

# A Comparative Study on Teaching-Learning Activities of English Grammar in Grade Five at the Government Primary School and Kindergarten School at Kishoreganj District in Bangladesh

Dipa Adhikari

*Instructor, Primary Teachers Training Institute (PTI), Mymensingh, Bangladesh.*

## Abstract

*This paper is concerned with teaching and learning activities of English Grammar in class-five in the Government Primary School (GPS) and Non-Government Kindergarten (KG) School in Bangladesh. It also tries to compare the teaching and learning style or process and achievement of these two types of school. Grammar can be taught in different ways as like using Grammar Translation Method, Direct Method, Communicative Language Teaching, Task based Language Teaching etc. The aim of the research is to compare the two institution's Grammar teaching-learning strategies with the following methods. Achievement Test of the students and Questionnaires were distributed among the students and teachers to find out their opinions or styles of teaching-learning activities, data were used by using mixed-methods. In whole it was found that there are some differences between the teaching learning activities of English Grammar in class-five in GPS and KG School in Bangladesh. This paper is a reflection of those.*

**Key Words:** *Teaching-Learning Activities, English Grammar, GPS, KG*

## I. Introduction

In an age of globalization, people can able to express their opinions with each other by using simple and fluent English for that English has become a compulsory subject in context of teaching and learning process from class-one at primary education in Bangladesh. For the betterment of primary education, NCTB has written curriculum, textbook and teacher's edition and supplied audio-visual materials with the student's age level, to build up skilled teacher has been given different training in different modules of English subject. Hence, it is seen that desired competencies cannot be attained; the students has still fall back. Though it has proper instruction to carry on the class using CLT but from observation of class we find that maximum teachers follow the Translation Method at the time teaching and learning of English in primary school. Even they totally avoid teaching and learning process of Grammar. So the students of class-five have to complete their primary education without any knowledge of Grammar. But Grammar is an important element in effective language learning. Whenever people learn a language, they have to learn Grammar. This is a matter of question that how the different teachers of the GPS and KG School are taught Grammar in our country. The purpose of the study is to find out the teaching learning activities of English Grammar in class- five in GPS and the Registered Non-Government Kindergarten KG School in Bangladesh.

## II. Aim and Objectives:

The main aim of this report is to investigate how the English Grammar teaching and learning is carried out in class-five in Bangladesh and the role of Grammar as the EFL (English as First Language) in the DPED (Diploma in Primary Education) course or Subject Based English Training.

To satisfy or fulfill this aim, we will further explore four different areas:

1. The teaching methods suggested by the Curriculum and Syllabus;

2. The textbooks used to teach English Language;
3. The teacher's attitudes towards teaching Grammar;
4. The actual methods used to teach and learn Grammar in the classrooms.

### Research Questions:

To fulfill our aim, here are the main research questions which we will explore and answer in the present report.

1. Which Grammar Teaching Approaches have been suggested in the Curriculum and Syllabus?
2. How grammar and grammar exercises are represented in the Textbooks?
3. How do teachers currently practice Grammar teaching in the classrooms?

### III. Rationale of the Research:

The Primary Curriculum has been revised in the light of The National Education Policy-2010 which emphasizes learning English as an international language for communicating locally and globally. To conduct teaching and learning of English most effectively and fruitfully NCTB has developed, printed and supplied Teacher's Edition, Textbooks and Curriculum. The 'English for Today' textbooks have been developed to help students attain competencies with all four language skills in English through meaningful and enjoyable activities. Grammar points and plans activities to develop the student's competences of all four skills have been presented within contexts in a systematic and graded way. The teachers' of GPS have trained in various training e.g. Curriculum dissemination, Subject-based training in English, Customized Training on English etc. So researcher wants to find out what is the real situation of teaching and learning activities of English Grammar in GPS and KG School. Because researcher observes in the supervision of GPS and finds out that the teacher's cannot teach grammar items properly. So researcher selects the topics for the research in that circumstance.

### IV. Methodology:

The Study was conducted at Kishoreganj town in Bangladesh with own support. It is a mixed method research. The sample for the study was determined systematically through a step down procedure. Selection of Schools: At first step, 5 GPS's will be selected by lottery out of 20 Diploma in Primary Education (DPED) training School and 5 KG Schools were randomly selected from KG Schools at Kishoreganj town. Selection of Students: At second step, 10 (5 boys and 5 girls) students from each school will randomly be selected grade five in GPS and KG schools for achievement test and interview. Selection of other respondents: All the Head Teachers/Directors and Assistant Teacher (who taught English in class- five) from each school were selected. The Research Tools: Four research questionnaires were developed after tried out in the field for their accuracy. The questionnaires were:

1. Questionnaire for the Head Teacher.
2. Questionnaire for the Assistant teacher.
3. Questionnaire for the Students.
4. Standardized questionnaire for Achievement Test of the students.

### V. Literature Review:

Importance of grammar:

According to Chang (2010) in The Longman Dictionary of Contemporary English describes grammar as the rules through which words changed into sentences. Moreover, Debata (2013) said that at the time of communication we consciously or unconsciously use grammar in our language.

Another researcher Brumfit (2000) said that grammar is a framework to describe the nature of language. He also included if any person know thousands of English vocabularies, but he or she does not know how to arrange it properly then he or she cannot use it perfectly and speak in English (as cited in, Chang, 2011)

Furthermore, Burton and Hudson (2005) said English is a standard and international language and the modern researchers are now experiencing a rebirth of grammar teaching. In terms of grammar, they said it takes place in school teaching.

### **The different Methods of teaching grammar:**

Grammar can be taught through different methods of language teaching. Those are given below:

#### 1. Grammar translation method (GTM):

GTM is the combinations of grammar and translation. Translation reproduces similar structures. Njogu (n.d) mentioned that in the GTM class, all the students“ use their mother tongue and there is limited use of target language.

Tianzhuin (2013) mentions language is systems of rules for the construction of correct sentences.Rules are presenting with examples in the grammar class, Teacher gives explicit feedback to his/her student; sometimes it creates positive or negative impact to the student. Teachers“ role is to explain grammatical rules, vocabulary and correct the students“ mistakes.

Zainuddin (2011) said grammar study is based on the memorization; teachers“ teach English using native language and give no importance to the pronunciation.

#### 2. Direct method (DM):

Freeman (2004) describes, “it was revived as a method when the goal of instruction become learning how to use a foreign language to communicate”. Simensen (2007) explains,” direct method that refers to the beliefs in establishing direct associations or links between L2 words and phrase and the object, actions”(as cited in, Ju,). Later, Simensen (2009) sums up the role between teacher and students that normally it is the teacher who asks and the students who answer, which further promotes the role of the teacher to be very powerful and in the classroom still the teacher has the central role.

Students should not use their native language in the classroom; they should use the target language (as cited in, Ju, 2010).

#### 3. Audio-lingual method:

Njoji (n.d) made a slide about the methods of language teaching and here he recommended Audio-lingual method is based on the characteristics of behaviorism. In this regard, “American English” (2013) published a video on you-tube about Audio Lingual method; there the teacher repeats the same thing so that the students can repeat after him. Freeman (2004) also said this language learning is a process of habit formation and here, grammar skill is emphasized and student learns it through interactions. This method follows the natural order process as reading, writing, listening and speaking.

#### 4. Communicative Language Teaching (CLT):

The origin of the method is in Great Britain, U.S.A. Language is for communication and linguistic competence, and the knowledge of forms and their meanings are the part of communicative competence. Another aspect of this knowledge is to learn the use of the language in social context. The teacher facilitates the communication in the classroom, and h/she also acts like an adviser and a guide and students“ are communicators. Nunan (1991) make five features for CLT. In here, the first is the teacher gives emphasize on communication. It helps to learn the target language easily. Secondly, teacher uses authentic material in the classroom. Thirdly, teachers not only focus on the language but also the language management. Fourthly, they tray manage a link between the classroom activities with outside room activities. Fifth point is about the learners“, they can share their personal experience which helps their communication process (as cited in, BANciu & JIREGHI, 2012). In addition Freeman (2004) states student play a language game in the class through role play, pair work in the classroom and here student gets chance to express their opinion.

#### 5. Task based language teaching (TBLT):

In Task based Language Learning and Teaching book, Ellis (2004) described task is a process where the learners are engaged in real life activity, when they do any task they do not always follow the meaning but they act as a language user. Komathi (2012) described task based to be a strong communicative approach and here students do many communicative activities such as “engaging, enjoyable, motivating”. Teachers use lots of “linguistic form” and this meaning is cleared by the context. Teachers do not control students“ language and in that case, they are fully free in terms of using language. Freeman (2004) said that this is the combination of grammar and meaning as students get feedback after finishing the task. Teachers monitor the class and here students work in a group or individually.

#### 6. Eclectic Approach:

Wali (2009) mentions that in the 20th century the researchers came to conclusion that no single method is effective for learning language, different methods have different qualifications. No one can assumed that this particular method is “universal” because every languages has some good and bad points and he also mentions that eclectic method is known as an important method in language learning cases . In addition, Kumar (2013) suggested that language is a whole unit and we cannot divide it in several parts as pronunciation, grammar, and vocabulary. In eclectic approach, it is believed that language is a whole concept and we cannot divide it. If we divide pronunciation, grammar, and vocabulary than we cannot find any meaning of these, all these parts work as a chunk.

### 7. Deductive and inductive approach:

Widodo (2006) said that deductive approach means the rules, principles, concepts and theories are presented first and it is called 'rule driving learning' because in here teacher presents the grammar rules to the students and students practice all the rules. In another case inductive is "rule-discovery learning" and here learners understand the structure through examples. As well as in one paper "Introduction of language" (2012), here the writer mentions deductive as a traditional method. In the beginning of the class teacher teaches the structure and the main goal of the student is to learn the structure. He also mentions inductive as a process where the learners find out the rule or structure through examples. Furthermore, Gollin (1998) added that deductive is "more traditional" and "teacher centered" method of teaching.

Inductive is totally the opposite of deductive, here the students identify the structure through given examples (as cited in, Eriksson, 2014).

The Principles of Grammar Teaching at Primary level in Bangladesh: (C-IN-ED. English Book, 2003)

The teachers need to know the principles of teaching grammar especially when they are they will be able to put theories into practice and the students will learn effectively.

The principles of teaching grammar-

1. Only one grammar item should be taught at a time. For example, if the teachers teach the present simple tense, they should not teach the affirmative, negative or interrogative in the same lesson.
2. The teachers should provide controlled activities to practice the grammar points. A controlled activity is one where the teacher's aim is to help the students to practice the form of the new grammar point accurately. S/he needs to set a controlled type activity i.e. filling gaps, choose the correct one etc.
3. The teacher should provide less controlled/guided and freer activities so that students can get the opportunities to understand the uses and functions of grammar points. For example, students have practiced the past simple form through different types of controlled activities. After that the teacher can provide an activity like- Tell your partner 5 things that you did yesterday (in pairs). This activity gives the students a chance to talk each other.

#### Grammar Practice activities

According to Ur (2003) in grammar practice activities, the focus point is Accuracy to fluency. This practice is the combination of seven steps and these are awareness, control drill, meaningful drill, guided meaningful practice, structure base free sentence composition, discourse composition, free discourse.

Awareness task: This task is about whether the student know structure or not. It is one kind of warm up activity before doing the main task. □ Control drill: In this process teacher gives them a sample sentences and through these, they produce more like the sample one. □ Meaningful drill: In this pattern, teacher will give different word and ask student to make sentences with these words following the structure. □ Guided meaningful practice: Teacher will guide their process of sentence as here he or she will give them a half sentence to the students and they will complete the half one. □ Structure base free composition: here, teacher with some visual or situational clue will present the learners. Student will do their performance by their own understanding. □ Structure base discourse composition: In this task, the learners have to write a passage According to the instruction. Teacher will give them some clue and they have to use these in their writing.

#### A critical analysis of grammatical terms in EFT-book at grade-5:

At present The English for Today book is a complete text for teaching English at GPS. This book is includes the four language skills e.g. listening, speaking, reading and writing and grammar rules and vocabulary suitable for that level or stage. There are some sections/activities in each lesson of EFT-book. Each section/activity is based on a skill as well as grammar. The grammatical items of some units on The English for Today book at class-5 are given below:

Unit	Lesson Topic	Lesson No.	Sentence Pattern	Structure	Name of grammatical items
1	Hello!	2-3 (c)	May I introduce myself  I am Jessica. See you/See you later.	*May+ subject+ object+?  *Subject+ verb+ object. *Verb+ subject+ Extension	*Optative Sentence.  *Present Indefinite *Imperative Sentence
		4-5 (E)	He is a young man. He is reading book	*Subject+ verb+ object *Subject+ auxiliary verb+ ing+ object+ Extension	*Present Indefinite Tense *Present Continuous Tense



		6-7 (H)	about Bangladesh. Do you know him?  I'll introduce you to him. Meet my friends. Please call Andy.	*Auxiliary verb+ Subject +Verb+ objects? Subject+ shall/will+ Verb+ object+ Extention Verb+ subject.... Adverb+ Verb+ subject	*Present Indefinite +Interrogative *Future Indefinite tense  *Imperative Sentence *Imperative Sentence
2	See You	1-2 (A)  3-4 (D)	See you. I'm going to the Book fair. Nice to meet you. Nice meeting you, too.	*Main Verb+ Subject *Subject+ Auxiliary Verb+ ing+ Object *Adverb+ Infinitive+ Object Adverb+ gerund+ Object+ too	*Imperative Sentence. *Present Continuous  'Uses of Infinitive and Gerund'
3	Saikat's Family	1-2 (B)  3-4 (G)  5-6 (J)	She enjoys sewing.  She makes dresses.  Yesterday at 7o'clock,I was walking to school. Yesterday at 8o'clock, My friends and I were sitting in our classroom. I was walking to school while my friends were riding in a rickshaw.	*Sub+ Transitive Verb+ gerund *Subject+ Main Verb+ object  *A specific time in the past, Subject+ Auxiliary Verb+ ing+ Main Verb+ Object *A spcific time in the past, Sub.+ Aux. verb+ ing+ Main Verb+ object *Past Continuous +while+ Past+ Continuous	*Object of Transitive Verb *Present Simple(subject 3 <sup>rd</sup> person singular number) *Past continuous (Sub.1 <sup>st</sup> perspsingular number, Subject singular, I-was, Subject plural, My friends-were)  *While with the past continuous(1 <sup>st</sup> past continuous+while+2 <sup>nd</sup> +past continuous)
4	Leisure Time	1-2 (A)  3-4 (C) (D)  6-7 (D)	I like to read magazine.  My sister reads in her free time. I sing in my free time.  Could you lend me your book? Sure/Of course -Sorry, I can't. (It's at home.)	*Subject+ Main Verb+ Infinitive Verb+ Object  *Sub+ Main Verb(s)+ Extention Sub+ Main verb+ Extention  *Could+ Subject+ Main verb+ Extention Sure/of course Sorry+ Subject+ can't	*Present Indefinite+ Infinitive  *Present Indefinite and gender identification. (My sister- Feminine Gender and its objective 'form' She-her, I-me) *Could/would for making request -If possible. -For not possible.
5		8-9 (1)	A pen and a hen. A hen and a cat.	Noun+ Conjunction+ Noun	Stressed Syllables and Conjunction

## VI. Data Analysis and Findings:

The analyses of information and data collection and the findings are presented here below.

### 1. Learning Achievement Tests:

Learning achievement tests were conducted among student of grade-five. In each sample school from each of 10 students (5 boys and 5 girls) were selected through systematic random sampling. Examination scripts were evaluated and marks obtained by each student were recorded and analyzed.

Table-1: Achieving total learning according to types of questions in the GPS.

Name of school	Attained score (%) by students							
	Question No. 1	Question No. 2	Question No. 3	Question No. 4	Question No. 5	Question No. 6	Question No. 7	Total
Binno Gaon GPS	40	6	16	28	6	38	6	20%
Botrish GPS	40	19	38	14	4	32	24	24%
Sotal GPS	10	8	00	28	00	20	8	11%
DL Lahiree GPS	00	3	4	10	00	8	12	5%
Gaital Abdul Wahed GPS	40	11	14	50	10	44	22	27%
Total	26%	9%	14%	26%	4%	28%	14%	17%

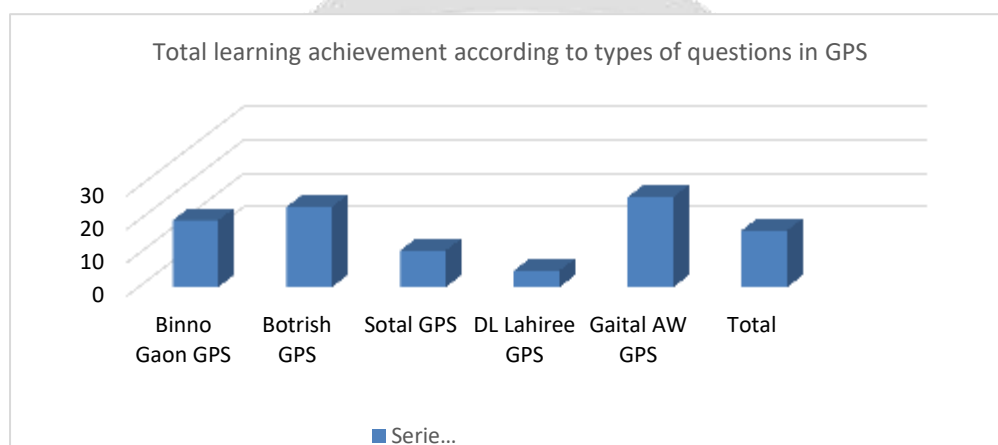


Figure 1: Achieving total learning according to types of questions in GPS.

From table-1, by analyzing data has found that overall the students of GPS has obtained score 17% answering the grammatical questions (1 to 7). Abdul Wahed Government Primary School has obtained the highest score out of 5 GPS's. It was the highest score of 5 GPS's. The score was in average 28%. On the other hand, answering the question-5 (Change the following sentences as directed in the brackets.) the students have obtained score 4%. It was the lowest score of the Government Primary School.

Table 2: Achieving total learning according to types of questions in KG School.

Name of school	Attained score (%) by students							
	Question No. 1	Question No. 2	Question No. 3	Question No. 4	Question No. 5	Question No. 6	Question No. 7	Total
Anjel Pre Cadet KG	100	61	56	88	24	88	44	60%
Samsul Huq KG	100	61	42	80	48	80	50	66%
Abdul Mazid KG	100	22	40	45	10	15	25	37%
Holy Child KG	88	64	38	60	29	84	49	59%
Total	97%	52%	44%	68%	28%	67%	42%	56%

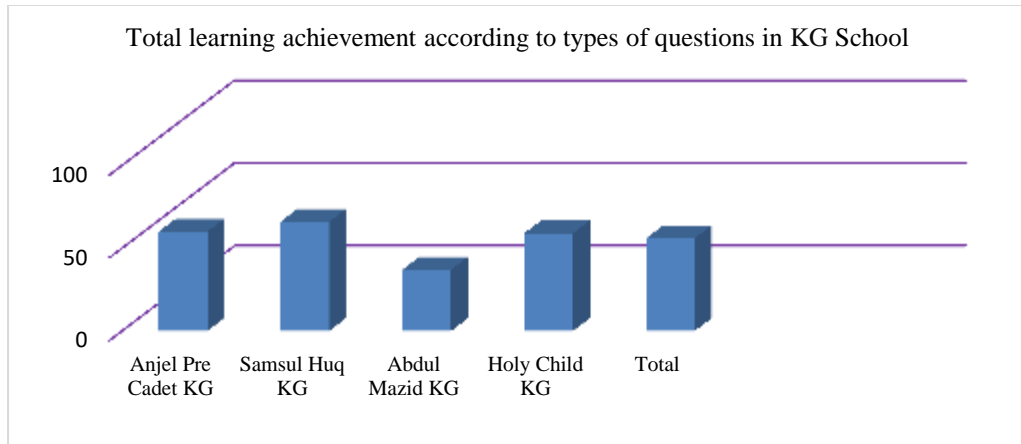


Figure 2: Total learning achievement according to types of questions in KG School

From Table-2, by analyzing data has found that overall obtained score of KG. School was 56%. The students of Samsul Hoque Kindergarten School have obtained 66%. It was the highest score out of 4 KG Schools. The score was in average 97%. On the other hand, answering the question -5 of table (Change the following sentences as directed in the brackets.) the students have obtained the lowest score. The score was in average 28%. It was the equal score of the GPS’s highest score in average.

Table 3: Achievement presentation in Graph

GPS		KG	
Achieved	Not Achieved	Achieved	Not Achieved
17%	83%	56%	44%

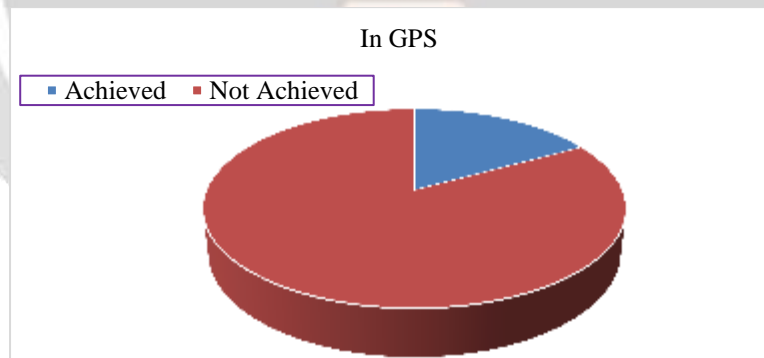


Figure 3: Achievement in GPS

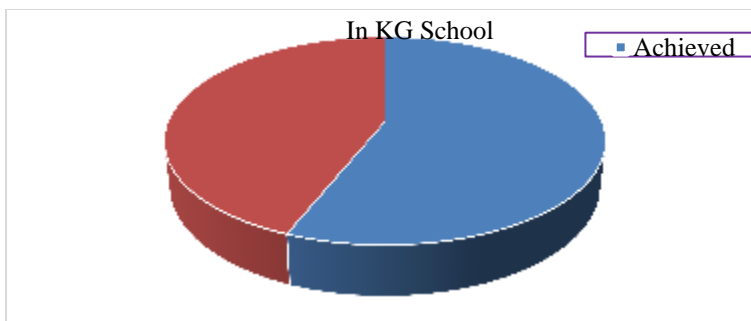


Figure 4: Achievement in KG

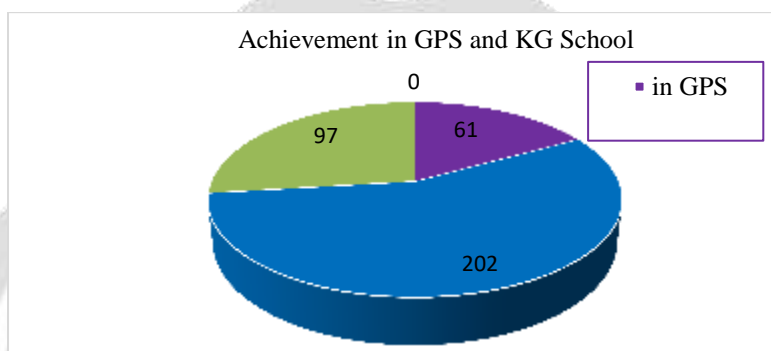


Figure 5: Achievement in GPS and KG School

Table 4: Interview of the students

Question no	Government Primary School (GPS)	Kindergarten (KG)
1	Yes (23) 57%, Not sure (27) 63%	17 (100%), not sure
2	Yes (100%)	17 (100%), yes
3	Yes (13) 25%, No (37) 75%	16 (98%), no
4	Yes (100%)	17 (100%), yes
5	Yes (100%)	15 (95%), yes
6	Yes (100%)	17 (100%), yes
7	Yes (10) 20%, No (40) 80%	17 (100%), No
8	Yes (100%)	17 (100%), yes
9	By giving examples of grammar in sentences, (100%)	By giving grammar rules (13), 80%
10	Yes (13) 25%, No (37) 75%	17 (100%), No

The above table shows that 57% teachers’ speak in English in their class-time in English subject were as 63% teachers sometimes or never use English in their class from the opinions of the students of GPS and the students of KG school give their opinion that 100% teachers are sometimes or never use English in their English class.100% teachers of both GPS and KG school teach grammatical items while taking the class of English in class-v. The students of GPS and KG schools also give their opinion that 100% students ask question to their teachers’ when they can’t understand grammatical rules at the class-time of English. Most of the teachers’ of both GPS and KG schools are hardly used role play or pair work at the time of teaching grammar in English class. 100% teachers’ of GPS and KG school give their students enough examples of particular grammatical structures. 20% teachers of GPS use video/picture and 80% teachers of GPS don’t use picture/video to practice grammar rules at their English class. On the other hand 100% teachers of KG school never use picture/ video to practice grammar rules while taking the class of English.



Table 5: Interview of (English) Teacher

Question No.	GPS	KG school
1	GTM(1), TBT(1), DM(1), CLT(2)	CLT(2), DM(2)
2	Yes (5), 100%	No(4)
3	Yes (4), No (1)	yes (4)
4	Teaching through example	Teaching through example
5	Yes (4), (1)	Yes (2), No (2)
6	Always (2), frequently (1), Sometimes (2)	Always (3), sometimes (1)
7	Yes (100%)	Yes
8	Yes (100%)	Yes (2)
9	Yes (4), No (1)	Yes (4)
10	Yes (100%)	To improve students' grammar skill Teachers give them random sentences or outside textbook examples.

The table 5 shows that out of 5 English teacher of GPS, 20% English teachers use Grammar Translation Method (GTM), 20% English teachers use Task-based Method (TBT), 20% English teachers use Direct method (DM) and 40% English teachers use Communicative Language Teaching Method (CLT) to teach grammar. At the time of teaching grammar 50% English teachers of KG school use CLT and 50% English teachers use Direct Method (DM) out of 4 English teachers of KG school. They don't use any other methods while teaching grammar of English class. It is focused from the table 5 that both GPS and KG school's English teachers choose to teach grammar by teaching through example. On the other hand, 80% English teachers encourage their students to memorize grammar rules and engage students with different activities of grammar, 10% English teachers never encourage their students to memorize grammar rules and engage students with different activities of grammar. In contrast of GPS, 100% English teachers of KG school encourage their students to memorize grammar rules, 50% English teachers of KG school engage their students with different activities of grammar and 50% English teachers don't engage students with different activities of grammar. From the opinion of English teacher of KG school, 100% teachers give role play or pair works at the time of teaching grammar in class-5. 100% English teachers of GPS give feedback or correction and also give their students random sentences or outside example. On the other hand, 50% English teachers of KG school give feedback or correction and 50% teachers never give feedback or correction for better understanding of grammar. From the table 5, another matter is clear to us that 100% English teacher of KG schools follow grammar exercise of textbook. But the significance different between GPS and KG school is shown that 100% English teachers of GPS use materials to teach grammar and on the other hand 100% English teachers of KG school never use materials while teaching grammar in class-5.

Table 6: Interview of Head Teacher/Principal/Director

Question No	Government Primary School (GPS)	Kindergarten (KG)
1	Yes	Yes
2	Yes	Yes
3	Yes	No
4	Yes	Yes
5	Yes	Yes (3) No (1)
6	Yes	Yes (2) No (2)
7	Yes	Yes
8	Yes	Yes
9	Yes	Yes
10	Grammar items should be taught in separate class and examination should be taken in extra paper.	Grammar items should be taught in separate class and examination should be taken in extra paper.

The above table shows that there are trained and skilled teachers of English in all the Government Primary School. Even the Head Teacher/ Principal of Kindergarten gives their opinion that there are also skilled teachers of English in KG school, but the teachers have no training in English at all. The teachers of the GPS also use lesson plan and teaching aids. The Head Teachers approve other assistant teachers' lesson plan and observe their class and also give support or feedback under their class. On the other hand the Head Teachers of GPS give their opinions that the grammar class in English for class-5 should be taken place in their routine in separate and the items of grammar specifically should be kept in Public or other examination in extra paper.

### **VIII. Recommendation:**

Grammar is a matter of teaching and this teaching have to follow in right way. Both teachers and students should follow a rout map for their teaching and learning progress.

1. Grammar may teach by two approaches:

1. Deductive approach
2. Inductive approach

Before teaching any lessons from English for Today (EFT) Book teacher should identify grammar items from that lesson. Teaching grammar may be summed up as follows:

- Give examples of at first on a specific grammar item
- Write the sentence form
- Clear the purpose or meaning
- Give students opportunities to practice

Vocabulary and grammar are not taught as discrete items but it is an integrate manner in the lesson. As a teacher you have seen in the English for Today books, teachers need to introduce new language to students- that is, vocabulary and grammar. The teachers will learn about introducing vocabulary in the primary classroom.

How to teach new vocabulary? :

The Stages of Teaching Vocabulary:

There are five different stages that a teacher can use to teach vocabulary in the primary classroom-

1. Understanding and Learning the meaning of new words
2. Pronunciation
3. Spelling
4. Practice
5. Using the words in sentences.

Some Techniques of teaching vocabulary: The students need to understand the meaning of new words. There are several techniques the teacher can use to teach the meanings of new words. Some different techniques are given below-

Showing a real object, Using mime or a gesture, Using an image, Defining word or giving an explanation, Putting the words in different context, Translating the word into Bangla etc.

2. Teacher may teach grammar by using various language games like- Spotting mistakes, Dominoes, Guessing games, Not and crosses/ Tic-tac-toe, Preposition game, Possessives, Grammar tree etc.

3. Grammatical items for class-wise (class-3 to 5)

I will propose some grammatical terms with example for class-wise (class-3 to 5) teaching of English grammar at primary school. The teacher can follow the terms of grammar. But the students need to identify or know these grammatical items.

Class-wise (3 to 5) grammatical items:

- (a) Alphabet (b) Word and Syllable (c) Sentence (d) Parts of speech (e) Article (f) Person (g) Modals (verb)  
(h) Tense (i) Punctuation and Capitalization (j) Framing WH question

4. Higher authority of primary education should take a step to include a session in class time for English language teaching.

### **IX. Conclusion:**

Teaching grammar is a complex abstract idea but teachers' have to try best to teach their students'. There are variation of students, there are variation language teaching, there are variation of teaching grammar in English in

that case the teachers have to choose the best way of teaching grammar. The teacher should point out new construction or language forms in course of intensive study and afterwards collect them in the grammar period for bringing them together and drawing rules and definitions from them with the help of the pupils. At the primary stage, the teaching of grammar is still without a grammar book, should be correlated with the teaching of the text. In this research you will find lots of methods and approaches and activities have been followed for grammar teaching. through the questionnaires and observation of this research the thing becomes to clear that Kindergarten teachers are not trained as the GPS teachers'. They don't know the different Methods of ELT. In this research we have to find a brief description and function of different Methods of grammar teaching. For ELT, different types of Method are invented for teaching language and grammar as GTM, CLT, DM, TBLT, Eclectic method, Inductive and Deductive approach etc. In ELT classrooms the teachers must be used English in their English teaching class. At last, to build up a Communicative English Language Teaching class both GPS and KG schools have to go in same stream with variety of techniques, methods, teaching materials and other technologies.

#### **Acknowledgement:**

With honest and sincere, I would like to express gratitude to the Almighty whose mercy enabled to complete this study. I would like to express my heart full gratitude to Mr. Nirmal Chandra Sharma, Assistant Superintendent, PTI Kishoreganj for his positive support of all stages enabled to continue this research. I am also very grateful to the students, teachers, head teachers, principal and chairman of different GPS and KG School. My grateful thanks go to all those persons who assisted me in various ways time to time to complete this work fruitfully.

#### **References:**

- [1]. Richards, J.C. Communicative Language Teaching Today, 1-47.
- [2]. Ruble, K.(2014,Jan13), Tips for improving (Web blog Comment). Retrieved from <http://www.writingcenter.uci.edu/Tips-for-improving-grammar/>.
- [3]. Freeman D.L.(2000). Techniques and Principals in Language Teaching Campbell. R.N.& Rutherford. w.w.[Ed].New Delhi: Oxford University Press.
- [4]. Freeman. D.L.(n.d). Teaching Grammar 251-266. Retrieved from <http://www.ulbk.ac.at/tesfl-teaching-grammar.pdf>.
- [5]. 4 ways to learn English grammar-wikiHow.htm# Studying grammar on the 22 word.22.Level.Sub.
- [6]. A comparative Study of Teaching Grammar in Bangla and English medium Schools. Fahmina Rahman, Student ID: 12103048, BRAC University, Dhaka, August-2015.
- [7]. For C-In-Ed Trainees English, National Academy for Primary Education [NAPE], Mymensingh, Directorate of Primary Education, Bangladesh, Dhaka.
- [8]. Diploma In Primary Education [DPEd] English [Pedagogical Knowledge], National Academy for Primary Education [NAPE], Mymensingh, (2015)
- [9]. Teachers' Edition, English for Today, class-5, National curriculum and Textbook Board, Bangladesh.
- [10]. Sardi.C. (2002). On the Relation between Culture and ELT. Studies about Languages, (3). 101-107. Retrieved from <http://www.kalbos.lt/Zurnalai/03numeris/19.pdf>.
- [11]. Methods/Approaches of Teaching ESOL: A Historical Overview. Fundamentals of Teaching English to Speakers of language in K-12 Mainstream Classrooms (11). <https://www.kendallhunt.com/uploadedFiles/KendallHunt/Content/HigherEducation/uploads/CH11Zainuddin3e.pdf>.