very unlikely to succeed in learning a second or foreign language.

In our county, a school like UCEP, needs to follow some techniques to develop the proficiency level of the learners and should take good care of students' problems. Apart from such challenges, teaching in a real classroom is a great experience for me to implement the theories and knowledge which I have learnt from the courses of ELT at my university. Overall, I enjoyed teaching those learners very much.

Chapter 5: Recommendations

Based on my internship experience, I would like to recommend the following recommendations:

1. Teachers of English language may give some extra time to the slow learners after class and make sure that they have understood the lesson properly. By slow learners, I mean, the learners who have problems understanding what is taught on the class or are not motivated at all. Though sometimes it actually refers to intelligence of the learners, from my experience, I can comment that, most of the learners are not interested in learning the target language and they are forced to attend the classes. But, "intelligence may play a less important role in classrooms where the instruction focuses more on communication and interaction," (Lightbown, 2000, p.53), like my classes. So, I actually spent some times after my class with one or two students (who are always quiet and get poor marks in tests) and tried to give them an overview of that class. And I did it for the first few weeks of my internship and I think, after some times, their performance in the class was quite satisfactory, comparing with the past performances.
2. In this school, the facilities are not quite satisfactory for teaching-learning process of English as L2. Here, a teacher of L2 has to teach reading, writing and speaking skills without much logistic supports, like- authentic materials, CD players, modern electronics of showing visual materials etc . But for listening skill, both

the teacher and the learner must have some facilities. For listening skill, teachers have to use lots of outside text materials, like- songs, dialogues, monologues, video clips etc. They need lots of logistic support and technical advancement for this; like- CD player, Multimedia, Computer, Speakers etc. As listening is all about experiencing the language not only by hearing the lecture or Teacher Talk, but also listening to many authentic materials regularly. As Jeremy Harmer said, “students can improve their listening skills- and gain valuable input through a combination of extensive and intensive listening material and procedures,” (Harmer, 2001, p.228), in this school, students need to hear more texts in order to understand the target language.

3. “Learners’ errors should be corrected as soon as they are made in order to prevent the formation of bad habits,”(Lightbown, 2000, p.167). Corrective Feedback is very important in any language teaching, but in a 45 to 50 minute class it is not possible to do everything altogether. I mean, lecturing, activities and feedbacks need more time in an ESL class. So, teachers can fix meetings with students personally if possible after the class and give feedback. And if it is not possible, teacher can identify the problems and give the feedback to the class. But, “excessive feedback on error can have a negative effect on motivation, of course, and teachers must be sensitive to the way their students react to correction,” (Lightbown, 2000, p.167), so the teacher has to aware of this and try to give feedback in such a way by not offending the learner.

4. For slow learners, I think if the teachers can give some extra homework or activities and if the teachers make sure that, they are more involved in the class participation by asking them questions; it will help them to learn a second language.
5. Sometimes, the topic of the lesson may create a problem, if the learners are not clear about the background of that. As, “psycholinguistic research into the comprehension of texts has demonstrated, among other things, that the presence or absence of background information can dramatically affect the way we remember a piece of discourse,” (Scovel, 2004, p.67). I personally faced such problems, as in one class, I had to cover a topic related with journal writing and the students were not familiar with such thing. So as a language teacher, one had to make sure that he/her students know about the topic and if not, it is the responsibility of the teacher to provide the information for them.
6. For the pronunciation problem of the students and teachers, I can say that, if the teacher is a little bit cautious about his/her errors in pronouncing an alphabets or words, he/she can easily get rid of that gradually and he/she can teach the students the same correct form as well. Because, pronouncing the words correctly is not very hard at all. Both the teachers and the students need to practice a few activities and tasks to get rid of the pronunciation errors.

7. Also, I have to switch to Bangla frequently in the class because when I talked in English, students can not understand that at all. Hence, once I gave instruction in English, later I had to translate it into Bangla. So, the use of L1 in the classroom should be minimal, otherwise the students would not understand L2 completely and this process needs a lot of time. So, teachers need to strike a balance between the use of L1 and L2 to ensure effective learning.
8. The relationship between the teacher and student should be very friendly and the teacher should always provide help to the students whenever it is needed. But in this school, especially in some classes, I observed that, the teachers are actually verbally and sometimes physically abusing the naughtiest students which is not acceptable in a language class. And because of that, firstly I was not welcomed by everyone in my class. The relationship between the teacher and the students must be developed as “the teacher-learner role relationship lies at the very heart of the classroom process. Learning a language is a social activity above all, and in a classroom setting, it is subject to a unique set of social conventions,”(Richards and Nunan, 1990, p.83). So, in order to teach them such second language, the teachers must grow a good understanding and bonding with his/her students to make the teaching-learning process more successful.

Therefore, for the problems with the slow learners, a teacher can pay some extra attention and give some extra homework and motivate him/her to improve the proficiency level of the learner. Also, for the pronunciation problem, teachers can give some additional activities and tasks as well as listening to some authentic materials (e.g. films, songs, new) will help to get rid of that. And the main problem in these classes are the use of L1, and to reduce the use of the L1, teacher can decrease the amount of Bangla while teaching in the class encourage the students to talk more in the target language slowly. Finally, the relationship between the teacher and the student should be very friendly and trustworthy and the teacher should provide full guidance to create a strong bonding with the learners. So, these are some solutions of these problems I have observed during my internship and while facing such problems, I have used such techniques for the students of my class.

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