

An experience of teaching productive skills to beginner level students

A Report

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Dedication

This paper is dedicated to my parents and Ms. Mahmuda Akhter

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Abstract

In my internship report, I tried to focus on teaching productive skills to the beginners in an English medium school as a facilitator. My internship objective was to gain the experience of teaching productive skills to the beginners in school. I wanted to observe how teachers teach the productive skills and how they make a good interaction with students. Productive skills are speaking and writing. Learners use the language that they have acquired and produce a message through speech and written text that they want others to understand. I tried to focus on both speaking and writing in two separate ways. I wrote this brief report where I found that teachers teach the productive skills in many ways. While teaching, I tried to apply some of the techniques, activities and practices that I learned as a student of English linguistics. The paper contains literature review, implementation and some recommendations along with my contributions. The paper also illustrates how I used some technique to teach beginners.

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Chapter 1:

Introduction

I had a plan to establish my career in teaching profession. After finishing my HSC exam I also got a chance to do my undergraduate program in ELT and applied linguistics in BRAC University. From this I can fulfill my desire. Here we have to do thesis or internship. I choose internship so that I can observe how to teach and how to interact with students. In my second last semester I had to choose a school for observing teaching as well as teaching students.

To fulfill the requirement of my graduation, I have to complete my dissertation of 6 credits. I have done my internship at Dolphin Pre-Cadet School which has two sections one is English medium and another one is Bangali medium. I worked in the English medium section. I started my internship on 1st February to 30 May, 2014. I worked as an assistant teacher of a senior teacher named ms Fatema Begum. I used to take classes of KG and class one. In both the classes I took the English subject with the help of Fatema Begum. I was working with beginner level students. So, my job was interesting as well as challenging.

In the school I have learned several teaching methods, techniques and the responsibilities from other teachers. I got different information from other teachers. The teachers of the school were very helpful. I learned how to manage classroom, how to control classes and how can teachers interact with students. I combined my theoretical knowledge of ELT with the teaching techniques of the teachers and I practically implemented both for teaching English in classroom.

In my internship report I will mainly focus my experience on teaching the productive skills to the primary level students.

Chapter 2:

Literature Review

To learn a new language a learner should follow some steps for instance, he or she has to listen first, then to speak, then to read and finally to write. These are called the four language skills. When we start learning a new language we need to learn these four language skills to communicate with that language.

Teachers tend to talk about the way we use language in terms of four skills-reading, writing, speaking and listening. They are often divided into two types. Receptive skills are the term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves (Harmer, 2007, p.265).

2.1 Definition of productive skills:

Productive skills are also known as active skills. Learners use these skills to produce language. Productive skills are crucial as they give students the opportunity to practice real life activities in classroom. Learners receive language by listening and try to produce language through productive skills. Speaking is a productive skill. It involves putting a message together, communicating the message and interacting with other people. Ur (1991) stated that, “Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in

learning to speak” (p.120). McDonough and Shaw (2003) pointed that, for genuine communication speaking is desired. It involves expressing ideas and opinions, expressing a wish or a desire to do something; negotiating and/or solving a particular problem (p. 134). So speaking is the oral production of a language on the other hand writing is the written form of a language.

2.2 Definition of speaking:

According to McDonough and Shaw (2003), speaking is a process difficult in many ways to dissociate from listening (p. 134). Speaking is a kind of productive skills. It is more used than writing anything. The main theme of speaking is to interact with others in society. If we make contrast speaking with writing then speaking can be produced and processed in real time, the speaker and listener have limited time to plan and produce what they want to say and understand what they listen. Spoken is occurred in face-to-face conversations. It is also done by body language for instance gestures, facial expressions etc.

2.3 Aspects of speaking:

2.3.1 Accuracy and Fluency:

Accuracy and fluency are two different factors which can determine the success of English language in future. Teachers who concentrate on accuracy help their students to produce grammatically correct written and spoken English. Language teachers who concentrate on fluency help their students to express themselves in English. They pay more attention to meaning and context and are less concerned with grammatical errors. Accuracy activities are concentrated

on producing correct language. Such activities are usually controlled to ensure accurate reproduction of language. Fluency activities are concentrated on allowing the student to experiment and be creative with the language. According to Scrivener (2011), many everyday language- teaching lesson stages are focused on one more than the other, and at any one moment, in any one activity, it is likely that you will be aiming to focus on accuracy rather than fluency, or fluency rather than accuracy (p. 224). He also mentioned that, if a teacher corrects a student in the middle task then the student will find difficulty to continue after a correction, whilst others in the class may become more reluctant to speak for fear of similar interruptions (p. 225). Here he suggested that if the teacher wants to make students speak then he should reduce his contribution in the class and give students the floor and monitor discreetly (p. 225).

2.3.2 Pronunciation:

There is no universal rule for teaching pronunciation to the students. The teaching of pronunciation is carried out in many ways and for different reasons. Sometimes whole lessons may be devoted to it; sometimes teachers deal with it simply as it arises (McDonough & Shaw, 2003, p.136). McDonough and Shaw (2003) also pointed out that, there are a number of key aspects of pronunciation and the English sound system that a teacher can in principal attend to. Some of them are ‘bottom-up’ dealing with both forming and hearing sounds as ‘correctly’ as possible; others are ‘top-down’, where a learner’s pronunciation is part of a broader communicative approach (p. 136). According to Harmer (2007), pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean), but can also improve their speaking

immeasurably. Pronunciation help allows students to get over serious intelligibility problems (p. 136).

2.4 Encouraging students to speak:

Many students seem reluctant in the classroom in speaking. According to Harmer (2007), students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. Frequently, too, there is a worry about speaking badly and therefore losing face in front of their classmates (p. 345). Students are reluctant and this can be for various reasons for instance, students may have lack of confidence; they can have lack of interests in the topic, classroom environment may interrupt in their fluency; students can have fear of making mistakes and they can have previous learning experiences.

2.4.1 Techniques to encourage interaction:

Using group work and pair work can encourage student's interactions. According to Ur (1991), teacher can do to help solve some problems of speaking activities like

- Using group work
- Base the activity on easy language
- Make a careful choice of topic and task to stimulate interest
- Give some instruction or training in discussion skills
- Keep students speaking the target language (p. 121-122).

Using all these processes can make students interaction properly however; the best way to make students speaking in the target language is using the language and modeling the language as own.

2.4.2 Guidelines for speaking activity:

It is important to give students speaking tasks which will give students use any language freely. A teacher needs to decide before the lesson what he/she will want to do and why? Teacher should try to predict what the students will bring to the activity and any problems they might have. According to Harmer (1998), if students are given the real life task in the classroom then it will be a way for students to ‘get the feel’ of what communicating in the foreign language really feels like (p. 87). A teacher needs to set up the activity so that students know the aims of the activity. Giving clear instruction is also part of it. When the activity is going on teacher should monitor the activity and provide help with encouragement. Harmer (1998) also added that good speaking activities can be highly motivating and if all the students are participating fully- and if the teacher set up the activity properly and can give them sympathetic feedback –they will get tremendous satisfaction from it (p. 88). Finally teacher needs to give proper feedback like how well the class communicated, focus on how well they did and how fluent it was. According to Harmer (1998), speaking activities can give students enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study (p. 88).

2.5 Different speaking activities:

2.5.1: Communication games:

There are many activities which can actually provoke students to speak correctly. Communication games are one of them. For young learners game based activities are useful because sometime activities can give learners some valuable practice. According to McDonough and Shaw (2003), game based activities can involve practice of oral strategies such as describing, predicting, simplifying, and asking for feedback, through activities such as filling in questionnaire and guessing unknown information (p. 144).

Harmer (2007) pointed two different communication games which help students talking as quickly and fluently as possible. They are information-gap games and television and radio games (P. 349). In information-gap games one student has to talk to a partner in order to solve puzzle, draw a picture, put things in right order or find similarities and differences between pictures. In television and radio games students have to guess the answer as a team player.

2.5.2 Role-play, real-play and simulation:

McDonough and Shaw (2003) said that, one way of getting students to speak in different social context and to assume varied social roles is to use role-play activities in the classroom (p. 145). Role-play activities are those where students are asked to imagine that they are in different situations and act accordingly (Harmer, 1998, p. 92). In role play participants are given a situation and a task to play and through this they can learn the language. According to Scrivener (2011), for playing role information are printed in role cards and learners take time to prepare themselves to act out small scenes using their own

ideas (p.220). Role cards actually give opportunities to practice language and they allow shy students to challenge or disagree with other students.

Real play is a kind of role play. Here context is learners do the role of their real life. By acting the real life situations learners get more confidence in some difficult situations. According to Scrivener (2011), a powerful variation of role play is real play. Here situations are drawn not from the cards but learners own life and world. One of the learners plays himself/herself, but in a context to other learners and then together they recreate the situation in class (p. 222)

Simulation is really a large-scale role play. Role cards are normally used and there are some other recorded information like newspaper articles, graphs, memos news flashes to create a complete and complex world (Scrivener. 2011, p. 224).

2.5.3 Discussion:

Discussion can bring improvement in speaking. To make the discussion fruitful teachers have to ensure that students are interested in the topic. The activity should motivate the learners which can create an environment for the learners to speak. According to Harmer (1998), the important thing is that students need to be engaged with the topic. They then might do some study and move quickly to activate stages, which include the discussion itself (p. 91).

2.6 Definition of writing:

According to Harmer (1998), writing is a basic language skill as important as listening, speaking and reading. Here Harmer mentioned that students need to know how to write letters, how to put written reports together and some of writing's special conventions (punctuation, paragraph construction etc) just as they need to know how to pronounce spoken English appropriately (p. 79-80).

Bell and Burnaby (1984) point out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously (as cited in Nunan, 1989, p. 36). Here Nunan (1989) stated some features which are involve in successful writing:

1. Expertise in the mechanism of letter formation;
2. Mastering and obeying conventions of spelling and punctuation;
3. Using the grammatical system to convey one's intended meaning;
4. Polishing and revising one's initial efforts;
5. Selecting an appropriate style for one's audience (p.37).

2.7 Different aspects of writing:

2.7.1 Handwriting:

For students whose native language is different from English, writing English letters will present a major challenge for them. Such students need special training in the formation of individual letters. According to Harmer (2007), handwriting is a personal matter and it reflects character. Many students whose native-language orthography is

very different from English have difficulty forming English letters (p.324). For good handwriting teachers can appreciate students to make the handwriting neat and legible rather asks students to change handwriting. Teacher should encourage students with problematic handwriting to improve.

2.7.2 Spelling:

For a good piece of writing correct spelling is very necessary. According to Harmer (2007), incorrect spelling does not often prevent the understanding of a written message; it can adversely affect the reader's judgment. Bad spelling is perceived as a lack of education or care (p. 324). Harmer (2007), suggested that when students work on different phonemes, we need to draw their attention to the common spellings of those phonemes and one of the best ways to help students to improve their spelling through reading (p. 324-325).

2.7.3 Layout and punctuation:

Full-stops, commas, quotation marks etc are known as punctuation. According to Harmer (2007), different writing communities obey different punctuation and layout conventions in communications such as letters, reports and publicity materials (p. 325). Harmer (2007) also mentioned that different genre of writing have different layout and learner should be aware of layout while writing because violation of well-established customs makes a piece of writing look awkward to many readers (p. 325).

2.8 Encouraging learners to write:

In writing classes teachers need to motivate learners very carefully. Writing can be taught in a natural process of learning. According to McColley and Hemmens (1966), to teach writing effectively, teachers of English need to remind themselves constantly of two objectives:

1. Students need a vital interest in what they are saying and
2. They need to have a flexible, practical knowledge of both structure of the sentence and structure in the whole composition (p. 260).

Teacher can motivate learners in many ways for instance, teachers can introduce real writing task in class, they can plan specific time for activities and ask students to show each other writing and their feedback.

2.8.1 Set relevant tasks:

Setting relevant tasks is very important in teaching writing classes. If students write for pleasing the teacher only then there will have low motivation and quality may be compromised and for removing this problem Scrivener (2011), showed some strategies:

1. After doing with need analysis, base writing work on stated needs using of tasks types, contexts and situations, context and situations directly relevant to the students.
2. If students know about the reader's expectation then they will have a clear idea of the purpose of writing.
3. Focus should be given on both accuracy of language and appropriateness of task type (p.244).

2.8.2 Build writing habit:

Some students are not confident and reluctant writers. There may have many reasons for this. Perhaps they think that they do not have anything to write and cannot come up with any ideas. Whatever the reason is teachers should build up the writing habit of students. According to Harmer (2007), teacher needs to help students building up the writing habit so that students can think writing is a normal part of the classroom practice and they come to writing tasks with as much enthusiasm as they do other activities (p.329).

For reluctant students building writing habit is pretty difficult. Arranging a good atmosphere may help them. According to Slayton (2009), Writers need fun, experiential writing that nurtures a "discovery and flow of ideas" by allowing reluctant writers to use the world around them as writing prompts, teachers give these students meaning and reasons for writing (p. 357).

2.8.3 Teachers role in writing:

Teachers are the main encouraging factor for learning a language. In the teaching of writing most teachers play the role of motivator, resource and feedback provider. According to Harmer (2007), one of the principal roles in writing tasks will be to motivate the students, creating the right conditions for the generation of ideas, persuading them the usefulness of the activity and encouraging them to make much effort as possible (p. 330).

2.9 Approaches of writing:

There are a number of different approaches to the practice of writing skills both in and outside the classroom. We need to choose between them, deciding whether we want students to focus more on the process of writing than its product (Harmer, 2007, p.325).

2.9.1 Product approach:

The product approach to writing focuses on the end result of the act of composition, i.e. the letter, essay, story and so on. Teachers who subscribe to the product approach will be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions relating to main points, supporting details and so on (Nunan, 1989, p.36).

Harmer (2007), pointed out that product approach is an approach which values the construction of the end-product as the main thing to be focused on (rather than the process of writing itself) (p.325).

Harmer (2007) noted that, “When concentrating on product, we are only interested in the aim of a task and in the end product.” (p.325). Pincas (1982b) has explained writing as being primarily about linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax, and cohesive devices (as cited in Badger & White, 2000, p.153). In addition, Badger and White (2000) noted that, “Product-based approaches sees writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input, in the form of texts provided by the teacher.” (p. 154).

2.9.2 Process approach:

According to Harmer (2007), in process writing teachers mainly follow various stages like drafting, reviewing, redrafting, and final writing etc. before making the final version (p.326). According to White and Arndt (1991) process writing is an interrelated set of recursive stages which includes:

- Drafting
- Structuring (ordering information, experimenting with arrangements, etc.)
reviewing (checking context, connections, assessing impact, editing)
- Focusing (that is making sure you are getting the message across you want to get across)
- Generating ideas and evaluation (assessing the draft and/or subsequent drafts) (as cited in Harmer, 2007, p.326).

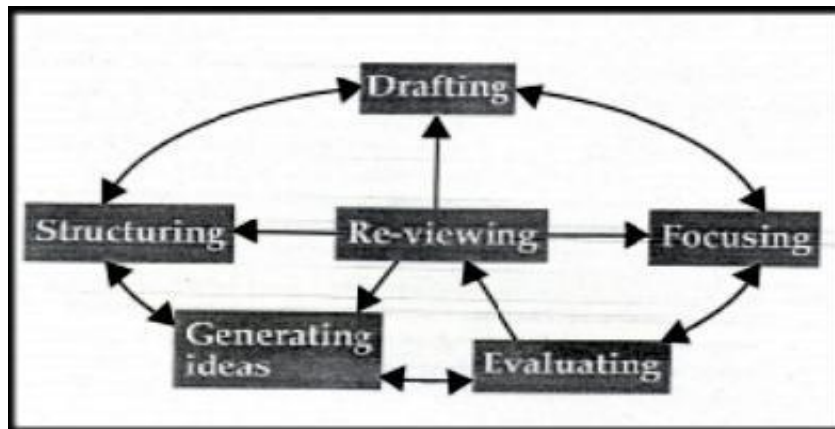


Figure: A model of process writing (White and Arndt, 1991)

2.9.3 Genre approach:

Badger and White (2000) noted that, “like product approaches, genre approaches regard writing as predominantly linguistic but, unlike product approaches, they emphasize that writing varies with the social context in which it is produced” (p. 155).

Swales (1990) defines a genre “as a class of communicative events, the members of which share the same set of communicative purposes (as cited in Badger and White, 2000, p. 155).

Harmer (2007) noted that, when teachers concentrate on genre writing, they should give students to study texts in that genre which will be beneficial for the learners. For example: if teachers want students to write newspaper articles, they have to provide real samples to the students to discover facts about construction and specific language of newspaper (p.327).

2.10 Writing in the classroom:

Classroom can be the best place to practice writing. In classroom learners can get space and time to operate their own preferred individual strategies. According to McDonough and Shaw (2003), the classroom can be structured in such a way as to provide positive intervention and support in the development of writing skills (p. 165). McDonough and Shaw (2003), also pointed out that the classroom can provide an environment for writing at each of the three main stages of

1. Gathering ideas (pre-writing and planning)
2. Working on drafts, and

3. Preparing the final version (p. 165).

Scrivener (2011) discussed planning classroom writing works. The teacher can help the students to choose the topic; choose a genre; select ideas; discuss ideas with others to get new perspectives; select, sequence and organize ideas, find grammar and lexis suitable for text and gradually to write the final version (p.236). As he said that, “Writing involves different kind of mental process” (p.235) so, learners (writers) need more time to think, to reflect, to prepare, and to rehearse and to find alternatives and better solutions in classroom activities (p.235).

Chapter 3:

Implementation

To complete my dissertation, I decided to do internship so that I can get the experience of teaching in school which will help me in the future as I want to be a teacher. I have chosen an English medium school called Dolphin pre-cadet school which is located in Jurain, Dhaka, Bangladesh. It is a renowned school established in 1985.

I did my internship in Dolphin pre-cadet school from 1st February to 30th May, 2014. The school has two medium one is Bangali and another one is English. The educational level in the Bangali medium starts from nursery to class eight and in English medium the educational level starts from nursery to standard five. The school has two separate buildings each medium belongs one.

The objective behind my internship was to implement the ELT knowledge and language teaching theories that I received as a linguistic student and to see how this knowledge and theories worked in the real classroom setting. In this section, I will focus on my teaching experience where I tried to implement some of the theories and techniques that I learned about in my ELT courses. When I joined the school Fatema Begum, the class teacher of KG and class one, gave me the class procedure and the detailed information about educational system of the school. She also helped me in teaching beginners. In KG there were 20 students and in class one there were 15 students. When I joined I started teaching English classes specially speaking and writing. Students have many subjects like English, Bangla, Math, Science, Islam, Drawing and Physical exercises etc.

3.1 Teaching speaking to the beginners:

From the first day of my internship I have noticed that students do not want to speak in English. Most of them use their mother tongue while speaking with teachers and their peers. Whenever I tried to do some speaking activities with the students they felt shy and stopped talking. It was a challenging task for me to make them speak in English.

In my first week of internship I only observed speaking and writing classes. In speaking classes students could not respond in English and they did not understand teachers. So for elicitation and make students calm and quiet, teachers motivated them by giving them pictures and students colored those pictures. So I started teaching students with the help of pictures.

Scrivener (2011) said that, “For the quick explanation of vocabulary items, for setting up a discussion, a dialogue or role play, for story building, we need pictures” (p.71). I used a task from the book which says the names of things you would need to make a cake. Firstly I tried to elicit by asking questions like who like cupcake. What ingredients need to make a cake? Some said egg, some said flour. Then I asked how do you know this? They said they see their mother making cake by egg and flour in oven. They relate their personal experience here. After that I drew pictures of egg, flour, bowls, stove etc. Then I asked to identify the names of the pictures. However, they could only say the names of egg and bowl. Then I told all the names and the procedure of making cake. Next day I gave different pictures to the students and relate the task to the previous class. I asked them to find out those words which are used to make a cake. I gave them 20 minutes to find out the words. I asked them to come in front of the class and say the

words loudly. Some of them could do the task properly and some not. Then I gave feedback individually and corrected their pronunciation. It was a normal activity but student find it interesting while I asked each one to come in front of the class. To make the students speak more, I started a conversation with the kids by asking questions like “Who likes cupcake”, “Can anyone make cupcake” etc. I asked questions individually so that I could interact with each student. From this activity, I realized that kids wanted to speak when they feel comfortable. Some of the students hesitated to share their opinions with the whole class. So, the challenge for me in the speaking class was to make sure that all students especially the introverts participated in classroom conversations.

There should be communicative activities in the classroom to encourage students. So to make the class interactive I listed the name of some animals which live in forest. They were monkey, tiger, peacock, butterfly, deer, snake, fox, zebra, lion, crocodile elephant etc. then I introduced colorful pictures of these animals and asked some questions to the young people. The questions were like:

1. I jump from trees to trees. I am little clever and I eat banana. Who am I?
2. Cats are my aunt. I have big yellow stripes in my body. I like to eat the flesh of cow, deer very much. Who am I?
3. I am the king of the jungle. I am brown in color. I am angry. Who am I?
4. I am so beautiful and I can dance with my colorful feather. Which bird am I?
5. I can fly and I am very beautiful and my feathers have different colors. Who am I?
6. I have large horns in my head. I have spots in my whole body. I like grass. Which animal am I?

7. I am very clever. I like hen very much. I live in hole. Who am I?
8. I am very big in the jungle. I have big ears and a big nose. Who am I?
9. I live in water. I have big tail and I like to eat buffalo, deer etc and I have sharp teeth. Who am I?
10. I am like a horse. I have black and white stripes in my body. Which animal am I?

By asking these questions and showing the pictures, I introduced the animals to the students and after that I gave them a task like I folded all the pictures and asked students individually to come in front of the class and took one piece of folded paper and described the animal to the other students. Other students have to guess the answer and raise their hand and gave the answer one by one.

I did the activity with the students and I found that activity very interesting and all the students were very much excited to do the activity. It was an exciting activity. It was also fascinate me that shy students were eager to participate in the activity.

Another speaking activity which I practiced in the class was that, I asked two students to come in front of the class and I paired them. I listed some questions like:

Hello, my name is Saba. What is your name? How are you? Do you like playing with dolls? Which is your favorite color? Where do you live? Etc. After listing the questions I told one of them to ask question and another one have to answer. It was also very easy speaking activity however, students liked the activity and some of them took preparation to come in front of the class. Some of them tried to use Bangla while speaking I stopped them and told them to use English.

3.1.1 Error correction and feedback:

Error correction is very important in speaking. Error correction can help student in future not making mistakes. According to Mcdonough and Shaw (2003), if we are trying to encourage our learners to become fluent in the spoken language, correcting regularly during oral work will tend to inhibit further those learners who may already be rather taciturn in class (p.152).

Correcting students in the middle of speaking is not actually helpful. It may confuse the learner and stop the fluency. For the reason when students did any mistakes I corrected them after the session very carefully. Sometimes I saw students asked permission "I toilet" then I immediately corrected that say "May I go for toilet?" then they said "Miss, may I go for toilet?" Also at the tiffin time sometimes they said "Miss hand wash" Then I corrected them to say, "Miss, may I go for hand wash?"

Another thing I noticed is that, sometimes few of them forgot my instructions and said "Miss, hand wash, Miss done" and if I gave them an angry look then immediately they realized their mistakes and corrected their own mistakes and used to said "Miss, may I go for hand wash?", "Miss, I have done." It was pleasure for me because they were self-correcting their mistakes. Katayama (2007) noted "Self-correction was also favored by the students" (p.76). Whenever the students were able to correct their own mistakes they felt confident and pleased.

3.2 Teaching writing to the beginners:

In classroom the main challenge of a teacher is to encourage students to practice writing. We all know that, practice writing is very important. So, from the beginning of my internship I have tried to encourage my students to write.

In writing classes, I have noticed that most teachers use or read stories and they gave some question-answers to write down in class work copies. I also followed the way sometimes in the class. To practice writing in class I gave them a little task and after the task they would be able to know the story themselves. I gave them a puzzle task for example I gave them a story with gaps and some words in the bottom of the task. They have to fill the gaps with the words and after finishing the gap they will learn a story. The task was:

Write down the correct word from the bottom of the page in the blank spaces.

1. One day a -----lion caught a tiny mouse.
2. “Please let me go; -----the mouse. “One day I will be able to ----- you”.
3. The lion laughed. “You are ----- small to help me”. But he -----the mouse go.
4. Sometime later the lion----- trapped in a hunter’s net. Even the large ----- animals could not help him.
5. The tiny mouse-----along. “I can help-----; he said”.
6. He ----- through the ropes. The lion was free.
7. “You are only-----but you could help me; said the lion.

Jungle, said, let, was, came, chewed, small, huge, day, you, too, help.

While doing the task students did not understand properly then I asked them to concentrate on the task and tried to make them understand. Some of them did not find some meaning I helped them in their L1. After finishing the task I found some mistakes then I politely corrected their mistakes.

To make my students practice S+V+O (Subject+verb+object) structures, I gave them some make sentence exercises. I gave some simple words like “bird, butterfly, cow, ant, book, pen, father, mother, sister, pencil, brother etc for making sentences. In this exercise they did fewer mistakes than before. All the students tried to make simple sentences like “ ‘I like my sister’, ‘Birds fly in the sky’, ‘Today is my brother’s birthday’, ‘My name is....’, ‘I like pen’, ‘I read book’, ‘I like butterfly’, ‘I have a pencil,.’” Most of the students tried to make sentences with “I have.....”, “It is a”etc that means, they tried to follow a simple structure while writing anything.

In the next task I taught students some opposite words with some pictures. I showed them some pictures and asked them what is it? For example I showed them a happy face of a person and asked them a question like how the person looks like happy or sad? Immediately the students said happy because the person was smiling. From this I can understand that if students get some clue about the picture they can relate their answer with the question. Then I showed the sad picture of a person and the students said it is a sad face. By this activity I could teach them some opposite word.

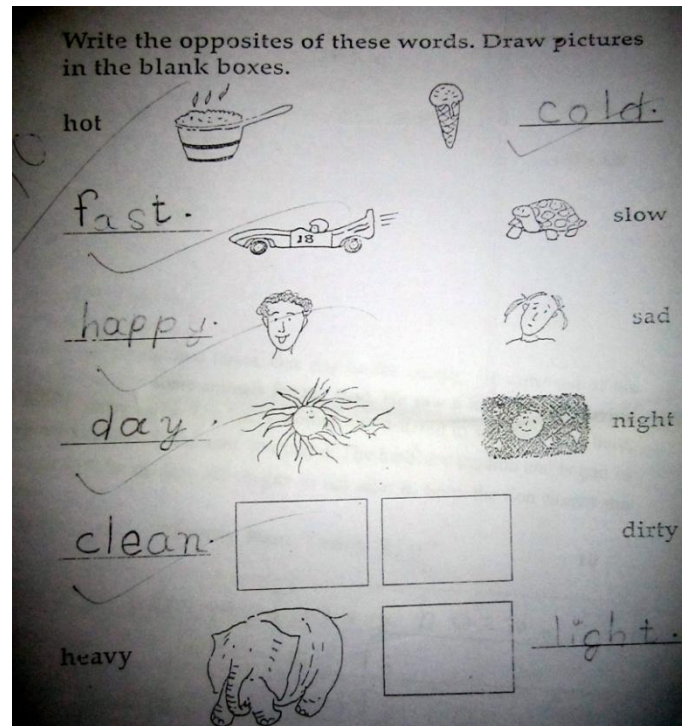


Figure 01: An exercise of opposite word

I planned to do some short paragraph writing in the class. I chose some common topic like “‘My home’, ‘Myself and My Family’, ‘My Eid Vacation’, ‘My Garden’, ‘My Pet’”. Before doing any writing at first I asked some warm up questions. After the brainstorming part, I did some elicitation where I tried to know students ideas, information about a certain topic (Scrivener, 2011, p.73). Then I gave them time to write about their own thoughts. In writing classes, I concentrated on process writing because it helped the students to activate their language skills and brain to write about any subject.

As we know that in process writing there are some stages like:

List ideas → make an outline → write a draft → correct and improve → write final version

(Bryne (1988), as cited in Mcdonough & Shaw, 2003, p.163). I also tried to follow these steps whenever I tried to do process writing activities in class.

As I was doing my internship from February so, I got some memorable days like “Pohela Phalgun”, “Pohela Baishakh”, and “International Mother Language day”. In those days I gave them paragraph writing exercises on those topics. For example, I discussed the significance of mother language and then I asked them what they knew about 21st February. After that, I listed main points of the paragraph then I helped them to write their own piece.

3.2.1 Error correction and feedback:

While checking student’s script I found several problems. They faced problems with spelling, grammar error, irregular verb and structure of the sentences. I tried to solve their mistakes with proper manner. In my class I frequently found that students were having problem with “b”, and “d”. they wrote “bedy”, “deb” instead of “baby”, “bed” etc. In writing most of the times students were unable to correct their mistakes by themselves. Many times I have asked them to revise and to check the spellings before they submit their copies. Most of the time, they were unable to find their own mistakes.

Over correction may cause a problem for the students. Most of the time learners become demotivated then they find their paper is full of red marks. According to Harmer (1998), 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 (p. 84). For avoiding these problem Harmer (1998), also suggested one idea that, to avoid ‘over-correction’

problem is for teachers to tell their students that a particular piece of work they are only going to correct mistakes of punctuation, or spelling, or grammar etc (p. 84).

While checking the copies I found that some of the students were weak in sentence structure and spelling. They were mostly doing spelling mistakes like “fly: fli, car: cur, flower: flour/ floer/flower, house: haus/haos”. While doing several activities, students faced problems when they were asked to write plural forms. Sometimes they used to write ‘mouses’, ‘teeths’, ‘wives’ instead of ‘mice’, ‘tooth’ and ‘wives’. They also made mistakes with past tense. Mostly they wrote ‘eated’ instead of ‘ate’. They messed up irregular forms with regular forms. In spite of that, I have never scolded them for their mistakes. I corrected one kind of grammar mistakes at a time, and they needed to rewrite those in their home work copies. So, gradually some of the students who were following my instructions improved a lot in these areas.

3.3 Taking Extra classes:

In the school I found teachers took an extra care to the weak students. Extra classes are taken once in a week after finishing their scheduled classes. In this class weaker students stay after their main class and this class takes 30 minutes. Students are asked to write their homework in that class. Whatever they learnt in the class they have write in the script. From this activity teachers get the idea if the student understands anything in the class. After writing teachers check their copies and re teach the students so that they can learn the thing. It is a very practical technique to teach the weak student.

3.4 Motivating young learners

As a facilitator a teacher should try to overcome obstacles of any students and encourages for interaction. Teachers aim should be make an environment where students feel comfortable to speak and do not feel afraid. Students should enjoy communicating with the teacher and their fellow mates.

Teachers should praise students' works to motivate them. Students at the beginner level might not understand "very good", "great," or "excellent" but they will surely get "bravo," "super" or "perfect." Several motivating strategies like thumbs up, clapping hands and a huge smile on a teacher's face helps the kids realize that they did a great job and made the teacher pleased. A way of reward is also very motivating. Drawing faces, stars or use stamps or stickers help to show teachers' appreciation. So, to motivate my students I used some of the techniques. I used to say that, "The one who will finish the work at first will get 5 stars." This statement has always positively motivated my students. All of them wanted to get 5 stars in their copies. So, they tried to finish their works quickly.

Sometimes some of my students made too much noise in classroom. In that case, I used to give them a punishment: standing up in the class by holding ears. But after the punishment they used to calm down for sometime but again they started making noises. Whenever I told them that, "Whoever is making noise, I will write your names in my diary and I will deduct your marks from class test copies.", immediately the whole class would stop talking.

Chapter 4:

Recommendation

For beginners classroom is the only place where students spend most of their time. It is the teacher's responsibility to teach students L2 properly so that students can learn and use the language. Speaking and writing are those skills which need more and more practice for achieving perfection. So, here are some recommendations for teachers about teaching productive skills in a more interactive and effective way.

- Teachers should encourage their students to speak in English not only in classroom but also outside the classroom.
- In our country, we always emphasize on accuracy than fluency. Kids should be encouraged to speak fluently. So, teachers should design more fluency based tasks for practicing in classroom.
- For engaging in any activity teachers need to set up the activity teachers need to set up the activity carefully so that students know the aims of the activity and what they are to do. This means giving clear instructions and checking that they have been understood.
- Teachers have to make sure that the students have enough time to prepare, perhaps in pairs or groups, before asking them to tackle the main activity.
- When students do any activity teachers have to monitor the activity without interruption and give them help with encouragement.

- Teachers should focus on possible improvements rather than mistakes. Mistakes which are common to the class can be mentioned and then practiced another day when teachers get a chance to prepare a suitable lesson.
- There should be a friendly environment in classroom so that students can talk, share their feelings and interact with each other. This is beneficial for L2 learning.
- In my class there were posters, bulletin boards written in English. So, my young learners were surrounded by English. This kind of environment is highly motivated for L2 learners to communicate in English. So, every school should create an environment where language teaching can be held effectively.
- Classroom setting is very important for learners. A well setting and decorating classroom can encourage young learners to learn regularly.
- There should be a balance between teachers' talk time (TTT) and students' talk time (STT). If the teachers talk all the time in class in an authoritative manner then students do not get the freedom of speaking. So, teachers should balance the TTT and STT in every class.
- While dealing with slow learners and shy students teachers should give feedback privately because sometimes they feel uncomfortable if the feedback is given in front of the whole class.
- Teachers should give feedback positively. At first they should write about the good things than they should write about the negative things sincerely. If students see negative feedback they might easily lose their confidence level. So, teachers should give feedback such a way which will motivate young learners.

Chapter 5:

Conclusion

“Productive skills, that is, the ability to communicate actively in the foreign tongue, to speak it and write it” (Davis, 1976, p.44). In our country, English is treated as a foreign language so, teaching the productive skills to the beginner is challenging for teachers. It is the teachers duty to teach productive skills in a positive and accurate way. For getting students involve in learning teachers have to give attention to the young learners. Teachers play the superior role in learning a language. For learning any language motivation and encouragement of teachers are needed.

Providing effective feedback is also important to improve students’ performance and communicative competence. When teachers provide positive feedback, learners’ self esteem automatically goes up. So, to improve productive skills, teachers should take care of the learners’ need. By this, teachers can effectively teach productive skills in a friendly manner which is very important for the learners. Without learning productive skills accurately learners will not be able to complete their language learning process effectively.

In conclusion, I want to say that, my three months experience as a teacher was very enjoyable. I have learnt the techniques of teaching process, classroom management, to motivate students in classroom activities, to deal with disrupting behaviors, to understand students’ mentality etc. This experience will help me throughout my life if I choose teaching as my career.

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