"Approaches and Methods Implemented in Teaching English in an English Medium School"

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Introduction

Schools and the people who work in education in these changing times are facing considerable challenges. Curriculum research and discussion in this context needs to be elaborate. English plays a key role in an English medium educational system, not only as an important subject but also especially as the medium of instruction. Any curricular reforms must incorporate a proper discourse around educational language provisions. This must be done for our student population. Any curricular reforms must also propose a curricular reform that would make the teaching of English in Bangladesh effective and profitable. There is a growing public concern about the standards of English among pupils, which are leading to an unsatisfactory quality of educational performance. This is felt not only in English medium schools but also in the Bengali medium schools. This raises questions about the nature of our teaching practices. In this paper, "Approaches and Methods Implemented in Teaching English in an English Medium School", I looked at a range of approaches and methods, and implemented mainly two of them that I have used to try to help my students with their effective learning of English.

Literature review

The history of language teaching has been characterized by a search for more effective ways of teaching second or foreign languages. For more than a hundred years, debate and discussion within the teaching profession have often centered on issues such as the role of grammar in the language curriculum, the development of accuracy and fluency in teaching, the choice of syllabus frameworks in course designs, the role of vocabulary in language learning, teaching productive and receptive skills, learning theories and their applications in teaching, memorization and learning, motivating learners, effective learning strategies, techniques for teaching the four skills, and the role of materials and technology. Although much has been done to clarify these and other important questions in language teaching, the teaching profession is continually exploring new options for addressing these and other basic issues and the effectiveness of different instructional strategies and methods in the classroom.

The teaching of any subject matter is usually based on an analysis of the nature of the subject itself and the application of teaching and learning principles drawn from research and theory in educational psychology. The result is generally referred to as a teaching method or approach, by which we refer to a set of core teaching and learning principles together with a body of classroom practices that are derived from them. The same is true in language teaching, and the field of teaching methods has been a very active one in language teaching since the 1900s. New approaches and methods proliferated throughout the twentieth century. Some achieved wide levels of acceptance

and popularity at different times but were then replaced by methods based on newer or more appealing ideas and theories. Example of this kind includes the Direct Method, Audiolingualism, and the Situational Approach. Some, such as Communicative Language Teaching, were adopted almost universally and achieved the status of methodological convention. At the same time, alternatives to mainstream approaches have always found some level of support within language teaching, though often this has not led to wider acceptance or use. Method in this category includes those from 1970s such as the Silent Way, Suggestopedia, and Total Physical Response, as well as more recent alternative methods and approaches such as Multiple Intelligences.

Communicative Language Teaching (CLT) marks the beginning of a major paradigm shift within language teaching in the twentieth century, one whose results continue to be felt today. The general principles of Communicative Language Teaching are today widely accepted around the world. Although the Natural Approach is not as widely established as CLT, Krashen's theories of language learning have had a wide impact, particularly in the United States, and the issues the Natural Approach addresses continue to be at the core of debates about teaching methods. Cooperative Language Learning originates outside of language teaching, but because it is well matched with many of the assumptions of Communicative Language Teaching it has become an approach, which is popular and comparatively not likely to arouse argument to the organization of classroom teaching in many parts of the world. Content-Based Teaching (CBT) can be regarded as a logical development of some of the core principles of Communicative Language Teaching, particularly those that relate to the role of meaning in language learning. Task-Based Teaching can be regarded as a recent version of a

communicative methodology and seeks to settle methodology with current theories of second language acquisition.

In Grammar Translation Method, learners have to read passages (Larsen-Freeman 2004). The passages can be excerpts of different literary pieces (Larsen-Freeman 2004). All learners are called on to read only some lines from the passage (Larsen-Freeman 2004). After one learner finishes reading, s/he is asked to translate into her/his first language (L1) the lines s/he has read (Larsen-Freeman 2004). The teacher helps her/him with new vocabulary items (Larsen-Freeman 2004). After learners finish reading and translating the passage, the teacher asks them in L1 if they have any questions (Larsen-Freeman 2004). If any student raises her/his, hand and asks anything to the teacher, s/he can use her/his either the target language or L1 (Larsen-Freeman 2004). However, the teacher replies in the L1 and explains everything in L1 (Larsen-Freeman 2004). If any student does not understand meaning of a word or asks for a meaning of a word, then teacher translates the word in L1 (Larsen-Freeman 2004). If learners do not have any more questions, the teacher asks them to write answers to the comprehension questions that appear at the ending of the passage (Larsen-Freeman 2004). The questions are in English, and additionally the learners are instructed to write the answers to them in English (Larsen-Freeman 2004). Generally, the learners complete the first one together as an example (Larsen-Freeman 2004). One learner reads out the question loud and another learner replies (Larsen-Freeman 2004). Then the teacher tells the learners in L1 to start working silently (Larsen-Freeman 2004). Besides questions that inquire for information restricted within the comprehension passage, they have to make the conclusion based on their understanding of the passage (Larsen-Freeman 2004). The supplementary kind of

question involves the learners to relate the passage to their personal experience (Larsen-Freeman 2004).

The stages of learning of the direct approach are firstly, articulation of vocabulary and sentences are mastered carefully; secondly, the grammatical types in the text are identified and skilled, the lessons of grammar are graded from simple to hard (Nagaraj 2004). Thirdly, idioms in the text and additional sources are taught thoroughly; fourthly, graded texts from modern literature are studied; and fifthly, older literature with particular importance on its lexical and syntactical items is studied (Nagaraj 2004). A direct-method class gave an apparent difference with the current grammar-translation lessons (Nagaraj 2004). The route starts with the knowledge of the vocabulary and phrases for substance and events in the classroom (Nagaraj 2004). As these could be used willingly and properly, the learning moved to the frequent circumstances and surroundings of daily life, the lesson frequently rising around especially constructed pictures of life in the country where the target language was spoken (Nagaraj 2004). Where the meaning of vocabulary might not be made clear by existing representation, the teacher resorted to acting out, drawings, or clarifications in the target language other than supplying in first language (L1) translations (Nagaraj 2004). As of the beginning, the learners were familiar to listen to whole, meaningful sentences, which created piece of a simple communication, repeatedly in the appearance of a question-answer transaction (Nagaraj 2004). Language rules are not skilled explicitly and deductively the same as in the grammar-translation class however are learned mainly throughout putting the students into practice (Nagaraj 2004). Learners are encouraged to illustrate their individual

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structural simplifications from what they have known through an inductive procedure (Nagaraj 2004).

The techniques used in the Structural-Oral-Situational (S-O-S) approach are situations and drills (Nagaraj 2004). The situations of S-O-S approach are classroom situations (everything that is accessible in the classroom), outside the classroom (external things which can be observed from the classroom), pictures, picture cutouts, drawings, objects, models, and verbal situations (e.g. abstract words) (Nagaraj 2004). The drills of S-O-S approach are substitution table, call-word technique-substitution, incremental drills, backward chaining technique, completion, transformation, combining sentences or parts of a sentence, inversion to avoid repetition, and language laboratory (Nagaraj 2004). The main characteristics of the approach are—language teaching begins with the spoken language and material is taught orally before it is presented in written form, and the target language is the language of the classroom, new language points are introduced and practiced situationally (Richards and Rodgers 2002). The other main characteristics of the approach are—vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered, items of grammar are graded following the principle that simple forms should be taught before complex ones, reading and writing are introduced once a sufficient lexical and grammatical basis is established (Richards and Rodgers 2002).

The Audio-lingual Method is an approach to language instruction used in during the 1940's and 1950's (Richards and Rodger 2002). Based on Behavioral Psychology, which is interested in how our behavior results from the stimuli both in the environment and within ourselves (Richards and Rodger 2002). In Audio-lingual Method, words are

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brought in throughout dialogues, which are restricted with frequent structures used within daily communication in addition to helpful vocabulary (Nagaraj 2004). The teacher presents a new dialog or a conversation and the learners have to listen to the teacher carefully because the learners are expected to finally memorize the dialogue, the teacher is introducing (Larsen-Freeman 2004). The teacher gives instructions only in the target language (Larsen-Freeman 2004). From time to time the teacher employs actions to express meaning, however not one word of the students' first language (L1) is spoken (Larsen-Freeman 2004). The teacher repeats the dialogues several times and the learners have to listen to the teacher very carefully as they have to memorize those dialogues (Larsen-Freeman 2004). Then the entire class has to repeat each of the lines of the dialogue after the teacher's representation (Larsen-Freeman 2004). In the direction of merging what is learnt, the dialogue is modified in addition to personalized by use to the learner's individual state of affairs (Nagaraj 2004). The Behaviorists see language learning as habit formation (Richards and Rodgers 2002). Thus, the Audio-lingual Method fosters dependence on mimicry, memorization of set phrases and over-learning (Richards and Rodger 2002). The behaviorists believe reinforcement (reward), particularly verbal reinforcement, influences language acquisition (Richards and Rodgers 2002).

James J. Asher defines the Total Physical Response (TPR) method as one that combines information and skills with the kinesthetic sensory system (Richards and Rodgers 2002). It is believed that withholding and understanding is best achieved by combining movement of the students' bodies following commands (Larsen-Freeman 2004). TPR involves the students listening and responding to commands given by the

teacher such as "sit down" and "walk", with the complexity of the commnds growing over time as the class acquires more language (Larsen-Freeman 2004). Oral command followed by acting out are used as the main mode of instruction (Larsen-Freeman 2004). Imperatives are the main structures to transfer or communicate information (Larsen-Freeman 2004). If the students have the comprehension before production then it would serve to create a non-threatening environment in the classroom and is beneficial for students who are easily frightened (Richards and Rodgers 2002). Students are never forced to speak before they are ready (Larsen-Freeman 2004).

Created by Caleb Gattegno in 1972, the objective of the Silent Way Method of language teaching is for students to work as independent language learners (Larsen-Freeman 2004). This method begins by using a set of colored rods and verbal commands (Larsen-Freeman 2004). The Silent Way stresses three basic concepts: independence, autonomy, and responsibility (Richards and Rodgers 2002). Teaching is subordinated to learning (Richards and Rodgers 2002). Students are asked to draw on their own experience (Richards and Rodgers 2002). Trial, error and experimentation are encouraged (Richards and Rodgers 2002). Correction is seldom used since the student is expected to have developed their own inner criteria of correctness (Richards and Rodgers 2002). Oral work is always followed by written practice (Larsen-Freeman 2004).

Charles Curran a psychiatrist who stressed students' needs over the teacher knowledge developed Community Language Learning (Richards and Rodger 2002). The approach is patterned upon counseling techniques and adapted to the anxiety and threat as well as the personal and language problems a student encounters in the learning of foreign languages (Richards and Rodgers 2002). Consequently, the learner is not thought

of as a student but as a client (Richards and Rodgers 2002). Teacher's role is that of a counselor or advisor whose role is essentially passive (Richards and Rodgers 2002). They are there to assist students to help them express themselves freely in the target language (Richards and Rodgers 2002). Students tell the teacher what they want to learn and the teacher provides the model, which the students then use in the classroom (Richards and Rodgers 2002).

Suggestopedia is defined as the application of the principles of suggestology (the science of suggestion) to teaching (Richards and Rodgers 2002). It is a teaching and learning method, which has spread since the 1970's as an innovative so-called "alternative" method (Richards and Rodgers 2002). It involves natural face-to-face communication, with music and with phases of relaxation (Richards and Rodgers 2002). The brain is stimulated by music and meditation while learning (Richards and Rodgers 2002). The objective is to avoid anxieties about learning and speaking and to accelerate the learning process (Larsen-Freeman 2004). Learning takes place while the brain is 'attuned' to the task (Larsen-Freeman 2004). The role of the teacher is very important in creating the right atmosphere and in acting out the dialogues that form the core of the content (Larsen-Freeman 2004). Suggestopedia seems to provide close to optimal input while not giving too much emphasis to grammar (Richards and Rodgers 2002).

Dr. Howard Gardner, professor of education at Harvard University, developed the theory of Multiple Intelligences in 1983 (Richards and Rodgers 2002). It suggests that the traditional notion or intelligence, based on I.Q. testing, is far too limited (Richards and Rodgers 2002). Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults (Richards and Rodgers 2002).

These intelligences are: linguistic intelligence ("word smart"), logical-mathematical intelligence ("number/reasoning smart"), spatial intelligence ("picture smart"), bodily-kinesthetic intelligence ("body smart"), musical intelligence ("music smart"), interpersonal intelligence ("people smart"), intrapersonal intelligence ("self smart"), and naturalist intelligence ("nature smart") (Richard and Rodgers 2002).

The techniques used in the communicative approach are language games, mind-engaging tasks, role-play, retrieving text order, and group work or pair works (Nagaraj 2004). In the communicative approach there should be change in the teacher and learner roles; the language teacher must give importance on group supportiveness, a relaxed atmosphere; the language teacher must realize the hidden capacity of the human brain; the learners have to do role play; errors are rejected to be as bad other than are familiar as an essential and methodical part of the learning procedure; the language teacher must give importance of building "inner criteria"; and creative silence is considered necessary (Nagaraj 2004). The Communicative Approach is an approach, not a method (Larsen-Freeman 2004). Meaning, contextualization are essential in the Communicative Approach (Larsen-Freeman 2004). The goal of communicative language approach is to create a realistic context for language acquisition in the classroom (Larsen-Freeman 2004). In the Communicative Approach, learners should attempt to communicate in the target language (Larsen-Freeman 2004). Sequencing is determined by content, function and meaning in the Communicative Approach (Richards and Rodgers 2002). Communicative Approach has varied activities and strategies (Larsen-Freeman 2004). The goal of the Communicative Approach is communicative competence, emphasis on fluency and acceptable use (Richards and Rodgers 2002). The focus of the

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Communicative Approach is on functional language usage and the ability of learners to express their own ideas, feelings, attitudes, desires and needs (Richards and Rodgers 2002). In the Communicative Approach, open-ended questioning and problem-solving activities and exchanges of personal information are utilized as the primary means of communication (Richards and Rodgers 2002).

Tracy Terrell and Stephen Krashen, starting in 1977, developed the Natural Approach (Richards and Rodgers 2002). The Natural Approach is focused on the principles of meaningful communication and comprehension before production (Richards and Rodgers 2002). In the Natural Approach, goals for the class include the students being able to use the language to talk about ideas, perform tasks, and solve problems (Richards and Rodgers 2002). The principles of the Natural Approach are: entire class devoted to communication, no error correction, first language (L1) acceptance in early stages, listening comprehension takes form of "comprehensible input", goal is intermediate competence, prefer acquisition over learning, and affective factors are primary (Richards and Rodgers 2002). The Natural Approach is based on the acquisition/learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis (Richards and Rodgers 2002).

Cooperative Language Learning, also called collaborative learning, occurs whenever students interact in pairs or groups to share knowledge and experiences (Richards and Rodgers 2002). All activities in which students work together towards a common goal, from interacting with daily partners to completing long term projects with learning communities, are cooperative learning activities (Richards and Rodgers 2002). Some examples of cooperative learning activities are peer tutoring (students quickly learn

and teach each other simple concepts), think-pair-share, jigsaw, information-gap

activities, problem solving (group members share knowledge to solve a problem),

storytelling, cooperative projects, movement activities, paired interviews, conversation

cards, role-plays, open-ended free conversations, and sharing opinions, debating,

narrating, describing, and explaining (Richards and Rodgers 2002). Think-pair-share is

when the teacher poses a question, students take time to think of a response with a peer,

and students share responses as a whole group; jigsaw is when separate groups of

students learn various concepts, and then groups are reassembled so each new member is

an "expert" of a different concept (Richards and Rodgers 2002). Information-gap

activities are when one student has information, the other does not but needs – they swap

what they know; storytelling is students retell a familiar story or create a new one;

cooperative projects are students are free to decide and design a group project – excellent

opportunity for creative students (Richards and Rodger 2002). Movement activities are

students mingle with each other to obtain information; paired interviews are students

interview each other and share with the class; conversation cards are students interact

according to the cues on their cards; role-plays are students act out situations

(spontaneously or pre-planned); open-ended free conversations are students discuss

topics of interest (Richards and Rodgers 2002). Sharing opinions, debating, narrating,

describing, and explaining is, as students become more comfortable with cooperative

activities and grow in their ability to use the target language, they will gradually

transition into a social atmosphere where everyday conversations in the target language

are common (Richards and Rodgers 2002).

The focus of a Content-Based Language Learning lesson is on the topic or subject matter (Larsen-Freeman 2004). During the lesson, students are focused on learning about something (Larsen-Freeman 2004). This could be anything that interests them from a serious science to their favorite pop star or even a topical news story or film (Richards and Rodgers 2002). Students learn about this subject using the language they are trying to learn, rather than their first language (L1), as a tool for developing knowledge and so they develop their linguistic ability in the target language (Richards and Rodgers 2002).

In Task-Based Language Learning, a task is an activity, which requires learners to use language, with emphasis on meaning, to attain an objective (Bygate, Skehan and Swain 2000). Completing communicative tasks students come closer to achieving the goal of learning of a foreign language (Richards and Rodgers 2002). While doing tasks students stretch their current language resources and experiment with some new language material (Richards and Rodgers 2002). Task-based teaching provides learners with opportunities for learner-to-learner interactions that encourage authentic use of language and meaningful communication (Richards and Rodgers 2002). Teachers can use problem-solving tasks to provide learners with opportunities to share ideas, build consensus, and explain decisions about real-life issues important to them (Richards and Rodgers 2002).

Implementation

I wanted to follow Task-Based Language Teaching. However, in the school I used to

work, grammar-focused teaching activities are used in language classrooms. So I thought

of using naturalistic principles of language learning. My students are learning English as

their second language. Therefore, I took the attempt to make second language learning

more like first language learning. I used intensive oral interaction in English, employing

questions as a way of presenting and eliciting language.

I taught my students English without translation or the use of their native

language (which is Bangla) as I conveyed the meaning directly through demonstration

and action. I followed a monolingual approach to teaching where the language is English.

I think a language can best be taught by using it actively in the classroom and so I used

English actively in the classroom. Rather than using analytical procedures that focus on

explanation of grammar rules in classroom teaching, I encouraged direct and spontaneous

use of English in the classroom. My students then were able to induce rules of grammar. I

replaced the textbook at the beginning and used my materials. I made my students speak

with emphasis on pronunciation. I used known words to teach new vocabulary, using

mime, demonstration, and pictures.

I used Direct Method in the classroom. Therefore, the classroom instruction was

conducted exclusively in English. I mainly taught everyday vocabulary and sentences. I

built up oral communication skills in a carefully graded progression organized around

question-and-answer exchanges between students and me. I taught grammar inductively,

and introduced new teaching points orally. I taught concrete vocabulary through

demonstration, objects, and pictures; I taught abstract vocabulary by association of ideas, and emphasized on correct pronunciation and grammar. I demonstrated instead of translating anything, and asked questions in place of making speech. I corrected mistakes rather than imitating them; used sentences as opposed to speaking with single words, made my students speak much, and followed my plan in the class instead of jumping around. I kept the pace of the students, spoke normally in place of neither speaking too slowly nor too quickly, spoke naturally rather than speaking too loudly, and took everything easy as opposed to being impatient.

The Direct Method can be regarded as the first language teaching method to be used for second language teaching. My teaching was quite successful. In addition to learning the language, I did not see my students enjoy as much as I wanted them to. Therefore, I thought of using Multiple Intelligences (MI) approach, which is not only effective for the students for language learning but also through which they can enjoy the learning. Thus, my teaching can be very successful.

Multiple Intelligences (MI) refers to a learner-based philosophy that characterizes human intelligences as having multiple dimensions that must be acknowledged and developed in education. I used the idea of MI in the school I used to work. The school does not use MI theory but I used it to encourage learning that goes beyond traditional books, pens, and pencils. Multiple Intelligences (MI) theory is a framework for rethinking school education. As MI theory was successful for my teaching that is why I continued to use MI theory.

In one week, I covered Synonyms and Prepositions. I gave the students a lecture on Prepositions to develop their linguistic intelligence. I also gave a small lecture on

Synonyms to develop their linguistic intelligence. I gave them worksheets on Synonyms and Prepositions to develop their linguistic intelligence. Sometimes I divided the class in small groups and sometimes-in large groups to let them discuss their answers—I did this to develop their linguistic intelligence. I gave them homework to choose any book and read the book, while reading they have to underline all the Prepositions. I gave this task to develop their linguistic intelligence.

I used their science book to teach Prepositions. I asked the students to study each lesson, which are included in their syllabus of final examination; while studying they had to underline the Prepositions. I used their science textbook to develop their logical/mathematical intelligence. I drew charts and diagrams while I was teaching Synonyms and Prepositions so that it can develop their spatial intelligence. I also used maps while I was teaching Prepositions—I used maps to develop the students' spatial intelligence. Although I wanted to use video and slides to teach the students Synonyms and Prepositions to develop their spatial intelligence, but as the school is very traditional, so I could not use those. I used the drawing copies of the students to teach Prepositions. I gave a task to describe their drawings and while they are describing they had to use Prepositions in almost each sentence. I gave this task to develop their spatial intelligence. I designed a task where each student had to come in front of the class and mime the right answer; others have to understand what s/he is miming. I wrote each question on the board. I used this way for teaching both Synonyms and Prepositions to develop the students' bodily/kinesthetic intelligence.

When I gave worksheets to the students on Synonyms and Prepositions, sometimes I divided them into groups so that they can complete the worksheets through

cooperation. I used this way to develop the students' interpersonal intelligence. When they were working in groups, I made sure that everybody in the groups cooperated with each other. In the error correction time, I did not give the correct answer first, instead I asked for the correct answer to the students. If students had confusion about the right answer or did not understand anything, then I asked volunteers to explain the right answer. Thus, I made them teach their peers to develop their interpersonal intelligence. Sometimes I divided the class in pairs to do the worksheets to develop their interpersonal intelligence. I gave them homework so that they could work independently and individually through which their intrapersonal intelligence (the ability to understand oneself and apply one's talent successfully) would develop. I gave the students to study their textbooks for Synonyms and Prepositions as homework so that they can self-teach through which they can develop their intrapersonal intelligence.

In one week, I covered conjunctions and joining sentences. I gave lectures on conjunctions and joining sentences to develop the students' linguistic intelligence. I had given them worksheets to do in the class to develop their linguistic intelligence. I had divided the students sometimes in small groups and sometimes in large groups so that they can discuss their work—I used this way to develop their linguistic intelligence. I gave homework to select any book they like and read it. While reading they had to underline all the conjunctions. I gave this homework to develop their linguistic intelligence. While they finished completing the worksheet, at the time of correction if I find that there are two answers given by the students, then I let them debate for the right answer—I did this to develop their linguistic intelligence.

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I used their science textbook while I was teaching conjunctions. I gave them a task to go through each lesson, which are included in the syllabus of their final examination and study them. While going through the lesson they had to underline all the conjunctions. I used their science book to develop their logical/mathematical intelligence. I drew charts and diagrams, and used maps to teach conjunctions—I followed this way to develop the students' spatial intelligence. I wanted to use videos, slides, and movies to teach conjunctions to develop their spatial intelligence. However, as the school is very traditional, so it is not possible to do that. I gave a task to choose any art, or picture, or painting and describe it. While describing they had to use different conjunctions—I gave this task to develop their spatial intelligence. I gave the same task to the students again, but here they had to describe a painting drawn by them. This task developed their spatial intelligence.

I used MI theory in language lessons of Std. IV dealing with Tenses. In their first revision class of tense, teams of students described a single Tense among the twelve Tenses. Then through discussions, they had written down the name of team, team members, and the name of the Tense with description, which they described orally. At the next revision class of Tense, students worked in groups to identify what the Tenses were of the sentences. I wrote the sentences on the board. Students listened to me when I read the sentences. They discussed with their groups and decided which Tense it was. Then each group described a Tense using the same formula of their first revision class of Tense. Then they collected the copies and read them, one at a time. These lessons on describing Tenses are seen as giving students opportunities to develop their linguistic intelligence (for example, describing Tenses), logical intelligence (for example,

determining which Tense was being read), interpersonal intelligence (for example, working in groups), and intrapersonal intelligence (for example, reflecting one one's own involvement in the lesson).

While I used MI theory in language lessons of Std. IV dealing with Tenses, I followed two principles underlying the design of Whole Language instruction, which were—student-centered learning and the acceptance of errors as signs of learning rather than failure. I was a facilitator in the learning community rather than an expert passing on knowledge. I took the responsibility of negotiating a plan of work with the learners. The learner was a collaborator, collaborating with fellow students. Students were also evaluators. I used one feature of Whole Language Approach—concern for students' attitude. The activities that I used in classes, one of them is often used in Whole Language instruction—small group writing. I also followed some principles and procedures of Direct Method—classroom instruction was conducted exclusively in the target language, only everyday vocabulary and sentences were taught, new teaching points were introduced orally and correct pronunciation and grammar were emphasized. In addition, I followed some of the guidelines for teaching oral language in which some of the principles and procedures of Direct Method are seen—never translate: demonstrate, never explain: act, never speak too much: make students speak much, never speak too slowly: speak normally, never speak too quickly: speak naturally, and never be impatient: take it easy.

In one week I covered paragraph and essay writing. I gave some topics of writing paragraph and essays as well and asked the students to read books as homework, which would help them to write paragraphs or essays on the given topics. Reading books

develops linguistic intelligence for which I gave this homework. Sometimes I also divided them into pairs in both cases to write a paragraph and an essay—I gave this task to develop their interpersonal intelligence. The students who are good in writing paragraph and essay, I asked them to help the students who are weaker in paragraph and essay writing. Thus, I made them teach their peers, which developed their interpersonal intelligence.

The reasons for teaching writing to students of English as a foreign or second language include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right. Some students acquire languages in a purely oral/hearing way, but most of the students benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it. We cannot be sure, but it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience. Some students are fantastically quick at picking up language just by looking and listening. For the rest, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. By far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading.

In the classes, I was going to get students to write a paragraph about their 'aim in life'. I introduced the topic and asked my students to give me any words they associate with their 'aim in life'. I wrote them on the board and added some of my own that I thought students needed. I then asked my students to design a questionnaire, which would find out about different aims in lives of different people. When they had collected the information they needed through their questionnaires, they discussed how they are going to write the paragraph. This was where I introduced the features of paragraph writing, e.g. topic sentence, structure of the paragraph, final statement, or concluding statement etc. The students then drafted their paragraphs, which I collected to correct. When I handed them back, the students wrote them up in final form and showed them to each other. Then I asked my students to write an essay about the same topic – their 'aim in life'. I asked them to discuss how they were going to write the essay. This was where I introduced the features of essay writing, e.g. introduction, thesis statement, body paragraphs, conclusion etc. I also suggested ways in which the text should be constructed (what comes in the introduction, middle paragraphs and conclusion) and offered language, which the writing style uses. The students then drafted their essays, which I collected to correct. When I handed them back, the students wrote them up in final form and showed to each other to see their aims in lives, whose aim in life matched with whom and if they all had written about more or less the same thing or points about their aims in lives.

Most students find it very dispiriting if they get a piece of written work back and it is covered in red ink, under-linings and crossings-out. It is a powerful visual statement of the fact that their written English is dreadful. Of course, some pieces of written work are completely full of mistakes, but even in these cases, over-correction can have a very

demotivating effect. Therefore, for all types of correction, I tried to achieve a balance between being accurate and truthful on the one hand and treating students sensitively and sympathetically on the other, to avoid the 'over-correction' problem I told my students that for a particular piece of work I was going to correct mistakes of spelling, grammar and structure. This had two advantages: it made my students concentrate on the particular aspects, and it cut down the correction. Another technique which I used was to agree on a list of written symbols (S = spelling, WO = word order etc). When I came across a mistake, I underlined it discreetly and wrote the symbol in the margin. This made correction look less damaging. However, I wrote a comment at the end of a piece of written work – anything from 'Well done' to 'This is a good paragraph, but you must be careful about spelling'. Two more points: correcting was important, but it could be time-consuming and frustrating, especially when it was difficult to know what the mistake was because it was unclear what the student was trying to say. Common sense and talking to students about it were the only solutions here. The other important point was that correction was valueless if students just put their corrected writing away and never look at it again. Therefore, I ensured that they understood the problem and then redrafted the text correctly.

In one week, I covered the topics—right form of verbs and articles. To develop my students' linguistic intelligence I lectured them on right form of verbs and Articles. When I gave them, individual class works on the topics right form of verbs and articles then I divided them into large-groups to discuss their work—I gave them these kinds of tasks to develop their linguistic intelligence. I gave them a home task in which they could choose any English book and underline the verbs and Articles—this task was given to

develop their linguistic intelligence. I gave them worksheets on right form of verbs and Articles, which I prepared using their textbooks and some other books to develop their linguistic intelligence. I designed an activity where I asked each student to give a speech on any topic where their each sentence must contain verb and an Article—I designed this activity to develop their intelligence (linguistic). I also designed an activity where each student had to tell a story where each sentence must contain a verb and an Article. After the students were done writing answers in the worksheet, for correction I asked the students to give the answers. Whenever there were two answers given by the students, I let them debate for the correct answer—I did the correction in this way to develop their linguistic intelligence.

I drew charts and diagrams while I was teaching right forms of verbs and Articles; I also used maps while I was teaching Articles—to develop the students' spatial intelligence (the ability to form mental models of the world). Although I wanted to show videos, slides and movies to teach right forms of verbs and Articles to develop the students' spatial intelligence; but as the school is very much traditional, so I could not do those. I asked my students to describe any art or picture, and while they would be describing their art, or picture, or painting, in the description, each sentence must have a verb and an Article—I gave this task to develop their spatial intelligence. I gave this task as their homework also. I gave the same task where I asked them to describe their classmate's drawings—again I gave this task to develop their spatial intelligence.

While I was teaching right form of verbs, I wrote down questions on the board and called up a student to give the answer through miming and all the other students had to understand her/him—I designed this task to develop the students' bodily/kinesthetic

intelligence. I gave chance to every student, so every student had to mime. When I gave them worksheets on right form of verbs and Articles, it was cooperative group work to develop their interpersonal intelligence. While they were completing the worksheet, I went through every single group to make sure that everybody is cooperating to develop every student's interpersonal intelligence. Sometimes I asked students for peer teaching while I was teaching right forms of verbs and Articles to develop interpersonal intelligence. I did not give the right answers always when they finished their worksheets but I asked volunteers to give the correct answer. Sometimes I let them work on the worksheets through pair work to develop their interpersonal intelligence. The homework was given so that the students could work independently which would develop their intrapersonal intelligence.

In one week, I covered homophones and story writing. I gave the students a task to write a story through group discussion through which their linguistic intelligence would develop. For this task, sometimes I divided the class into small groups and sometimes in large groups. I asked them to read storybooks as homework to develop their linguistic intelligence. I also called up every student for imaginative storytelling in front of the class through which their spatial intelligence was developed. I also gave the students a task to brainstorm in groups before writing the actual story—this task developed their interpersonal intelligence. I gave them options for their homework, which would develop their intrapersonal intelligence. I gave them homework to go through the homophones, which are in the syllabus of their final examination so that they can self-teach which would develop their intrapersonal intelligence.

Handwriting is a very personal matter. Some people have intelligible writing. Some produce written work, which is indecipherable, whether beautiful or messy and ugly. As word processors are becoming more and more common, people have less motivation for good handwriting. I was not in a position to ask my students to change their handwriting style, but I insisted on neatness and legibility. Especially when students are heading towards an examination, such things are crucial. With students who were having problems with English script, I gave them extra time after the class timing to help them. In paragraph writing, a number of stages were gone through. Students needed to be *Engaged* with the topic, they needed to *Study* the language which they would need, knowledge which was *Activated* in the collection of results before students came back to study the structure of reports in order to produce a final piece of work (*Activation*).

The biggest problem I faced in my teaching experience was my students were at different levels – some with somewhat proficient English and a number of students whose English was not very good. I knew who the better students were, so I formed different groups. While one group was working on the worksheet of homophones, the other group who finished the worksheet had started doing the next task of story writing. If they had finished writing a story, then I asked them to start writing another story. I also adopted a strategy of peer help and teaching so that better students could help weaker ones. They worked with them in groups, explaining things, or providing good models of language performance in speaking and writing. Thus, when I put my students in groups, I ensured that weak and strong students were put together. However, I did this with great sensitivity so that my students were not oppressed by their peers' obligatory teaching role.

My class was big. Therefore, I gave them worksheets for many of the tasks. When the feedback stage was reached, I went through the worksheets with all the groups – and all the students got the benefit. Since my class was large, most of the time I gave them pair work and group work since that maximize student participation. As the chairs and desks could not be moved, I used few different ways of doing this: first rows turned to face second rows, third rows to face fourth rows etc. When using pair-work and group-work with large groups, it was important to make instructions especially clear, to agree how to stop the activity and to give good feedback. Since it became difficult to use a lot of individual repetition and controlled practice in a big group, I though it would be more appropriate to use students in choral group. I divided the class into two halves – sometimes the front five rows and the back five rows, and sometimes the left-hand and the right-hand sides of the classroom. Each row/half could then answer a question. Sometimes I had also enlisted the help of a few group leaders. They handed out copies, checked that everyone in their group (or row or half) had understood a task, collected work and gave feedback. I had also made sure that what I show or write could be seen and that what I said to the whole group could be heard. As I had a large group in every class: it made my job of teaching even more challenging than it already was.

Lack of cooperation can take many forms: constant chattering in class, not listening to the teacher, failure to do any homework, blunt refusal to do certain activities, constant lateness and even rudeness. Sometimes, things get so bad that students complain to someone in authority. So that I do not face these kinds of problems, to make the students cooperate, I spoke to individual members of the class outside the classroom. I asked them what they feel about the classes; whether there was any problem and what

they think can be done about any problem. I made it clear that some of the more enjoyable activities which my students liked to do would only be used when the class was functioning properly. Otherwise, they would be forced to fall back on more formal teaching and language study.

I had few students who did not seem to want to talk in class. I thought those students were introverts and thus might have to do with their own characters. Perhaps for some of the students, they suffer from a fear making mistakes and therefore 'face-losing' in front of their peers and me. Whatever the reason, it makes no sense to try to bully such students into talking. It will probably only make them more reluctant to speak. I used pair-work (and group-work) to provoke the quiet students into talking. When they were with one, or two, or three other students, they were not under so much pressure as they were if asked to speak in front of the whole class.

Recommendation

Multiple Intelligences (MI) is based on the work of Howard Gardner of the Harvard Graduate School of Education, which refers to a learner-based philosophy that distinguishes human intelligence as containing many dimensions that must be recognized and developed in education. Multiple Intelligences is an approach to characterize the ways in which learners are unique and to develop instruction to respond to this uniqueness. MI is one of a set of such perspectives dealing with learner differences. I think, the literature on MI provides a rich source of classroom ideas in spite of one's theoretical perspective and can help teachers think about instruction in their classes in unique ways. Some teachers may see the assumptions of identifying and responding to the variety of ways, in which students differ, to be unrealistic in their own settings, and negating to the expectations of their students and administrators. But there are entire schools as well as language programs being restructured around the MI perspective, and I would propose that the schools and the language programs be entirely restructured around the MI perspective for making effective learning for all types of students.

The teachers require to understand the students' psychology. One of the main tasks for teachers is to provoke interest and involvement in the subject even when students are not initially interested in it. It is by their choice of topic, activity and linguistic content that they may be able to turn a class around. It is by their attitude to class participation, their carefulness, their humor and their seriousness that they may influence their students. It is by their own behavior and enthusiasm that they may inspire. The teachers should plan extensions to the original task given to the students so that, if

students or groups finish early they can do extra work on it. The teachers can also carry around a selection of activities – little worksheets, puzzles, readings etc. – which can be done quickly (in just a few minutes) and which will keep the early-finishing students happy until the others have caught up. The teachers should never discriminate the students in any way because it is very demotivating. They should solve all the problems in different ways but they should never yell at students for any reasons as it is also very demotivating. The teachers must give extra attention and care to students outside classes whenever it is needed. The teachers must always be patient about their students. They should always make the classes very enjoyable and satisfying for the students which will cause effective learning for the students.

Conclusion

The initiatives for changing programs and pedagogy may come from within the profession – from teachers, administrators, theoreticians, and researchers. Reasons or demands of a political, social, or even financial nature may also drive change, as they have in the past. Particular personalities and leaders in the field may also shape the future of language teaching. Change may also be motivated by completely unexpected sources. I close, therefore, by identifying some factors: trends in the profession, guru-led innovations, responses to technology, influences from academic disciplines, and research influences. These factors have influenced language teaching trends in the past and that can be expected to continue to do so in the future.

The teaching profession is a landscape for change. Approval of particular trends or approaches by professional organizations and groups promoting particular issues and causes can have an important influence on teaching. Teaching has sometimes been described as creativity rather than science and is often shaped by the influence of powerful individual practitioners with their own schools of thought and followers. Just as Krashen and Gardner inspired a number of teachers, so doubtless new gurus will attract followers and shape teaching practice in the future. The potential of the Internet, the World Wide Web, and other computer interfaces and technological innovations is likely to capture the imagination of the teaching profession in the future as it has in the past and will influence both the content and the form of instructional delivery in language teaching.

Disciplines such as linguistics, psycholinguistics, and psychology have an impact on the theories of language and language learning and support particular approaches to language teaching. As new theories emerge in disciplines such as these, they are likely to have an impact on future theories of teaching. New insights from functional linguistics, psycholinguistics, or sociolinguistics, or from sources now unknown, may play a dominant role in shaping language pedagogy. Second language teaching and learning is increasingly a field for intensive research and theorizing. Second language acquisition research will doubtless motivate new language teaching approaches. Despite changes in the status of approaches and methods, we can therefore expect the field of second and foreign language teaching in the twenty-first century to have new and creative theories, ideas, and practices which can be used for effective learning.

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