

**Implementing English Language Teaching Methodology in UCEP (Under-privileged Children Educational Program): An Observation**



*Department of English and Humanities (ENH)*

*BRAC University*

Submitted by: Urfa Zewar

ID: 07303008

Session: Summer' 07-Fall'10

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An Internship Report Submitted Fulfillment of the Requirements for  
Degree of Bachelor of Arts in English

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*In the Name of Allah*

*The Most Compassionate*

*The Most Merciful*



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## Chapter 1

### Introduction:

There are certain methods in ELT such as Grammar-Translation Method, Direct Method, Audio-Lingual Method, Communicative Language Teaching, The Silent Way, Total Physical Response, Desuggestopedia, Communicative Language Learning etc. Each method emphasizes on various skill. All the methods cannot be applied in a classroom on the students. These actually depend on the proficiency, learning style, academic background, age, interests of the students.

UCEP (Under Privileged Educational Program) Non-Governmental Organization which is designed for the slum or underprivileged or we can say for the working children. UCEP Bangladesh is a leading national NGO working with the distressed urban working children. There are many branches of UCEP School and since my major is in ELT and Applied Linguistics, I was expected to teach English classes. Therefore, I was appointed as an intern English teacher in Al-Haj Abdul Hashem Khan UCEP School which is situated in Rayer Bazar, Dhanmondi. I started my internship from 4<sup>th</sup> of May, 2010. The school is not fully English medium. It is actually a Bangla Medium School. The only English Version is situated in Mirpur-1. However I did my internship in the Bangla Medium section but teaching the English language in the primary level. In each class the number of students is 22 to 25. The school helps the students by providing all the accessories of studying like books, copies, pencil, pen, sharpeners, erasers etc. The seating arrangement is very conventional. In a bench two students can sit and in the front there is a black board and in front the board the teacher is to stand and teach the students. This school does not follow the regular curriculums of other Bangla Medium schools. It



has its own syllabus, though and the material is the text book, named "English for Today" which is under Bangladesh Education Board.

In the classroom the only way the teachers can teach through Grammar Translation Method and Audio-lingual method. They teach the students by continuously speaking in their native language. Additionally, the teachers read one or two sentences and the students have to repeat it and everything is explained by the teachers in L1. There was actually no other ways to teach them. While teaching I tried to implement some of the methods in the classroom. The three methods which I implemented are Grammar-Translation Method (GTM), Audio-lingual Method (ALM) and Communicative Language Teaching (CLT). GTM is known as a classical method as it helps the students to memorize grammar and vocabulary by the use of L1. However, "the Audio-Lingual Method drills students in the use of grammatical sentence patterns" (Diane Larsen-Freeman, 35:4) and also it teaches through habit formation. On the other hand, CLT helps to mastering communicative competence rather than linguistic competence. Some techniques under these methods were worked out and some were not. I am doing my paper on the three methods which were introduced above.

## Chapter 2

### Literature Review:

In the process of teaching a second language Methodology is a vital factor. The effectiveness of transference of knowledge depends upon the method by it is transferred. As second language teaching has been going for a long time ELT methodology has been modified in many ways.

#### 2.1 Edward Anthony's Model for Language Teaching:-

According to "*Approaches and Methods in Language Teaching*," many early applied linguists like Henry Sweet (1845-1912), Otto Jespersen (1860-1943), and Harold Palmer (1877-1949) intricate diverse approaches and principles while designing the language teaching programs, courses and materials. However, American applied linguist Edward Anthony proposed a proposal in 1963 was vital. He categorized "three levels of conceptualization and organization, which he termed approach, method, and technique," (Rodgers, 19:5). According to Anthony's model, "An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic," (Rodgers, 19:9). In addition, approach is the level where assumptions and beliefs about language and language learning are precise.

He says, "Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach," (Rodgers, 19). Method is a stage where "theory is put into practice," (Rodgers, 19:22) and also it is decided that what specific skill to be focused, what content is to be taught. Moreover, a method is a procedural since it has to go through a procedure.

In his model, he also says about technique, "A technique is implementational- that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to



accomplish an immediate objective,” (Rodgers, 19:16). Classroom practices are illustrated at this level of technique. Anthony’s model provides a practical way of differentiating between various degrees of idea and identifies different language teaching schemes.

Following Anthony, Jack C. Richards and Theodore S. Rodgers explain that “*approach* refers to theories about nature of the language and language learning that serve as the source of practices and principles in language teaching,” (Rodgers, 20:28) in their book “*Approaches and Methods in Language Teaching*.” Approach had two parts, in first part there are three different theoretical views and in part two there are two main points of the nature of language.

1. The first view is very traditional that is the *structural view*. It signifies the basic units of mastering a language structure which deals with “the phonological units (e.g. phonemes), grammatical units (e.g. clauses, phrases, and sentences), grammatical operations (e.g. adding, shifting, joining or transforming elements) and lexical items (e.g. function words and structure words),” (Rodgers, 20:38). Whereas, the second view of language is the *functional view* that explains “language is a vehicle for the expression of functional meaning. The communicative movement in language teaching subscribes to this view of language,” (Rodgers, 21:8). The last view is *interactional view* that beliefs, “language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individual,” (Rodgers, 21:23). It means language is seen as a device to maintain social relations.

2. The first point of nature of language is language learning a process that involves both the psycholinguistic and cognitive processes. Stephen D. Krashen in his *Monitor theory* demonstrates the above process by stating, “Acquisition refers to the natural assimilation of language rules through using language for communication. Learning refers to the formal study of language rules and is a conscious process,” (Rodgers, 22:32). Secondly, Charles A. Curran



writings on “Counseling –Learning” (1972) where he says, “the atmosphere of the classroom is a crucial factor,” (Rodgers, 23:14) and his method seeks to improve the thoughts of pressure and anxiety that many learners experience.

## **2.2 Grammar Translation Method:**

Diane Larsen-Freeman in “*Techniques and Principles in Language Teaching*” said “According to the teachers who use the Grammar-Translation Method, a fundamental purpose of learning a foreign language is to be able to read literature written in the target language. To do this, students need to learn about the grammar rules and vocabulary of the target language” (17). As it was used for the first time in teaching of the classical languages like Latin and Greek and its main motive is to read classical literature so Grammar-Translation Method was known as Classical Method. Monique Barb in his article named “Language Teaching: The Grammar Translation Method” has noted that “The Grammar Translation Method derived from traditional approaches to the teaching of Latin and Greek in the nineteenth century.” “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,” (Rodgers, 5:33). This method helps students to enhance their ability to read a literary text. Additionally, the students are taught to read and write precisely in their target language. However, its main task is to ask the students to learn grammatical rules and items of vocabulary from bilingual word list, dictionary which is capable to make them bored. Moreover, while learning these they use their native language or mother tongue as a medium of instruction which is not feasible for listening and speaking teaching. This method does not focus

on listening and speaking skills rather it emphasizes on reading and writing skills. As a result, students become unable to use the language for communicating with others.

### **2.3 Objectives of GTM:**

Most teachers who employ the Grammar Translation Method to teach English would probably tell you that (for their students at least) the most fundamental reason for learning the language is to give learners access to English literature, develop their minds "mentally" through foreign language learning, and to familiarize them with the kinds of grammar, reading, vocabulary and translation skills necessary to pass any one of a variety of mandatory written tests required at High School or Tertiary level.

The basic objective of Grammar-Translation Method is to prepare the students to be able to read literature in the target language. In addition, the students are required to memorize the grammar rules and items of vocabulary of the target language. It also believes "that foreign language provides students with good mental exercise which helps develop their minds," (Larsen-Freeman, 17:20).

Some teachers support this view that GTM is the most effective way of "global communication" in which the teachers should teach because initially it focuses on reading and grammar rules. On the other hand, some teachers might say that it is least effective since in the classroom students are taught through L1 which cannot develop their communication skill.

### **2.4 Principles of GTM:**

Firstly as I have discussed above the main purpose of this method is to be able to read literary text which is written in the target language rather than speaking in the target language.



Additionally, one important fact is that the students are able to translate L1 into L2 or vice-versa. Those students are called successful learners when they are able to translate one language into another. Communicating in L2 is not at all considered as a goal of foreign language learning. The main focus is on reading and writing skills; little attention is given to speaking and listening skills and pronunciation as well. One significant fact for students is they should learn the form of L2 correctly. Students are taught through mostly in their native-language not in the target language. Moreover, it is a very traditional way of teaching as the teacher decides in the classroom what to do or not and he/she has the absolute power to control the students in the classroom. However, it is important that students should get the appropriate answer from the teacher otherwise the learning will be incomplete and ineffective. Furthermore, the grammar rules are taught deductively in the classroom as firstly they are taught the definition of a grammar item then they are given examples. Memorization is needed for learning the item of vocabulary and word lists. The students “memorize native-language equivalents for target-language vocabulary words,” (Larsen-Freeman, 18:5). There are less interaction between teachers and students and “most of the interaction is from the teacher to the students,” (Larsen-Freeman, 18:7).

## **2.5 Techniques of GTM:**

There are some techniques through which students are taught in the classroom.

- **Translation of a literary passage:** Firstly, students are required to translate the target language into their native language. They are provided reading passages which focuses on grammatical structure and vocabulary. The translation can be both in the written or spoken medium.



- **Reading comprehension questions:** They are given a reading comprehension and “students answer questions in the target language based on their understanding of the reading passage,” (Larsen-Freeman, 19:20).
- **Antonyms/synonyms:** In addition, “students are given one set of words and asked to find antonyms in the reading passage. A similar exercise could be done by asking students to find synonyms for a particular set of words,” (Larsen-Freeman, 19-20:28).
- **Cognates:** Basically cognates are words related to one in another language. It is “A word that is related in origin to another word, such as English *brother* and German *Bruder*.”  
Moreover, in a classroom students are asked to identify the cognates by learning the spelling/ sound patterns which match up between the L1 and L2. They are also “asked to memorize words that look like cognates but have meaning in the target language that are different from those in the native language,” (Larsen-Freeman, 20:7).
- **Deductive application of rule:** The students are taught through a deductive way where first students are given the definition of a grammar item and then examples.
- **Fill-in-the-blanks:** They are given sentences of with missing words and they are asked to fill those with vocabulary and grammar items.
- **Memorization:** Additionally, students are given lists of vocabulary words in the target language, native language equivalents and grammatical rules and paradigms like conjunctions etc and asked to memorize them.
- **Use words in sentences:** The students are provided with new words and items of vocabulary and asked to make up sentences to check their understanding of target language.



- **Composition:** Lastly, they are given a topic and asked to write something in L2 to check their reading and writing skill.

GTM has some disadvantages as well. Firstly, this method might be made the language learning process boring and uninteresting. Secondly, it also discourages the students not to be communicatively competent. Finally, the students feel frustrated “when they travel to countries where the studied language is used (they can’t understand what people say and have to struggle mightily to express themselves at the most basic level),” is written in the journal called “Methodology (ELT).”

## **2.6 Audio-Lingual Method:**

“It was the incorporation of the linguistic principles of the Aural-Oral approach with the state-of-the-art psychology learning theory in the mid-1950s that led to the method that came to be known as Audiolingualism,” (Rodgers, 53:18). As huge concentration was given to the foreign language teaching in United States towards the end of 1950s as a result Audio-lingual method came out. Finally, the permutation of “structural linguistic theory, contrastive analysis, aural-oral procedures, and behaviorist psychology led to the Audio-lingual Method, (Rodgers, 53:41). It facilitates the students to gain a mastery of a target language successfully and competently.

It mainly emphasized on the vocabulary acquisition explicitly in various condition. In addition, “It was thought the way to acquire the sentence patterns of the target language was through conditioning-helping learners to respond correctly to stimuli through shaping and reinforcement” (Larsen-Freeman, 35:11). So that “learners could overcome the habits of their native language and form the new habits required to be target language speaker” (Larsen-Freeman, 35:14).



## **2.7 Objectives of ALM:**

The main objective of this method is made the learners enough competent for communicating with others. However, "it was thought that the most effective way to do this was for students to "overlearn" the language being studied through extensive repetition and a variety of elaborate drills."

## **2.8 Principles of ALM:**

In a classroom students are provided a set of dialogue and vocabulary with in a situation or context. Context helps them to understand the dialogue better. ALM depends on mimicry, memorization of set phrases, and over learning. ALM does not allow L1 to interfere while acquiring the target language. Phonetics is important since it is an oral based approach so teacher should act like a good model. Therefore, students should able to mimic the model by listening to the correct pronunciation. It is a process of habit formation as students have to repeat a line or dialogue or anything frequently for learning. Students are not allowed to make errors since "errors lead to the formation of bad habits," (Larsen-Freeman, 43:7) thus when they make any mistakes they should be corrected immediately by the teacher. "Learners' errors should be corrected as soon as they are made in order to prevent the formation of bad habits," written by Pasty M. Lightbown and Nina Spada in the book *"How Languages are Learned,"* (167). The teachers should correct the students' mistakes before they make it their habit. However, "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, 167:14). "The teacher is like an orchestra leader, directing and controlling the language behavior of her students. She is also responsible for providing her students with a good model for imitation.



Students are imitators of the teacher's model or the tapes she supplies of model speakers. They follow the teacher's directions and respond as accurately and as rapidly as possible," (Larsen-Freeman, 45:17).

Structural patterns are taught by the use of repetitive drills, chain drills, question-answer drills, single and multi-slot substitution drills. Grammatical explanation is not much emphasized and grammar is taught inductively rather deductively. The students are not permitted to speak in L1 in the classroom and if necessary then little use of L1 is allowed. It is noted that "successful responses are immediately reinforced and there is great effort to get students to produce error-free utterances."

## **2.9 Techniques of ALM:**

Jeremy Harmer in his book named, "*The Practice of English Language Teaching*" illustrates stimulus-response-reinforcement model is continuous process of positive reinforcement to create good habits in language learners. "Audio-lingualism relied heavily on drills to form these habits; substitution was built into these drills so that, in small steps, the students was constantly learning and, moreover, was shielded from the possibility of making mistakes by the design of the drill," (Harmer, 79:35).

- **Dialogue memorization:** Here the students are asked to memorize the dialogue containing grammar and structure through mimicry and drills.
- **Backward build-up (expansion) drill:** In backup build-up drill, "the teacher breaks down the line into several parts, students repeat each part starting at the end of the sentence and "expanding" backwards through the sentence, adding each part in

sequence". In repetition drill, students are asked to repeat whatever the teacher said but as swiftly and exactly as possible.

- **Chain drill:** In this technique, the first student asks and answers to the next to him and then he asks and answers another student next to him in this one by one it circulated to the last students in the classroom and follows a chain.
- **Single-slot substitution drill:** The students are provided with a sentence from a dialogue and teacher then gives a cue and students are asked to repeating the sentence with that cue.
- **Multiple-slot substitution drill:** Similarly, in multiple substitution drill, students are provided multiple cues to place those correctly into the sentence.
- **Transformational drill:** Here the students are provided with sentence by the teacher and asked to transform it to something else like an imperative statement to be turned into interrogative.
- **Question-and-answer drill:** It is a technique where the students are asked to ask question and answer very rapidly.
- **Use of minimal pairs:** In this technique, "using contrastive analysis, teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners - students are to pronounce and differentiate the two words."
- **Complete the dialogue:** Here, students are given dialogue with some missing words and they are asked to fill the gaps.
- **Grammar game:** In grammar games, a mixture of games is selected to practice grammar through lots of repetition.



These drills have some drawbacks, firstly “language is de-contextualized and carries little communicative function,” (Harmer, 80:10). Secondly, it banishes the errors of the students so that students only use the accurate language “[...] such teaching runs counter to a belief among many theorists that making (and learning) from errors is a key part of all the process of acquisition,” (Harmer, 80:11). In spite of these drawbacks habit formation remains a popular methodology.

#### **2.10 Communicative Language Teaching:**

The communicative approach is the creation of educators and linguists who were disappointed with GTM and ALM of foreign language instruction. They thought students did not know how to communicate with others using “appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied. Interest in and development of communicative-style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular,” written by Ann Galloway in “Communicative Language Teaching: An Introduction And Sample Activities.”

British Applied linguists put emphasis on an essential element of language that is the “functional and communicative potential of language,” (Rodgers, 153:25). They found that there is a need to focus on communicative proficiency rather than structural competence. Many scholars supported this view of language. D. A Wilkins “proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching,” (Rodgers, 154:18). According to Wilkins’s analysis, instead of acquiring the



conventional ideas of grammar and vocabulary, the students must need to know how to understand and express language. Finally after accepting the new ideas and principles by British language teaching specialist and because of the government it became prominent nationally and internationally which came to be referred to as Communicative Language Teaching. This method actually is a combination of grammatical and functional teaching. Littlewood states, "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language," (Rodgers, 155:14).

Ann Galloway in "Communicative Language Teaching: An Introduction And Sample Activities" said, "Communicative language teaching makes use of real-life situations that necessitate communication." It is noted that "being able to communicate required more than mastering linguistic structures. It became clear that communication required that students perform certain functions as well, such as promising, inviting, and declining invitations within a social context" (Larsen-Freeman, 121:7). This means being able to communicate accurately requires communicative competence rather than linguistic competence. It is observed that sometimes students can utter sentences correctly in a classroom but is not able to utter properly in an authentic situation. Therefore, "Communicative Language Teaching aims broadly 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, 121:19).

### **2.11 Objectives of CLT:**

Its objective is to enable the students to be able to communicate efficiently in the target language. "To do this students need knowledge of the linguistic forms, meanings and functions,"



(Larsen-Freeman, 128). In the book *The Practice of English Language Teaching*, Jeremy Harmer says that, "The 'what to teach' aspect of the Communicative Approach stressed the significance of language functions rather than focusing solely on grammar and vocabulary," (Harmer, 84). The students are taught grammar and vocabulary from the function, context. For that, they also need to know certain functions such as promising, and inviting declining invitations etc and how to communicate in various contexts or in any authentic situations using the functions.

## **2.12 Principles of CLT:**

Authentic language is important so language should be presented from the real life situation to the students. Speakers' purpose is to be able to be communicatively competent. The main importance should be given on communication rather than mastery of language structure. The students are required to learn the concept of cohesion and coherence. The speakers should get immediate feedback from the listener so that he/she can know whether he/she successful to communicate or not. Students are given chance to share their ideas and opinions. This method emphasizes on fluency. So while speaking if they make mistakes then the teacher should not correct them at that point rather he/she should note down the error and correct it later. Communication encourages students to build up a relationship with others and also "it gives students an opportunity to work on negotiating meaning," (Larsen-Freeman, 127:15). Social context is very important since it gives the meaning to the utterances. The teacher acts as a facilitator who helps the students to communicate properly with others and also he/she get them involved in communicative activities. While communicating the students not only just get to know what to say rather how to say. The students learn grammar and vocabulary from the



function and situational context of language. The students should get a chance to listen first then speak since it helps to develop their comprehension skills.

### **2.13 Techniques of CLT:**

- **Authentic materials:** It is important for the students to “be focused on the content of what they are saying or writing rather than on a particular language form. They should use variety of language rather than just one language structure,” (Harmer, 85:15). Thus, the students should definitely be given authentic materials such as news paper article etc so that they get to see how the language is used in the real context by the native speaker of the target language.
- **Scrambled sentences:** Here the students are provided with some scrambled sentences and they are asked to unscramble and also have a look at how the sentences are put together using cohesion and coherence.
- **Language games:** Various games are played frequently in this method like information gap where one student has first half information and another has other last half information then they are asked to predict and share their information. In this way, by practicing more and more they can become communicatively competent.
- **Picture strip story:** There can be a picture strip story where a teacher shows a picture to a member of a group, he/she has to explain it to the other members of that group can first predict what the picture is about. This type of activity can be considered as a problem-solving task which facilitates the students to communicate. It also helps them to practice in negotiating meaning.



- **Role play:** The tasks in CLT “involve students 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, 85:5). Role play is very significant technique in CLT since the students are given “an opportunity to practice communicating in different social contexts and in different social roles,” (Larsen-Freeman, 134:20). Finally, they receive feedback from the facilitator to know whether he/she has communicated efficiently or not.

## **Chapter 3**

### **3.1 Experiences as an Intern:**

I was appointed to do my internship as an English teacher in Al-Haj Abdul Hashem Khan UCEP School which is situated in Rayer Bazar, Dhanmondi. UCEP (Under Privileged Educational Program) NGO (Non-Governmental Organization) which is designed for the slum or underprivileged children. UCEP Bangladesh is a leading national NGO working with the distressed urban working children. I started my internship from 4<sup>th</sup> of May, 2010. The school is not fully English medium. It is actually a Bangla Medium School. However, I did my internship in the Bangla Medium section and teaching the English language in the primary level. I taught the English language classes of 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades. In each class the number of students was 22 to 25. The timing for each class was 50 minutes.

The seating arrangement WAS very conventional. In a bench two students can sit and in the front there is a black board and in front the board the teacher is supposed to stand and teach the students. This school does not follow the regular curriculums of other Bangla Medium schools. It has its own syllabus, in addition the government approved text book, named “English for Today” which is under Bangladesh Education Board.

### **3.2 Implementation of Techniques:**

In the first week the very first two days I had to observe English classes of two grades, the 3<sup>rd</sup> and 5<sup>th</sup> grade. From the observation I actually noticed how the teachers teach and manage all the students in the classroom. In the classroom the teachers teach through Grammar Translation method and Audio-lingual method. They teach the students by continuously speaking in their native language. Additionally, the teachers read one or two sentences and the students have to



repeat it and everything is explained by the teachers in L1. In the 3<sup>rd</sup> grade, the teacher was explaining that after 3<sup>rd</sup> person singular number a 's' is added with the verb but she didn't explain them what is 3<sup>rd</sup> person singular number. In class the teachers wrote the word-meaning on the board and asked the students to write those on their copy. Additionally, the questions/answers were also written on the board by the teachers and the students are asked to memorize them without even understanding the meaning. The teachers taught the students mostly through Grammar-Translation Method. Moreover, sometimes the teachers applied drills which are under Audio-Lingual Method, like repetition drill has used frequently by the teacher. For example, if students pronounced a word incorrectly then the teacher used to correct it by pronouncing the word correctly and asked them to pronounce the word two or three times.

However, in one class the teacher taught a chapter in a different way. The name of the chapter was "Command, and Instructions" and I just observed the class. She taught them by using the total physical response method like when she said 'stand up' they stood up. In this way she taught them the lesson and if needed she used L1.

I have implemented mainly three methods such as GTM, ALM and CLT. In addition, I applied various techniques in the classroom on the students which are under the methods mentioned previously.

### **3.2.i Grammar Translation Method (GTM):**

#### **➤ Use of L1:**

In this method the teachers are allowed to speak in the native language. As a teacher I used the target language which is English as a medium while talking and explaining them in the classroom. However, I noticed most of the students didn't understand anything. Then I started to



use Bangla which is our native language with English, our second language to make them understand the lecture. So initially I had to use L1 and gradually I reduced the amount of using L1 and increased the amount of L2 which is the target language for them.

Similarly, while teaching I had to use L1 mostly to interact with them since they were not able to speak in English effortlessly as their teachers always speak in the L1 in the class.

➤ **Deductive application of rules:**

As it was my first class so they told me to write the meanings of the words on the board and I have written it without thinking that I could give them easy examples so that they could get the right meaning from the examples. Here I applied deductive application.

➤ **Composition:**

Composition is an important technique under GTM. In this technique the students are given a topic and asked to write about it in their target language. In 3<sup>rd</sup> grade, a lesson named 'Kamal's bedroom,' there was a paragraph writing task where they had to write about their own bedroom. So I asked them to write a paragraph about their own bedroom. However, before that I asked some general questions like what are there in their bedroom, does the picture in the book containing several things which should be in the bedroom matches with their own bedroom etc. First they just only told me the key word but I told them to make a full sentence as there is written in text book. Then they told me the full sentence with the key word, here I asked to tell me the sentence one by one. Finally, I asked them to write the paragraph in their copy.

Similar to the previous example, in 3<sup>rd</sup> grade, I wanted them to write a paragraph about their mother which was on their book. Therefore, first I asked that how can we start and what should be the opening sentence and I was so surprised that they were able to tell that the opening sentence should be 'The name of my mother is A.' They helped me by saying what the name of



their mother is, who is she, what does she do etc. Finally, I dictated them and they wrote it in their copy. I dictated it because by listening English they can develop their listening proficiency.

➤ **Reading comprehension questions:**

There was a chapter named “A Visit to a Zoo,” there were questions and they were supposed to answer to the questions. Some of the attentive students were able to give the answers and then I wrote it on the board for their convenience and asked to write it and learn it at home for their final exam. In the last day before final exam, I asked them to learn the questions/answers of “A Visit to a Zoo” in the class and some students told the answers orally since they have learnt it.

➤ **Fill in the blanks:**

In a chapter there was fill in the gaps with a picture of a girl and a boy. The sentences were like ‘I am a \_\_\_\_’ and ‘He is a \_\_\_\_’ when I asked what is the answer they were able to answer me. In another lesson there was fill in the gaps with small letters like ‘a, \_\_, c, \_\_, d.’ They had to fill it up by following the exercises done for them.

### **3.2.ii Audio-Lingual Method (ALM):**

➤ **Repetition drill:**

In the first class of 3<sup>rd</sup> grade, I first asked the students to read out a portion of a lesson ‘Mahbub’s Mother’ to know their condition of reading and pronunciation. When one of them pronounced wrong I asked another student to pronounce it. When I understood many of them had problem with pronunciation, I pronounced the word correctly and asked them to pronounce the word correctly two to three times. In this way I proceeded in that class. Here I actually followed the technique of Audio-lingual Method that is repetition drill. As an example, I asked to pronounce ‘else,’ if the first student could not spell correctly; I asked second one, then third one. After



pronouncing correctly, I asked the others to repeat the word with me and they repeat the word twice and thrice.

Sometimes I applied repetition drill with poem. For example, as first I have recited the poem for them then they have recited it together for two to three times.

Then the next lesson was on “Pronunciation and sound of ‘e’ and ‘ae’” and I elicited whether they know about these two sounds or not. I found that they knew these two sounds as they uttered two words with the sounds. There were some words with these two sounds and I uttered one word and they repeated it in this way I followed repetition drill.

➤ **Chain drill:**

If I asked something to somebody and he/she could not answer then I asked another student to give the answer. If that student also could not answer then I asked another one in this way I tried to apply here chain drill. Finally I gave the correct answer.

For instance, there were some questions and I asked them to do an activity. The activity followed chain drill as the first student asked a question to his partner and his partner has answered to him and then asked another question to another student, in this way they have preceded. The suggested questions were like what is your name? What is the name of your school? What is name of your father and mother? What does your father do? What does your mother do? Etc.

➤ **Single-slot and Multi-slot substitution:**

In 3<sup>rd</sup> grade, I told the students how they can write a paragraph if they will be given “My Classroom” instead of “My Bedroom.” Here I tried to apply single and multi slot substitutions. As an example, I wrote ‘There is a chair in my room’ on the board. Then asked if I say ‘table’ instead of ‘chair’ what will be the sentence and they were able to say it correctly. Then I asked instead of ‘a chair in my room’ if I say ‘a bed in my bed room’ then what will be the sentence



and they answered appropriately. In this way I have proceeded so that they could understand how they can construct a sentence with different cues. I asked to write “My Bedroom” but few of them were able to write it and I helped them to write the paragraph.

### **3.2.iii Communicative Language Teaching (CLT):**

#### **➤ Elicitation:**

After that I used the ‘Elicitation’ technique which comes under CLT. Elicitation is a linguistic term that means to bring out the previous knowledge or activate the schema by asking about the topic. Through elicitation a teacher gets engaged the students towards study or activity. It helps the students to get involved in any types of activities, it could be group or pair work etc. If a teacher wants to grasp students’ attention, he/ she could do it through this technique by asking about the title and pictures of the text.

I elicited many words to the students, some of them told me the right meaning but at last I told them the accurate meaning and wrote those on the board and asked them to write it in their copy. I wanted to get them engaged towards me and to the study as well. It is a good way to grab students’ attention towards study. In class I wanted to use English fluently in the classroom but as they are not proficient enough so for their better understanding I had to use L1 with L2. So while eliciting I had to speak in L1 for making them understand the text and getting them engaged to the lesson.

For example, mostly while starting a new lesson I started the class with elicitation. While teaching 3<sup>rd</sup> grade I tried to elicit by showing them pictures from the book to bring their own ideas about the story. For instance, there was a lesson named ‘Kamal’s Bedroom’ and I asked



them about their bedroom, what type of bedroom they have, what are the things they have in their bedroom etc and their responses were very good.

Another example could be, in 3<sup>rd</sup> grade, I started my class with a new poem named “The Tailor, Cobbler, and Policeman.” First I elicited about the name of the poem after hearing the title of the poem they have predicted that in the title there were some names of occupation who are they and what do they do. Then there were some pictures in the book so I have tried to elicit what can they see in the picture and what they are doing, also asked to match the picture with the occupation of the people. They were able to give me the correct answer as they had the knowledge about tailor, cobbler and policeman.

Similar to 3<sup>rd</sup> grade, while starting a new lesson in 5<sup>th</sup> grade I started with elicitation. Thus, first I elicited that do they know about flyover, have they ever gone over it and other questions to bring out their idea as the title of the lesson was ‘Mohakhali Flyover.’ Additionally, if they had any experiences to share, I asked to share their experiences with the whole class. They shared their experiences very nicely.

In 5<sup>th</sup> grade, I started the class with a new lesson named “Book Fair,” with elicitation. First I tried to elicit what the title suggests, what can be found in this fair, had they visited the book fair. Whoever said ‘yes’ I asked them to share their experiences and ideas about book fair so that everyone could listen them. Moreover, there was a picture of the book fair in the book and I asked them to tell me what is happening in the picture and what can they see. Their responses were very good also the class was very interactive that day.

➤ **Inductive application:**

Sometimes after elicitation I asked the students randomly to read out the text. While reading the text if anybody did not understand the meaning of any words I gave them easy examples so that



they could get the meaning of the word. I also asked to identify the unknown words and by using inductive way I tried to make them understand the meaning of those unknown words. Inductive application means first to give examples then through these examples they can get what it is. I sometimes asked them to read out and Here to make them understand the meaning as an example, when they asked me what is the meaning of 'near' I then said, 'I am standing near the chair and blackboard.' From this example they could get the meaning but for their ease I wrote the meaning on the board.

Another example could be, when I tried to demonstrate the meaning of 'pour' through examples so that they could get the meaning as I gave them easy example with the use of my gesture and they got the meaning, here I followed inductive way.

➤ **Scanning:**

It is a technique used to find out the specific information like fill in the gaps and questions/answers. I asked them to fill in the blanks and answer to some questions so that they at least try to find out the specific information from the text. Some students did it accurately but some tried but couldn't give the correct answer. Thus, for their ease at last I wrote all of the answers on the board and they noted down those.

➤ **Feedback:**

Feedback is a most important component or technique in CLT. It facilitates the students to know about their mistakes and how to correct those errors with the help of the teachers. I used to check the class-work and home-work copies of the students. While checking their class work copies, I gave them feedback regarding handwriting, spelling, and punctuation. Also sometimes I asked them to improve those and whoever made mistakes I corrected it and made them understand



what would be the correct one and how to improve those. Here I played a role of feedback provider as I provided them with feedback where needed. One thing I found that the students of 3<sup>rd</sup> grade are more enthusiastic and interested to learn than 5<sup>th</sup> grade students. Additionally, students of class three are very interactive and enthusiastic then class five.

Before finishing the lesson if there was a time then I asked two or three students to summarize the whole thing which I taught in the class. When I became ensured that they have understood then I moved on to the other exercises.

For instance, in 2<sup>nd</sup> grade, in the classroom while checking their homework copies where they wrote small and capital letters and whose handwriting was bad I gave them feedback to improve their writing and also for their convenience I wrote the capital and small letter correctly so that they could correct their mistakes by following the corrections which I made on their copies.

➤ **Group or pair work:**

I tried to involve them in pair or group work to find out particular answer to any questions. For instance: I gave them some questions fill in the blanks and true/ false and asked them to find out the answer of those by doing it in a pair or sometimes group of three students.

➤ **Role play:**

Then I asked them to play a role since there was a dialogue in the book between a shop assistant and a boy. Therefore, I gave a pair work as I asked two of them to come forward for role-play of two characters from the book and they did it nicely.

Later, there was a pair activity for them in which they had to fill the blanks similar to the dialogue and they did well in that. There was another activity in which they had to put a set of dialogue in a right order. I have given it as a pair work.



Additionally, they enjoyed very much the role play session since in the first whoever did not get a chance to play the role, in the second class they were eager to play the role. Thus, for them I had to give a chance to everyone for the role-play. As a teacher I facilitated them because I could see they were very motivated to learn.

➤ **Visual Mode of CLT:**

In CLT learners are taught through visual aids like pictures, videos etc. Therefore, while teaching a lesson named 'Mohakhali Flyover,' I tried to drawing flyover on the board VISUAL so that I could grab their attention towards me and the board and they get motivated to learn. Moreover, I asked them if they had any other information that they would like to share or if they had any experiences with flyover and some of the students' responses were very good. From those ideas helped me to lead to a discussion on the topic. Additionally, in 2<sup>nd</sup> grade, I also drew some pictures like road, signal, and cars etc. on the board to draw their attention towards me and study. Similar to 3<sup>rd</sup> grade, while starting a new lesson in 5<sup>th</sup> grade I started with elicitation. Thus, first I elicited that do they know about flyover and other questions to bring out their idea as the title of the lesson was 'Mohakhali Flyover'. In contrast there were some students who did not want to say anything. As they did not answer my questions, so instead of asking questions and to divert their attention to studies I asked them to read aloud in class and told the meaning of the text. Later I made them understand by telling the meaning and if they faced any problem with word or pronunciation then I demonstrated the thing with examples. From that I found that some students of 5<sup>th</sup> grade could not even read properly and then I was very disappointed. Since it is the fault of the teacher as they could not give whole attention to every student. Here also when they did not get the meaning of the words I tried to apply the inductive way by giving the students easy examples from that they got the meaning, finally I wrote the meaning on the board. In this way I



proceeded with the true/ false and questions answer as well. In the next class I took their exam on that lesson.

➤ **Monitor:**

While teaching in classroom many times I gave them various activities to do such as answer to the questions, fill in the gaps, true/false etc. or sometimes they sat for an exam. While they were doing the tasks I monitored them when they faced any problems I helped them out. For example, if I saw any student made mistake in terms of spelling then I tried to give them hint that the spelling is not right so that they could write the correct spelling. In this way I played a role of facilitator.

**3.3 Obstacles:**

Now I am going to talk about some of the problems I faced while taking classes. One of the major problem is some of the inattentive students do not want to take part in any activity. If I try to help them or motivate that doesn't make any difference to them, even if they try to learn something then they want the direct answer, they don't want to think about anything. On the other hand, some of the students I find very enthusiastic as they have the willingness to learn something.

There is another problem with naughty students. They always try to talk to each other then the class becomes so noisy. The students who want to learn cannot pay attention for the naughty students. Sometimes they fight with each other; they do not care about the teacher. Sometimes one or two students sleep during the class time, even if I try to motivate them not to sleep and pay attention in class they just don't care.

Another problem is time management of a class because students are children they need more time to understand and learn something. Therefore, it is very difficult to help all the students



individually. There are some students who are motivated to learn they want the teacher but there are naughty and shy students and as a teacher I have to motivate the demotivated students and look after the interested students as well. In this short period of time it becomes very difficult to make them involved in pair, group activities and also peer correction is sometimes not possible since it takes too much time.

To conclude, I would like to say that I had a great time with the students and also with the other teachers. I tried to apply some of the techniques, methods and theories which I have learned in my classroom. The problems I have faced I couldn't have had encountered if I didn't do my internship.

## Chapter 4

### **Recommendation:**

This school mainly follows “English for Today” which is under Bangladesh Education Board.

I think “English for Today” a book which can be taught through Communicative Language Teaching. However, the teachers do not use this method at all if they could use it then the students will be much more motivated to learn. Also, the students could pay more attention in class activity if they are involved in a pair or group work and they will be more proficient in English. There are some students who are very interested to learn and brilliant as well, if they are paid more attention and care then they will be very competent in English.

There is a tendency of all the students, they wanted me to write everything and want to memorize, and they did not want to try anything by themselves as they were not taught in that way. Therefore, I think if the students are taught by using different methods and techniques they will be motivated to learn.

While teaching I found most of the students have problem with pronunciation. And while observing two or three class, I noticed that teacher did not pronounce certain words correctly and did not even correct the students when they pronounce inaccurately. If the teachers become careful about their mistake then they will be able to help the students out from this pronunciation problem. The students will be able to learn the correct pronunciation from the teachers.

There were some advanced students who took less time to do a task whereas there were some slow students who needed more time to do a task. So the slow students need more care and attention from the teachers to be proficient in English or good in studies. If they will be given group pair work with the students of mixed proficiency they will be doing the task co-operatively. By the help of the advanced students, the slow students could be more enthusiastic



like them and will become competent as well. In addition, if the slow students are given extra time and attention from the teachers then it will help to be motivated and also facilitate them to study.

While starting the class, the teachers do not use 'Elicitation' technique. They just entered into the room and open the book and start teaching. If they could use some warm-up activities such as pictures that will help to reduce their boredom in class. For doing so If they could first elicit about the topic and activate their schema by drawing pictures on the board or showing pictures given in the book then it will help the students to predicting with help of their existing knowledge which they are going to study.

The most important fact is the teachers continuously used L1 in classroom. If the students will not listen to the target language they will not be able to proficient in the target language. Thus, if the teachers use mostly English as a medium to giving instruction or teaching with little use of L1 then the students will frequently listen to the target language and will be competent enough to speak in L2. I also had to speak in L1 because the students are not totally familiar with fluent English. So when I said anything in L2 and they did not get me then I had to translate it to L1 for make them understand the thing.

Generally, in a classroom the main exposure the students get from the teacher because teacher speaks in L2 in a classroom. However, in UCEP, the teachers mostly speak in L1 which does not help the students to listen the target language. Students should listen to many listening text to improve their listening skill as, "students can improve their listening skills- and gain valuable input through a combination of extensive and intensive listening material and procedures," (Harmer, 228:1). For that students should listen to variety of listening authentic text like audio and video clips, advertisements, movie and songs etc. For providing listening material there

should be enough technological support like computer, CD player, multimedia etc but in UCEP there were not technological support to provide them listening text. Listening skill helps the students to speak so the students should listen first before speaking.



## Chapter 5

### Conclusion:

In brief, I would like to say; GTM, ALM and CLT are effective to teach a language. As an intern I applied many techniques which are under theses above three methods. Some were really effective and they enjoyed those techniques. Like, they liked elicitation which motivates them to study, group work so that they get a chance to communicate with others which helps them to speak. To some extent I made them motivated to learn. However, as they were not used to with English so some techniques under CLT I couldn't apply such as scrambled sentences, picture strip story and language games. Since they were unable to understand the text by reading it as they were not much proficient to speak in English.

Moreover, all the students were very nice to me; they were naughty but always listened to my words. They respect me as they respect to their teachers of UCEP. All the teachers who were my colleagues were very nice and friendly to me also help me to teach the students. They gave me the material and told me how to manage and guide the students while teaching. Their comments were very effective while teaching the students in a classroom.

So overall, I had a wonderful and real experience to teach the students in UCEP. As the children were under-privileged so I got to know about their life style and how they are taught in a different environment. I had a lot of fun while teaching the students and I enjoyed this teaching profession a lot. This authentic practice would help me to be an efficient teacher in my future. At last, I just want to say it was a really nice experience to teach the underprivileged students and it was one of the most exciting experiences of my life.

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