

**CONTRASTIVE ANALYSIS OF TEACHING METHODS
IMPLEMENTED IN SCHOOLS OF DHAKA**

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November 2006**

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CONTRASTIVE ANALYSIS OF TEACHING METHODS
IMPLEMENTED IN SCHOOLS OF DHAKA

A Thesis

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Of

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This thesis is dedicated to all my teachers who encouraged me and motivated me.

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ABSTRACT

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All aspects of any teaching method are based on an analysis of the nature of the subject concerned and the application of teaching and learning principles drawn from research. These research results generally refer to the teaching methods, which play a vital role in first or second language teaching. Teaching methodology experienced a dynamic evolution based on research and practical implementation throughout the twentieth century. Some methods achieved wide range of acceptance in the said time period and replaced some of the redundant and ineffective methods. In Bangladesh, grammar translation and communicative methods are very common and used in every education sector among other methods. The primary distinction is the disparity that exists between Bangla medium and English medium schools as far as methodology is concerned. In the recent years, though communicative teaching method has been found very much effective especially in the western language-teaching arena for learning a second language, but grammar translation method is still being used to a large extent in most of our primary education institution. But at present the English medium schools are going through a transition towards communicative methods. In addition to methodology, learning also depends on the learner's age, level, motivation, adaptability, style etc. For every second language learners, it is necessary to know and speak English accurately and fluently. Individual teachers should adopt a clear concept of teaching methodology as they have a vital role in language teaching. In Bangladesh most of the learners and the teachers experience difficulty in learning as well as teaching a second language specifically English where the method of teaching becomes the focal point. Therefore, it is necessary to know how effective are these methods and how much they involve teachers and students in a language class. Thus, Classroom observation is also important to find out the effectiveness of the methods of teaching. This paper will provide comprehensive, contrastive and analytical insight into the different methodology implemented in Bangladesh and the learner's output.

Chapter One

Language is a systematic means of communicating by the use of sounds or conventional symbols. Language is important. It is the expression of human communication through which our knowledge, belief, and behavior can be experienced, explained, and shared with another. Language has intrinsic value, but the vast majority of our nation does not speak English. In the present global world, it is vital for us to have an interaction more than ever with other countries, other cultures. For that reason, we need action and learning. Acquisition is the act of contracting or acquiring possession of something and learning is acquiring facts, skills, and methods that can be retained and used as necessary. The linguist, Edward Sapir has noted that "language is not only a vehicle for the expression of thoughts, perceptions, sentiments, and values characteristic of a community; it also represents a fundamental expression of social identity". Yes, Language is a vital tool. It is not only a means of communicating thoughts and ideas, but it forms friendships, cultural ties, and economic relationships. So learning a language is also important. The principle of language assists individuals to play a vital role in their social life. These principles of language learning are seen as a theory derived from research, to which teachers need to match classroom practices.

The principles of language learning are generally arranged into three sub grouping. They are as follows:

Cognitive principles:

- Automatacity: subconscious processing of language with peripheral attention to language forms;
- Meaningful learning: this can be contrasted to *Rote learning*, and is thought to lead to better long term retention;

- Anticipation of reward: learners are driven to act by the anticipation of reward, tangible/intangible;
- Intrinsic motivation: the most potent learning 'rewards' are intrinsically motivated towards learners;
- Strategic investment: the time and learning strategies learners invest into the language learning process;

Affective principles:

- Language ego: learning a new language involves developing a new mode of thinking – a new language "ego";
- Self confidence: success in learning something can be equated to the belief in learners that they can learn it;
- Risk taking: taking risk and experimenting "beyond" what is certain creates better long term retention;
- Language culture connection: learning a language also involves learning about cultural values and thinking;

Linguistic principles:

- Native language effect: A learner's native language creates both facilitating and interfering effects on learner;
- Inter language: at least some of the learner's development in a new language can be seen as systematic;
- Communicative competence: fluency and use are just as important as accuracy and usage- instruction needs to be aimed at organizational, pragmatic and strategic competence as well as psychomotor skills,

Though these principles are very effective and important for all teachers for practice and teaching a language in class, very few principles of language learning are used in our primary schools of Bangladesh. From the very beginning of our Bangla medium

schools, they do not follow the above principles of language learning that I have mentioned. As the time has changed and there is a need for knowing a second language, some of our Bangla medium schools are trying to follow those principles for the learner's to learn second language accurately. Others like English medium school, they follow all the principle of language as they did in the past.

Behind all the language learning, it is essential for the teacher to know how to stimulate those principles for the learners to learn language in class. That is why different methods are invented and being used in different education system. Methods are invaluable for learning a language and also for the teacher. By using the methods the teacher become aware of his or her own fundamental assumptions, values and beliefs about language teaching. Knowledge of methods also provides help to expand a teacher's range of techniques. Despite this potential gain from the study of method, it is important to know different kind of method and their background. Among all the different kind of methods the Grammar Translation Method, the Direct method, Audio-lingual methods are foremost. Each of these methods has different kind of techniques and characteristics.

Grammar translation method

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Background

When the people of the western world wanted to know about the foreign languages like Greek and Latin the grammar translation method appeared. Grammatical rule, memorization of vocabulary, translation of the text was its focal point. In that time, the Latin language was generally based on structure and their main objective was to understand the fundamentals of grammar and translation. It was a hope that through the grammatical rule of the target language the student would know more about the grammatical rules of their native language and then, it would help them to speak and write in their native language better. So thinking about the objective of the language,

the method came to be known as classical method. At present, it is very well known as the grammar translation method.

Principles:

The main features of grammar translation methods are as follows:

- There is a little use of target language. Mother tongue is used more in the class.
- Vocabulary is taught deductively.
- Intricacies of grammar are given in along elaborate explanation.
- At the very beginning of learning, difficult reading text are given.
- Pronunciation is not at all important.
- Very little concern about the content of the text.
- Instruction mainly focuses on the form and intonation of word.

Techniques

- **Translation of literary passage:** the student translates reading passage from target to native language. Vocabulary and grammatical structures are studied in the subsequent lesson. The reading passage may be taken out from the literary book or may be written by the teachers.
- **Reading comprehension question:** based on their understanding of the reading passage, students answer the question in the target language. The question may be listed in some order where first group of question ask for the information contained within the passage. The second group of question may be involving student's inferences and the third group of question may be requiring students to relate their own experience.
- **Cognates:** in this technique, the student may be taught cognates by learning the spelling and sound pattern.

- **Antonyms and synonyms:** in this technique, the students are given one set of word and ask to find out the antonyms and synonyms from reading passage.
- **Use words in sentence:** the students are asked to make a sentence using the new words in order to know whether they have understood or not.
- **Fill in the blank:** there can be a sentence with words missing. The students are asked to fill the blanks with new vocabulary.
- **Memorizing:** the student has to memorize some new vocabulary item, grammatical rules from the passage.
- **Deductive applications of rules:** in this technique, the grammar rules are presented with example. Student is asked to understand the rules and use it in different example.
- **Composition:** teacher can be given the topic to write about the target language. The topic can be give from the reading passage.

The Direct Method

Background

The direct method is not as new method. For many years, their principles have been used by the teachers. When the researcher found that the grammar translation method is not very effective for learning a language, then the direct method became popular. The main assertion of direct method is that second language learning should be more like first language learning. This method includes oral interaction, regular use of language.

Principle

The main principle of the method is as follows:

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- Grammar taught inductively.
- There is an emphasizing on correct pronunciation and grammar.
- Vocabulary and sentence are taught everyday.
- Through the practice, new teaching points are taught.

Techniques

- **Reading aloud:** students reading the text or section of a passage or play out loud.
- **Dictation:** the teacher read the passage three times and the students write down it.
- **Paragraph writing:** the teacher asks students to write a paragraph in their own words.

The Audio-Lingual Method

Background

In the second World War, When the people of America become aware that foreign language learning is important and needed for overall military operation then the army method is evolved. The army method is mainly focusing on oral and aural skill. During this period when linguistic become involves in the teaching of English as foreign language, thousand of student entered university for study. This fact lead to the

emergence of the America approaches to ESL. Then from 1950s, it is known as the Audio-lingual method.

Objective

The main objective of audio-lingual method is to create communicative competence in learners. The student does over learn the language by extensive repetition. It drills students mind in such a way that make them response automatically.

Principles

- The form of language occur naturally within a context
- There is separate linguistic system of native language and target language.
- Speech is more essential to language.

Techniques

- **Repetition drill:** Students are asked to repeat the teacher's speech accurately.
- **Question and answer drill:** student does practice by answering question in this drill.
- **Transformation drill:** the teacher asked students to transform the sentences. Here the teacher gives student one affirmative sentence and student makes it negative.

Communicative Language Teaching:

Background

After the discussion of all the methods we come across a common goal that is to enable students to communicate in the target language. In 1970's some researchers found that the student could use the rule of grammar and produce sentences accurately in their class. But when they interact in the target language outside of their class they could not produce sentences appropriately. They could not use the rule of linguistic usage outside the class or in real life situation. So it became important to know when and how to say and what to perform. Thus in the late 70's and early 80's such observation contributed to a new method's emergence namely communicative language teaching method.

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Objective:

The main objective of the communicative language teaching is to communicate with the target language.

Principles

- Language is used in a real context.
- The main goal is to enable students to communicate in the target language.
- The target language is the vehicle for classroom communication.
- A variety of linguistic forms are presented in this teaching method.
- Communicative interaction encourages cooperative relationship among students.
- Appropriately use of language form is an important part of communicative competence.
- Grammar and vocabulary are presented inductively.

- Fluency and acceptable language is the primary goal.

Techniques:

There are some useful techniques associated with communicative language teaching. They are as follows:

- Scrambled sentences: some passage of the text includes sentences which are in a scrambled order. The student's are asked to restore the passage in original order. From that technique the students will learn how sentence are bound together. The student's might be asked to unscramble the line of a mixed up dialogue and asked to put the picture of a picture strip story.
- Language game: in CLT games are frequently used. Game like Information gap is enjoyable for the student. The students did not know what her classmates are going to do in the weekend. Here the speaker had a choice as to what his classmate would predict and how she would predict it. The speaker will receive feedback from the member of the group. If the classmate's prediction is incomprehensible, then none of the member will respond. But if it is meaningful response then the classmate could assume that the prediction is understandable.
- Authentic materials: communicative language teaching advocates the use of authentic material of native speakers of the target language. The teacher may use newspaper article, live radio, television broadcast for the students and May assigned them as homework.
- Role play: the technique as a role play is very important for the student in communicative language teaching. Here, the student can get opportunities to practice communicating in different social context. The teacher tells the students who they are, what the situation is and what they are talking about. This kind of

role play often provide information gap like game since the student cannot be sure what the other person will say.

- Picture strip story: in this technique one student will take strip story. He or she will show the picture of the story to the other member. And then other member will predict what the second picture would look like. This kind of game is very challenging and interesting for the learners in the classroom. The picture strip activity work as a problem solving task in communicative technique. This kind of task gives student to practice negotiating meaning.

Procedure:

In communicative language teaching, there is variety of classroom activities and discussion which can be applied in any skills. That is why; typical classroom procedure used in a lesson on communicative language teaching principle is not feasible. The communicative language teaching procedures are evolutionary as Burmfit offered an outline of a procedure for the learner in the beginning level of a secondary school program. They are as follow:

- A dialog presentation, headed by the motivation and a discussion of the function, situation, people, setting, topic and the formality and informality of the language which the function and situation demand.
- Oral presentation for section of the dialog is to be presented, headed by individual model. Mini dialogue engages in practice.
- Based on a situation, there are some questions and answers.
- The question and answer related with the student's personal experience and the theme of the dialogue.
- Study of the communication expression in the dialogue. Teacher can give several example of communicative use of dialogue.
- Learner's Detection of simplification lie behind the functional expression. That includes four points.
 - Oral and written form
 - Passion and the utterance

- Formality and informality of the utterances
 - Grammatical function and meaning.
-
- Oral reorganization and interpretive activity.
 - Oral production activities proceeded from guided to free activity.
 - Duplication of the dialogue.
 - Example of Written homework or assignment can be given.
 - Learner's evaluation.

That kind of procedure are much common and given in situational structural principle classes. Traditional procedures are also can be extended. New teaching point can be introduced with dialogue, followed by the practice of the grammatical patterns. Thus, teaching points can be contextualized by the situational practice. This kind of practice serves as freer activity like role play.

Chapter Two

Basically, In Dhaka, we see, there are two type of primary school. They are English medium school and Bangla medium school. They fall into two categories like government school and private school. Most of our Government primary schools are Bangla medium and monitored by the government. The monitoring includes syllabus, lesson plan, faculty that has been approved by the government. Our non-government schools are Private schools. They are mainly English medium school and non-government people monitored them. They are independent and their syllabus, lesson plan custom made by them. Generally in every school, our primary and secondary classes range from class one to ten and the age of the students are five to eighteen.

In my previous chapter, I have talked about the teaching methods, now in this chapter I will focus on how the methods are used in both English and Bangla medium schools. As my paper is mainly concerned with two methods that are communicative teaching method and grammar translation method, I will proceed with those methods.

Methods

In most of our government schools of Dhaka, we see, teachers are using grammar translation method in English classes. The teacher's main job is to teach them the grammatical rules. Beside that, in private primary school or English medium schools the teaching methods or role of the teacher and the student is different or quite opposite from the Bangla medium schools. In this type of class the teacher's main objective is to make the student communicate in English fluently. They use communicative language teaching method.

Teacher's role in the class

In Bangla medium school, if we consider the role of teachers in the class, we see teacher plays a vital role in the class. The teacher is the authority in the class. The students do what the teacher says. The teacher does not give any chances to the student to talk or respond. He or she only follows the grammatical rule from the particular books and teach them to the students. The teacher corrects the student's mistake if he/she does not know the correct answer. But, sometime in most cases, after finishing the class the teacher even does not need to know whether his or her students are learning or not. But in English medium schools the teacher facilitates or makes them easier for the students to communicate into the class. The teacher's main responsibility is to create a situation where the students can communicate among themselves. The teachers play their role as an advisor. During the time of student's activities, the teacher asks question to the student about the task and take response from the students and keep an eye on the class. Even in the class the teacher might take a role as a communicator engaging themselves in the communicative activity along with students. Sometime the teacher makes a pair, triads, group and whole group work where the students could work together and solve their problem in order to interact a great deal. Sometimes, the teacher evaluates the students not only in the area of accuracy but also the area of fluency. As an advisor or communicator, the teacher can evaluate them informally. That means the teacher corrects their mistake or judges the students in a friendly manner not in front of the class or not mentioning the student's name in front of the whole class. But, for formal evaluation, the teacher may give interrogative tests to the student like giving questions to collect information from the other person, which is a real communicative function. In the class the teacher hopes or has faith that the students must communicate fluently with target language. That is why the teacher gives more opportunity to the students to express their thoughts.

Student's role in the class

In Bangla medium schools, the role of the student is to know the grammatical forms and structure of the target language in the class. Students are more conscious about grammatical rules. They have their grammar book from where they learn grammatical rules. They memorize the rules from the book. In the class, they have to memorize even the examples of the grammatical rules. In the exam the teacher gives the student some example of native language from the book and the students has to translate it into English. On the other hand, in English medium school the students have more responsibility in the class. The class is mainly dominated by the student's interaction. They have a full opportunity to talk and share their problems with the students and the teachers. The students have also some particular books from which they could learn the rules of target language. For communicating, the students need to know the linguistic form, meaning, and function of the target language. They learn different form from the book. Even they learn that a single form has multifaceted function. Sometime they are given some tests to write a variety of function using a single form. The Students also function as the communicator as well as the teacher. In class, the students are actively engaged in negotiating meaning that means talking or discussing with the teacher and their friends. The students are seen as more responsible than the teacher. Judicious use of the student's native language or thoughtful use of language is allowed in this teaching. By using the target language in the class or doing their activities in the class, the students can learn and realize that the target language is a focal point in the medium of communicative language teaching.

So, we can see, in Bangla medium schools, the interaction of students is less than the teachers whereas in English medium schools that is opposite. We also can say that the method of grammar translation is the traditional teaching method which have been used in our primary Bangla medium schools by the traditional teachers who think that this is the way they have learnt and became instructors whereas in English medium schools the teachers are not traditional and believe that students can acquire target

language like their native language and can communicate, negotiate their thoughts effortlessly in target language if they use it in everyday activities.

Chapter Three

Everything, which is related to our education life whether it is methods, schools, learning, or teaching, has some merits and demerits. Sometime, they provide us some help or sometime they harm. Similarly, teaching methods like the grammar translation method and communicative teaching method has also have some merits and demerits.

Since I have talked about the way how those methods have been applied in our schools in my previous chapter, now I will discuss whether they are actually helping our students to learn the target language or not. This chapter will focus on the merits and demerits of the grammar translation method and communicative teaching method.

The Grammar Translation Method

Merits:

What I have discussed in my first chapter about the grammar translation method, we see that it does not have any advantages for the student to learn target language. But, if we look why this method is popular in teaching in schools of Dhaka we can see that it has some advantages too. First of all in the grammar translation method, it maintains the mother tongue of the learner as the reference language particularly in the process of learning the second language. In this method, when our teacher teaches the students, he or she just translates every word and phrase from English to Bangla from the book, which seems easier for the students to learn the forms of a grammar. In other method like direct method, audio-lingual method, it is very difficult and time consuming to explain the meaning of each and every word. So, translation is the easiest way to explain. Secondly, in the grammar translation method, the textbooks are taught in the schools and our students do not feel difficulty to answer while the teacher asks them comprehension questions on the text taught in their mother tongue. That is also helpful for the teacher to assess his or her student whether they have learnt what he or she has taught in the class. Even the teacher, who doesn't have good knowledge about the

second language, can teach this method easily. That is why this method has been practiced so widely and has survived so long and still surviving in Bangladesh.

Demerits:

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If we talk about the demerits of the Grammar Translation Method we cannot finish it within a few words. There are lots of demerits of the grammar translation method. First of all this method is unnatural. That means people learn their own mother tongue naturally from the childhood. But in this method, the process of learning a second language starts with the reading of a book, which is not natural and causes problem. Secondly, in the grammar translation method, it only involves reading and writing. There is no opportunity to talk. So the students, who are taught second language through their mother tongue, cannot produce sentences or express their own idea in English. They lose their creativity. Even when they are asked to speak in English outside the class, they feel very shy. Even in the class, students tend to exercise their mother tongue more than the second language. Thirdly, in this method exact translation is not possible. A language can differ in various customs, traditions, and modes of behavior of a speech community. There are many lexical items in one language, which have no synonyms in another language. Word like 'table' does not fit in such expression as the 'table of contents', 'table of figures', 'time table', etc. So each language has its own structure, idiom, usage which is not similar to other language. Thus translation is considered the index of one's proficiency in a language. Fourthly, a person can learn language when he or she forms the habit of speaking. But in this method it does not provide any practice for the students. It makes an effort to teach language through rules and not by practice or use. Even people, who learn English through this method, find difficulty first thinking in their mother tongue and then translate into the second language. Fifthly, in this method memorization is another important part. Students do memorize when they learn the grammar. But it is not possible for everyone to memorize all the grammatical rules from the book. Even by memorizing, we cannot learn any language. Therefore, this method fails to get proficiency in the second language and suffers from certain weaknesses.

My Experience:

In my school, I have learnt second language through this method. On a daily basis, the teacher told us to look at the example and forms of the grammatical rule from the book. Sometime the teacher took a test. He gave the example from the book and we had to translate it. So, every time, when we learn the grammatical rule, we have to memorize the forms and the example, which was difficult for us to memorize. Even in the class we did not get any chance to express our thought in a second language. Therefore when I try to speak in English in outside of the class, I felt very shy and nervous. Sometime, our teacher ask us the example given from the book. In this way I have learnt second language. But the result is negative and I could not speak fluently still today.

Communicative language teaching

Merits

Communicative language teaching method has played a vital part to learn and acquire a second language. First of all, in communicative language teaching class, the lecture of the teacher is very helpful for the students. The materials are all about the present factual events which are done in a direct manner. There is no scope of using the mother tongue so students deal in an authentic situation. The material contains experience, which inspires students to know about the real world. It stimulates students to think and express their own idea in a second language. In the class, the student can ask question and clarify the answer from the teacher. In this method, the students get lots of opportunity to work in a pair, group. Such kind of work allows them to show their creative work with a new idea. It also encourages them to participate in the class naturally. It draws student's own knowledge and experience. Even in a pair work, one student's

idea can spark off a new idea, which helps the other student in the class. Sometime in this method, activities like presentation, role-plays, picture strip story etc can help student a lot. Presentations provide help to the students to pools their own ideas and experiences from a group and allow everyone to participate in an active process. In a Role-play, the teacher introduces the problem situation dramatically. So it provides opportunity to the students to assume roles of others and allow them to appreciate their point of view. It also allows them to explore solutions of problem and provides opportunity to practice speaking skills. So, we can see that in communicative language teaching method is very effective method, which motivates student to speak out in a real life situation. Through this method, students can speak the second language fluently without hesitation. It makes them confident to speak outside the class.

Demerits:

There are very few disadvantages of communicative language teaching method. They are as follows

- In the class, the teacher uses authentic material. Sometime the material can be unfocused for the students.
- Students may have difficulty getting away from known reality.
- Vocabulary might be difficult for the student's to understand.
- Students have got very few times to speak.
- Sometime cultural values, issues interfere with the authentic material.
- In the class the teacher overlook the grammatical mistake of the students. So a question can occur whether this method emphasizes fluency or accuracy.

We can say that having few demerits in communicative language teaching method, it contributes a great deal for learning a second language.

Chapter Four

In my previous chapter I have discussed about the merits and demerits of the grammar translation method and communicative language teaching method. In this chapter we will see whether the student of Bangla medium schools and English medium schools are learning a second language or not learning through those methods. In other words, we will see the impact on the learners.

Impact on the Learner's in Bangla medium schools:

Though in every Bangla medium schools of Dhaka, they are applying the grammar translation method, the students could not learn a second language properly through this method. In the grammar translation class, the student only try to memorize the grammatical rules form the book and listen to the teacher what he or she is explaining. So the student's only job is to just listen, read and memorize the forms and structures of grammar. The student only expects to get the teacher to speak to them. There is a very little opportunity for students to talk. So what is he result? The result is very depressing. They are as follows:

Production of a sentence:

When the students get opportunity to talk in a second language they could not produce a single sentences properly. Even what he or she is going to say, they try to think in Bangla and translate into English and then say it. So, sometime their production of a sentence provides wrong sentences. There is an incorrect production of a target language in the class and also outside the class.

Anxiety

When the students start talking in a second language with other person, their anxiety level goes high. They start murmuring at that time. They hesitate and stammer.

Feelings:

Even when they speak in the target language which in this case is English, they feel very shy and are scared to speak in front of the people. Every time, when they are speaking in front of others, they are bothered about what other people might be thinking about them and whether they speak correctly or not.

Motivation:

They feel less motivated from the teacher and also in the class. As a result, students do not enjoy coming to classroom and will not learn a second language.

Learner's belief

The students lose their own learning belief about the second language. They start feeling dreadful about their process of learning in the class and also the about the teacher.

Accuracy and fluency:

Through this method of teaching, the students will never speak in a target language accurately and fluently.

Error:

Though the students in Bangla medium schools learn target language through the grammar translation method, error becomes their habit. Every time they open their mouth and try to communicate, they make mistake and error which will never be recovered in the future.

Learner's contact with the target language:

Though the student produces wrong sentences when they speak, their percentage of contact with target language gets less and less. As a result they never talk with other people from other countries in appropriate sentences and do not get to know about the world. Their interaction with other people is less meaningful and comprehensible.

Impact on the Learners in English medium schools:

That was all about the impact on the learners in a grammar translation method. But in English medium schools of Dhaka city, their impact of learning a target language is very positive. They are as follows:

Production of a sentence:

As the English medium schools use the communicative method of teaching in the class where the class is learners or the students centered, learners get more chance to communicate in target language independently. Since this method have been used in the very beginning of their life, the learner's production of a sentence is correct. Though in the class, the teacher does different kind of activities like role play, group discussion, individual presentation, pair work etc, the learners get rid out of fear of speaking and produce target language spontaneously.

Anxiety:

The anxiety level of learner in English medium schools does not rise when they speak in target language inside and outside of a class. They are more relaxed when they speak.

Feelings:

The learners of English medium schools do not feel hesitation, shy in front of people when they speak. Even they do not bother about what other people are thinking about them. They are more confident than the learners of a Bangla medium school.

Motivation:

As the teachers of English medium schools encourage the student to speak in target language and give enough chances to express their own thoughts, the students feel much motivated from the teacher and also in the class. As a result, students enjoy coming to classroom and will learn a second language fluently.

Learner's belief

In the class, the students or learners get a strong faith of their own learning belief about the second language. They start feeling pleasant about their process of learning in the class and also about the teacher.

Accuracy and fluency:

As the learners of English medium schools learn the target language from the very beginning of their life, they become more fluent in their speaking and also writing.

Error:

There is no chance of making error and mistake for the English medium schools learner while speaking in the target language. From the beginning they make a few mistakes but as they practice speaking in a target language by their own, they just recover their own mistake.

Learner's contact with the target language:

Though the students and the learners of English medium schools deals with authentic material in the class and always use target language in their class, they get more facilities to know about the world and talk with the people of the other country. Even, they can get a good job in international companies and contact with outstanding people in the world. Their interaction with the people is much more meaningful and comprehensible.

So we can see that the impacts of the grammar translation method on Bangla medium schools learners are not very operative where the impacts of the communicative teaching method on English medium learners are very operational and helpful. In other word the learners of our Bangla medium school are less successful in learning and acquiring the target language than the learners of English medium schools in Dhaka.

Chapter Five

In my previous chapter I have shown the impact of the grammar translation method and communicative teaching method on learners. For this kind of thesis or a research paper, classroom observation is necessary. Classroom observation gives us the opportunity to increase classroom practice. It also provide help to us to know how to be a good teacher and we can teach second language in class properly. For this reason I have gone through some English and Bangla medium schools to observe how the teachers are using the grammar translation method and communicative teaching method in their English class for my thesis. So, in this chapter I will be showing how those methods are being used in the class of some English and Bangla medium schools in Dhaka. I have visited four schools in Dhaka. Two of them are English medium schools and two of them are Bangla medium schools.

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The first school that I have observed was an English medium school in Dhaka. The observed class was class nine and an English language class. There were twenty six students in the class. They are all in higher intermediate level students. The title of the class was introduction to summary through which they will practice speaking in a second language. The teacher applied communicative method in the class. The teacher's main goal was to enable her students in writing, thinking and reading in a second language. The teacher gave the student some authentic articles through which the teacher will be checking their ability to think, speak and read.

Observation:

It was a female teacher. The teacher entered into the class and told them what that days lecture would be. She wrote on the board 'this is an introduction to summary class'. The she wrote some steps by which she proceeded into her class. She told them to make a group. In each group there were four students and provided them those

authentic article to read and give an appropriate caption for the article. She gave them fifteen minute to read. Through reading the student also had to tell their teacher how they could write a summary of the article. During that time the teacher wrote some structure of a summary which helped them to write a summary. The she made them clear about the structure of a summary. Then the students started reading in a group and they felt very relaxed. When some of the student could not understand their group work the teacher went and made that clear to them. Then after finishing their reading the teacher asked them what would be the appropriate caption for that particular article. Some of them could answer and some of them could not answer. In that case the teacher helped them. But whatever they answered, they answered it in a second language. In the class there were equal interaction between the teacher and the students. One thing I observed that the teacher did not pay attention on their grammatical aspects. Like one of the student said "it create very problem". The teacher overlooked it. Instead of that, the teacher paid attention to their ability to speak. In the class the teacher was very friendly with the student and gave them enough opportunity to express their thought in a second language. The students also enjoyed their class activity. One of the problems was time. Though the student had to express their idea but they got only three minute to speak. Otherwise the class was fully communicative.

Overview

Lesson design:

Topic: Introduction to summary

Objective: how to write summary

Sequence of content: main idea, cause and effect.

Use of visual aid: white board.

Activities and materials:

Type of activities: group work (four student in a group)

Materials: newspaper articles.

Teacher and students participation:

Teacher's talk: equal with the students

Student's talk: equal with the teacher.

Encouragement of student's question: the teacher gave the articles and asked them to tell when they will feel problem.

Student's level:

Higher intermediate level

The second school that I have observed was a Bangla medium school in Dhaka. The class that I observed was class eight and an English second paper class. There were thirty eight students in the class. They were all beginner level students. The title of the class was correct forms of verbs. The teacher was trying to apply communicative method in the class. It was like a grammar translation method class. The teacher's main goal was to teach them grammar by communicating in a second language. The teacher used a book named Advanced learner communicative English. It was a male teacher.

Observation:

The teacher entered into the class and wrote on the board what would be their lesson for that day which was correct forms of verb. First of all he taught them how to use "if" in sentence. He asked one student the meaning of 'if' and condition and the student answered. Then he wrote an example like "if you came, I will go" and asked one student to tell the right form of that sentence. Then the teacher again a form of verb and asked student to copied that in their papers. Then he again wrote an example on the board and asked one student to write the right forms of verb of that sentence. Then he gave all students some written task. He wrote some of the example on the board and the student are asked to write the right form of those sentences in their individual paper. Then he talked about 'voice change', which he had done, in his previous class. He gave them a sentence and asked them to make it passive. The teacher corrected only one student's mistake and did not check all the paper. Then he finished his class. In the class, I have observed that the teacher did not use a single sentence in the second language. In the class the teacher talked more than the students. Even he tried to make his students to speak in a second language but the student did not speak. I felt that the student was not at all attentive in the class. They felt very hesitant while they were speaking in English. There were no group or pair work in the class. And the students followed their own grammar book while the teacher gave them lecture. So it was more like the grammar translation method class.

Overview

Lesson design:

Topic: right forms of verb

Objective: to teach them grammar by using communicative approach.

Use of visual aid: black board.

Activities and materials:

Type of activities: individual activities.

Materials: Book. Advanced learner communicative English

Teacher and students participation:

Teacher's talk: ninety five percent

Student's talk: five percent.

Encouragement of student's question: no

Student's level:

Primary level

The third school that I have observed was also an English medium school in Dhaka. It was class five and an English literature class. There were twenty four students in the class. They are all in advanced level students because they spoke second language in appropriate manner. The teacher applied communicative method in the class. The teacher main goal was to give the students some idea about a narrative poem and enable them to write their own narrative poem based on traditional story known to them. The teacher gave them the poem "Little Red Riding Hood and the Wolf" by Roald Dahl.

Observation:

It was female teacher. The teacher entered her class and introduced her lesson. Then she asked them to take out the poem that she had given to them in their previous class. She asked one student 'what is a rhyming couplet' and the student answered. Then she asked them to read out the poem together loudly. She asked students to take out a piece of paper and fold the paper in half. Then she told them in one part they had to write four line poems. In another part they had to draw a picture based on their poem. She gave fifteen minute to do this. This activity helped them to improve ability to think. Then each and every student read out their individual poem and showed their picture. In the class all the students and the teacher used second language. The teacher was only the person who just gave them what they have to do in the class. The student talked rest of the class in the second language. During their written activity, the teacher also went to every student and helped them to solve their problem. The students were interacting with the teacher while she asked them questions and also enjoying their class. It was very communicative.

Overview

Lesson design:

Topic: poem "Little Red Riding Hood and the wolf"

Objective: to give the students some idea about a narrative poem and enable them to write their own narrative poem based on traditional story known to them.

Use of visual aid: white board. The teacher wrote her lesson on the board.

Activities and materials:

Type of activities: individual activities.

Materials: poem written in a handout

Teacher and students participation:

Teacher's talk: five percent

Student's talk: ninety nine percent.

Encouragement of student's question: the teacher asked them to write four line poems based on the traditional poem and read it aloud in the class.

Student's level:

Advanced level

The last and fourth school that I have observed was Bangla medium school in Dhaka. It was class seven and a language class. There were sixty five students in the class. They are all in beginner's level students. The topic of the class was tense (present perfect tense). The teacher applied the grammar translation method in the class. The teacher's main goal was to teach them the rule of present perfect tense. The teacher used the book "Grammar tree" for teaching them the present perfect tense.

Observation:

When I entered into the class, I saw the class has started. The teacher was reading the rules of present perfect tense from the grammar book and asked the students just to follow their own book. She asked them to memorize the rule of present perfect tense. I realized the teacher was the only person who talked more in the class. The student kept silent while the teacher was speaking. There was no interaction between the teacher

and the students. She was just following the grammar translation method in her class. There was no pair work, group work, board work in the class.

Overview

Lesson design:

Topic: present perfect tense

Objective: to know the rule of present perfect tense.

Use of visual aid: black board. The teacher did not use it.

Activities and materials:

Type of activities: no student's activity.

Materials: book "Grammar Tree".

Teacher and students participation:

Teacher's talk: hundred percent.

Student's talk: no

Encouragement of student's question: no

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Student's level

Primary level

Chapter Six

In the previous chapters I have shared my observation of schools that is a very authentic and apparent picture of the schools of Dhaka. Both methods are being used in English medium schools and Bangla medium schools in Dhaka. But still, the point can come to our mind how far do these methods affect the learners? Does the learner really learn the second language and speak fluently? To answer that question, again I have to talk about those methods and specially my observation critically.

Earlier, I have told that the grammar translation method is very common in our schools in Dhaka and popular with all of our teachers. Why?

As we are Bangali and Bangla is our mother tongue, so most of our people including teachers of schools in Dhaka always speak in Bangla and express our thoughts easily in Bangla. So, What I have seen, in the grammar translation method there is huge scope of using our mother tongue and most of our teachers are comfortable with speaking in Bangla instead of second language. Since, the grammar is only the focal point in this method so the teacher can only explain the rules of grammar to the students. Even they don't have to bother about the speaking in a target language in the class. Even in the class the students just learn and memorize the grammatical rule and they do not have to talk in a second language. They just listen to the teacher. Outside the class the students do not use second language among themselves. They feel shy, nervous, and uneasy when they speak in a second language. So what happens is that the students are not learning and practicing the second language properly. Still today, even in English class both the teachers and the students communicate through their mother tongue. That is all I have seen in my observation.

I do not say that the grammar translation method should be banned from the teaching method. But I can give some suggestion about how this method can be made more effective for the learners. How?

- Firstly the teachers need to have proper training. They should know how the method can be made more effective.
- Secondly, the teacher should have accurate knowledge about the second language that they are teaching so they can teach English properly to the student. Even, they have to have clear knowledge about each and every grammatical rule. The teacher should use more target language than their mother tongue. Sometimes the teacher makes mistake in the class which is harmful for the student. So every teacher should be aware of their mistake.
- Thirdly, though the grammar is the main focus in the method so the teacher can make more interesting when they teach grammar. For example, if the teacher taught present tense in the class they can make a short story where each line of the story could have clear shown examples of the rules present tense. Like

Subject + verb + ing + object

Tina is playing tennis.

Subject + verb + object

Tina is tired.

The teacher can also include visual image in the story. That can motivate students to learn the target language.

- Fourthly, the teacher should instill into students the habit of reading. The teacher may give them homework like the students will read the grammatical rule of present tense and will make story based on the rules. The students will present it in front of the class. The teacher may give as a group or a pair work. That will provide help students to learn target language and to be creative in their writing.

- Fifthly, the teacher should create more opportunities for the students to talk in the class. The teacher should ask questions to clarify whether they have understood or not.

In this way the grammar translation method can make more effective in the class.

I do not have enough words to suggest about the communicative teaching method. This method contains all the suggestions that I have given for the grammar translation method. Only one thing that I can suggest for both methods that the students as well as the teacher needs more time. In both English and Bangla medium schools, the time is very limited. The students have only one hour for their English class, so instead of that they should give extra thirty minute for the class. Except that the communicative method is more useful and effective in the schools of Dhaka. The students have opportunities to speaks in the target language and express their thought, they have group work, pair work, they have authentic materials which provide help to know the world, the teacher gave them time to think and the class is very communicative.

I can say the best thing that the teachers of both English medium and Bangla medium schools of Dhaka can do ; they can combine both methods and implement it in the class from the beginning. That will make a balance. So that the student who makes grammatical mistakes from the beginning, can get rid out off that problem by practicing, speaking, listening and writing in a target language. They can practice more speaking in English and side by side they will know the rules correctly. For doing this

- Our government should take some steps.
- The entire teachers of both English and Bangla medium schools of Dhaka can make better lesson plans by implementing both methods.

- The government may publish new course book for each and every English and Bangla medium schools of Dhaka.
- The government can arrange a good training system for all the teachers where they could learn how both methods can be implemented in the class together and effectively.
- Another thing the government can do is that they can make combined schools where the emphasis will be on both English and Bangla equally.

Finally I will conclude by saying that if all the teachers of English and Bangla medium schools were trained properly and if they are properly aware of the negative and positive sides of both methods, they could easily find or make the best way of teaching the target language in the class and could make the best effects on the learners.

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