



INSTITUTO SUPERIOR DE CIÊNCIAS DE EDUCAÇÃO/HUÍLA
ISCED-HUÍLA
DEPARTAMENTO DE LÍNGUAS E CIÊNCIAS HUMANAS
SECÇÃO DE ENSINO E INVESTIGAÇÃO DE INGLÊS

**Relatório Final do Estágio de Licenciatura em Ciências da Educação,
Em Ensino de Inglês.**

Autora: Mariana Castelo Branco

Lubango – 2022



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Autora: Mariana Castelo Branco

Escola de Estágio: Magistério Primário do Nambambe

Disciplina: Inglês

Orientador: Délcio Jacob Felicidade Tweuhanda

Lubango – 2022

DEDICATION

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**I want to dedicate this current report and life accomplishment to:
My beloved father and mother; Alvaro Vieira and Reginalda Ndahuma
(in memory).**

**To my beloved children: Tatiana Vieira Brás, Josemar Vieira Malengue,
Bernice Vieira Malengue, Chandira Vieira Malengue, thank you for all the
love and support I dedicate this work to you all. I love you very much.**

DECLARAÇÃO

Eu, **Mariana Castelo Branco**, estudante do Instituto Superior de Ciências da Educação da Huíla (ISCED – Huíla) do Curso de ENSINO DE INGLÊS, do Departamento de Letras Modernas;

Declaro por minha honra que o presente trabalho académico foi por mim elaborado recorrendo ao auxílio só e somente da bibliografia que tive acesso que é aqui citada e do conhecimento que adquiri ao longo da vida no meio estudantil, profissional e social.

Lubango aos 31 de Outubro de 2022

A Declarante

Mariana Castelo Branco

ABSTRACT

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The purpose of this work is to disassemble the internship in the current year 2021/2022 to obtain the degree of *Licenciatura* in the English Language teaching. The internship was conducted at Magistério Primário do Nambambe Nr 137 in Lubango, with students from grade 11, consisted of observing the host teacher lessons, followed by teaching of some lessons at the end of each one there was a feedback from the host- teacher and some from the tutor. The main challenges found during the internship were related to grammar learning and teaching. From all the occurrences of the internship it was concluded the following: (a) during the internship it was realised that one of the difficult found was teaching grammatical rules. Knowing them will help the teachers to make the grammatical rules enjoyable and easy; (b) during the internship it could enable teachers to base himself or herself not to focus only on notebooks, he or she should think constantly before each lesson to bring interest and joy to the way he/she teaches; and (c) internship information its where the intern shows ideas in the new techniques to teach different topics and language skills.

Key words: Internship, grammar, vocabulary

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ACKNOWLEDGMENTS

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Thank you all for everything; I am heartily grateful for all your support. I love you all. Thank you very much.

INTRODUCTION

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The internship in teaching education is of great significance because it ensures the professional preparation of prospective teachers. It provides teachers with a practical opportunity to develop true understanding of the teaching profession and future prospects of working conditions in that profession.

An internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. It gives a student the opportunity for career exploration and development, and learns new skills (Dolly Predovic,, John Dennis and Elspeth Jones, 2021).

Internship is a supervised off campus working and learning experience which earns academic credit. Internship gives students opportunity to apply and extend the theoretical knowledge acquired in the classroom to practical experiences, while also allowing them the opportunity to view and evaluate careers to which their academics interest may lead, Ideal internships establish positive contacts with prospective employers and are key to building professional networks for students (Stretch and Harp 1991;67).

The purpose of this study is to reflect on the internship that took place at Magistério Primário do Nambambe número 137 and the challenges faced during the process.

I am a teacher of English at Magistério Primário do Nambambe, I work with teenagers of ages between 14 to 20 years old. I always do my best to teach my students to have a good understanding of English. I started teaching in 2011. I have been gaining experience during all these years of due to different background of my students, the interaction with my peer teachers.

The main problem faced during the internship were related to teaching grammar, how to go about in a grammar lesson.

Through the internship I worked with grade 11 students of Magistério Primário do Nambambi, I observed some lessons taught by the host teacher. I observed

my peer interns lessons and I was also observed by the host teacher, my peer interns and the tutor who gave me feedback of the lessons taught.

The internship aimed at meeting the following objectives: a) describe the context where the internship took place; b) describe the activities that happened during the internship; c) reflect on the objectives practiced during the internship; and d) review the literature based on the problems faced during the internship.

This work consists of the following sections: the first section refers to a complete description of the school; the second section shows the scheme of work of the lessons taught; the third section refers to the self-reflection of the lessons; and the fourth section focus on the literature review and the last section focus on the conclusions and recommendations of this work.

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DESCRIPTION OF THE INTERNSHIP CONTEXT

SECTION I: INTERNSHIP CONTEXT

It is not possible to talk about internship without referring to the setting where it took place. Thus, the purpose of this section is to describe an institution called Magistério Primário do Nambembe Nr 137. The internship took place at this School which is situated in Angola, Huila Province in Lubango.

1.1 Angola

Angola is the country where the internship took place, we shall now briefly refer to its geography, economy and history.

GEOGRAPHY: Angola is an African country situated in the South western of Africa, it is the second largest Lusophone (Portuguese speaking) country. Its capital city is Luanda. Angola has a population estimated at 32,87 million people. Oficial language Portuguese. Angola has 18 Provinces: Cabinda, Luanda, Bengo, Benguela, Huíla, Moxico, Cwanza sul, Cwanza Norte, Lunda Sul, Lunda Norte, Bié, Huambo, Cunene, Malange, Uige, Zaire, Cuando Cubango (*Governo Provincial da Huíla, (2007), Huíla Presente e Futuro, Lubango. Instituto Nacional de estatística, República de Angola, 2020.*)

ECONOMY: Angola is a very rich petrol, natural gas and dimond producer. In agriculture, the main products cultivated are; Corn, coffee, cotton. There is animals also a high care of bovine and swines for the production of meat (*Governo Provincial da Huila (2007), Huila, Presente e Futuro, Lubango, Instituto Nacional de estatística, República de Angola. 2020.*)

HISTORY: Angola was colonised by the Portuguese, under the comand of Diogo Cao, in the Reign of King Joao II, arrived in the Zaire in 1482. It was form there that the Portuguese conquest of this region of Africa Including Angola began, It gained its Independence in 1975. It has a Unitary multiparty republic with one legislative House (National Assembly) (*Governo Provincial da Huila, (2007), Huila, Presente e Futuro.Lubango. Instituto Nacional de estatística, Republica de Angola. 2020.*)

1.1 Huila Province

The map below represents Huila province where the school of the internship is situated. In here we shall describe its geography economy and history.



Figure 1: The Huila Province (fr.wikipedia.org)

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HUILA: is one of the 18 provinces of Angola it is situated at the Southern part of Angola its a city founded in 1901, it has 14 municipalities: Caconda, Quipungo, Quilengues, Humpata, Caluquembe, Chicomba, Matala, Jamba, Chipindo, Cuvango, Chibia, Cacula, Chiange, Gambos. Huila has a territorial extension of 79.022 km², it has an estimated population of approximately 2 600 000 inhabitants. Ethnologically the population of Huila province is diverse, since it consists mainly of 4 ethnolinguistic groups, namely: Nyaneca-Nkhumbi, Ovinbundu, Ngangela and Herero (Governo Provincial da Huíla 2007, Huíla Presente e Futuro, Lubango. Instituto Nacional de estatística, República de Angola, 2020).

ECONOMY: Huila province is very rich in Agriculture and pecuary, fruits and vegetables, it is also rich in certain natural minerals like Granite, Iron. It is a very rich province in terms of Tourism. Huila is the second most populated province in Angola.

1.1.2 LUBANGO

Lubango is a city located in south of Angola, it is where the internship took place. Now, we shall refer mainly to its history, geography and economy.

HISTORY: is the Capital city of Huila, in 1885 started being colonized by the colonists from the Madeira Islands/Portugal.. In the olden days it Lubango was called Sá da Bandeira. The city was originally established in 1885 It has a semi arid tropical climate. (Governo Provincial da Huíla, (2007), Huíla, Presente e Futuro. Lubango, Instituto Nacional de estatística, República de Angola 2020).

GEOGRAPHY: Lubango lies at an elevation of 5,774 feet (1,760 metres) in a valley of the Huila Plateau and is surrounded by a scenic park spreading up of mountains slopes (Governo Provincial da Huíla, (2007), Huíla Presente e Futuro, Lubango; Instituto Nacional de estatística República de Angola, 2020).

Lubango is a city that is rich in tourists sites such as Senhora do monte, Cristo Rei, Tundavala, Cascata da Huila, Capela da Nossa senhora do monte. It is also very rich in the cultivation of fruits and vegetables, bovine and swine production. In the agropecuary sector Lubango is also at its best. It has become one of the best commercial city in Angola (Governo Provincial da Huíla, 2007, Huíla, Presente e Futuro, Lubango; Instituto Nacional de Estatística, República de Angola, 2020).

Lubango economy is based on Agriculture, especially meat products, cereals, sisal, Tabaco, fruits and vegetables produced in the surrounding fertile region (Governo Provincial da Huíla, 2007, Huíla Presente e Futuro, Lubango; Instituto Nacional de Estatística, República de Angola, 2020).

1.1.3 MAGISTÉRIO PRIMÁRIO DO NAMBAMBE

Magisterio da Namabambi is the first secondary school to train primary school teachers in Huila, it is the school where the internship took place. We shall here describe mainly its history, facilities and the English coordination, Below is a picture of me and some students in a classroom at Magisterio Primario do Nambambe, during the intership.



Figure 2: (Picture of Magistério Primário School, taken in 2022)

It is a school founded on the 10th of November 2010, it is located at a neighbourhood called Nambambe, situated in the Huila province. The school has 14 classrooms, 10 offices, 4 Laboratories; one for Biology, Chemistry, physics, Computer and Biology. The school was sent to be built by the ex-President of Angola, Engineer Jose Eduardo dos Santos, during the 35th anniversary of the Independence of Angola. It was created by an Executive decreto number 38/09 on the 27th of August, (Data given by the Principal of the school).

The School also has one Director; Fernando Sakolela Sakanhe who has been working since November 2011 up to now. It has two subdirectors, one pedagogic and one Administrative Director. Magistério School has got 91 teachers, 47 are Males and 44 are females teachers. The school offers classes in grades 10, 11, 12 and 13. Classes are taught in the morning and afternoon period. There are about 1131 students, 637 are females students. Students have an age range of 15-25 years of Age.

Magistério is a school that offers two courses; Magisterio Primário and Pre-Escolar. The school has the following coordinations; Portuguese/ Methodology of Portuguese, History/Methodology of History, Geography/ Methodology, Drawing/Methodology, English, Maths/Methodology, Nkangwela, Umbundu, Nhaneka, French, Philosophy, Plastic expression/Methodology, Physical education/Methodology, Musical Expression/Methodology. (Data given by the Principal of the school).

It has got 4 teachers with ages ranging from 44 to 48 years old. There are 3 males teachers and one female. There is one Licenciado Degree teacher and 3 have part of licenciatura degree done.. Teachers have more than 15 years

experience in teaching, only the female teacher has 11 years teaching experience. The English Coordination meets once months to discuss matters related to the coordination, and do planifications according to teaching contexts. The English Coordination does not have any Bibliography. The Coordnation does not have any Teaching program, therefore they make use of English books such as: Inglês 1 and Inglês 2, 11^a, Inglês 12^a classes, they also use an English Grammar in Use Book, Atlas básico do Inglês, and Consolidar a Gramática Inglesa book . (Data given by the Principal of the school).

This section focused on the Huila province, its municipalities, geographic location, its population, economy, history and all information about Huila, it also focus on Lubango city and all its history, where Magistério Primário do Nambambe is located, referring also its history, since it has been built up to date. Focusing also on the English sector and all necessary information. Having looked at internship context, the next section focus on the description of activities.

DESCRIPTION OF ACTIVITIES

SECTION II: DESCRIPTION OF ACTIVITIES

During the internship teaching there were some activities done by me to account some of the demands required to the internship. In other words some other activities were done. The purpose of this section was to describe the six weeks that the internship took place at Magistério Primário do Nambambe.

Week	Grade	Topic	Grammar/ Structure	Vocabulary	Material	Number Of lessons
1	11	Location of things	Revision/Preposition of Place	Bellow,under Between, Beneath	Flashcards/ Realia	2
2	11	Comparison of people and thing	Superlatives	Tallest,smallest, Fattest,most Playful	Flashcards/ Textbook	2
3	11	Telling the time	Time	Time,Clock Watch	Flashcards	1
4	12	Present perfect	I have done, has done, I did	Have,has lost	English grammar/ Textbook	2
5	12	Adverb of Frequency	Adverb of Frequency	Never, Rarely always	Students Book	2
6	12	Modals	Modal Verbs	Should, could Would, ought must	Students Book	2

Table 1: Description of activities

WEEK 1: Started at 7h30 on the 10th of March 2022 and finished at 9h05. In this week I taught grade 11, group1, 2 and 3, the topic was Location of things, although students had already learned this topic in previous lessons and grades we focused on the new words like: below, underneath and between. To help learning the material used was flashcards, there were also boxes used with an orange in different positions. Apart from that some real objects were used like classrooms objects.

In the practice stage students used their own material to practice. There were 37 students in the classroom, their ages vary from 15 to 19 years of age, the host teacher was present to assist the teaching, joined by other 4 colleagues of our internship group.

WEEK 2: Lessons started at 7h30/8h15 in the morning and in the afternoon from 13h00/14h35, on the 17th March 2022, in Grade 11, there were about 37/45 students with ages ranging from 15/20 in the morning and 17/25 in the afternoon. The topic of the lesson was the comparison of people and things/ Superlatives adjectives. Flashcards were used to describe the comparison by the teacher and live examples were also given by students in the classroom, ***e.g, John is the tallest students in class***, different examples were also given in the classroom. I have noticed that students from morning group have a wide perception of the new topic and were very much participative all the time, while students from afternoon time had a few difficulties even in speaking English and participate. A Licenced teacher has assisted the lesson.

WEEK 3: Lessons started at 7h30 and finish at 9h05 in the morning. There were 45 students in the classroom, we talked about Telling the time, which is a topic that students had already learned in previous lessons, therefore it was an already learned topic and students were very much receptive to it. A real clock was used as an example, and students could define a clock from a watch and they knew exactly how to say the time. Students were given a classroom exercise and they all did very well.

WEEK 4: On this week a new topic had been introduced to students, The Present Perfect, in grade 12, with a classroom with 37 students, lessons started at 7h30 and finished at 9h05, students learned new words like has done, had gone, I did, at the beginning students had difficulties understanding the new topic, but after a clear explanation of the teacher, giving examples from the text books they were able to understand clearly the new topic. During the practice stage, students were able to practice exercises on their own.

WEEK 5: A double lesson has been taught in grade 12, in the morning in a classroom with 45 students, ages ranging from 16 to 20, very active students, who received the new topic very well, on this week we focused on adverb of frequency, where students learned new words like: always, sometimes, never, usually, frequently, the lesson had been taught in group 1,2,3 and 4. In the practice stage students were able to give examples of their own, eg: *I always go to school by taxi*, which helped very much their understanding of the new topic. Teacher taught the lesson on her own without any presence of any other colleagues.

WEEK 6: Lessons started at 7h30 and finished at 9h05, in grade 12, in a classroom with 45 students, a new topic has been presented, we talked about Modal verbs, students had contact with the new topic for the first time, it was a very difficult topic to teach because students had many difficulties understanding the new topic. They had contact with words like ***should, could, would, ought***. Difficult words to used on the daily basis according to students. Textbooks were used in the classroom.

Internship activities were done successfully, following the rules and regulations given by our host teacher, following the criteria. During the six weeks that we had to teach at Magistério, we have learned a lot from teaching. The only difficulties I encountered were while teaching grammatical rules students had many difficulties interpreting the rules. Therefore we should find a better way to improve teaching grammatical rules in grade 11.

This section was about the activities that took place during the internship by referring to what happened during each week by referring to its topics, structures, vocabulary and number of lessons. Next section will focus on the Reflection of the internship.

REFLECTION

SECTION III: REFLECTION

The internship in teaching education is of great significance because it ensures the professional preparation of prospective teachers. It provides teachers with a practical opportunity to develop true understanding of the teaching profession and future prospects of working conditions in that profession.

The time management was suited well for the teaching time table; students were given an opportunity to ask questions and try to understand the lesson taught. Flashcards have been used to help students understand the topic. I could do differently allowing students to go in front and describe exactly what the lesson was about. The most important thing that I learned is that while teaching us the teachers need to be more creative, be humble and learn also from the students. All material was used during the teaching, the notebook of grade 11 and some flashcards also to help students understand better.

The main problem I faced during this internship is related to teaching grammar, I had no idea on how to structure a grammar lesson for the PPP approach does, in many times, do not fit in a grammar lesson. What is more, I was not sure if I could explain grammatical rules or simply create contexts to teach it. It was also difficult to find the appropriate activities for students to practice orally.

Through the internship I worked with students who in case are my students from grade 11, assisted by other colleagues and the Tutor. Students were well behaved and very much participative. During the teaching some students had difficulties in pronouncing certain words; I had to use the method repeat after me in order for them to improve the pronunciation. With the internship I could see that it helped me improve in a lot of aspects related to English grammar. It has been a very great experience. Next section we will focus on the Literature review.

In this section I have outlined my reflections on the internship and as it is stated above, it helped me a lot in my professional development mainly as regard being more creative in my teaching. But there were some struggles, mostly

related to grammar teaching. That is why the next section review the Literature Review on how to teach grammar in an ELF classroom.

LITERATURE REVIEW

SECTION IV: LITERATURE REVIEW

Internship involves many and different things. There were some aspects regarding language teaching that constituted problems during the internship. Therefore, this section intends to address these problems in the light of literature, to see some possible ways to better teach them in the classroom, namely to teach grammar.

4.1 Defining grammar

Before going into other aspects related to teaching grammar in an EFL classroom, it is worth defining it so as to have a clear understanding of what it is being discussed. There are several authors who have attempted to define grammar. For Crystal (2018) grammar can be defined as “the business of taking a language to pieces, to see how it works.” Furthermore, he continues defining grammar as a set of rules of a language or a marrow of how a language is used at specific period of time which permits people to make and understand the words and utterances of a language.

Another definition of grammar is by Larsen-Freeman (2014 p. 256) who defines grammar as the structure of language which is also used to create language. Going further, Halima (2015) defines grammar as the study of structures of a language that one can use to externalise the feelings, ideas and emotions well.

For Hashemi and Danashfar (2018) grammar is the arrangement of rules of a certain Language. Grammar can also, as Ur (2000, pp 340) puts, can be seen as a reconcile “rules that delineate how words are put together to create satisfactory meaning of language units.”

The definitions above all look at the grammar as the backbone of a language, comprising a set of rules that constitute the structure of a language. However, for this work the definitions given by Ur seems to be the most suitable for she looks at grammar not only as a set of rules but also as how they can be used in meaningful way, that is, to enhance communication.

In short, grammar may be defined as a particular group of rules which govern how to use the linguistics items of a language to make it possible for the speakers to communicate accurately. Having defined grammar, the following point looks at the reasons for teaching grammar.

4.2 Reasons for Teaching Grammar

Grammar teaching is not done without a particular purpose in all language classrooms. Thus, there are some reasons which may account for the teaching of grammar which are discussed below.

The first reason for teaching grammar is that it helps in the comprehension of the message. By learning the grammar of a language, students may be able to pass clear messages when speaking or writing. There is no doubt that when a word is misused or misplaced a communication barrier may occur. When students master basic language skills they can improve in their written and oral works (Folse & Azar, 2009). For example, when asking yes/no question using the structure 'would you mind' one may ask for example 'would mind passing me a cup of coffee?'. Most of our students would say 'yes, I would' but the 'yes, I would' means negative answer and 'No, I wouldn't' would mean a positive answer. Thus, the correct knowledge of grammar here would help to facilitate the communication. Crystal (2003, p. 190), also defends that grammar contains rules that dominate the way a communication system works. Example: 1) subject-verb agreement; in the third person singular, present tense verbs take an -s, as in She walks to school every day and 2) when an adjective serves as a modifier, the adjective comes before a noun, as in a red dress.

Second, understanding grammar rules helps to write or speak in a clearer way, and put sentences and concepts in a more logical and understand manner helping in this way to develop their writing and speaking skills (Folse & Azar 2009). For example, in our daily teaching my students when asked to write about last holidays those who can master past simple may be more capable of writing what they did in a more logical and understandable way. When asked to write about the future, those who know when to use *will* and *going to* are usually more skilled to write better compositions than those who do not master this

difference well. Foreigners or natives who wish to become well adapted in English need to bring forth a best understanding of the foundation of grammar, so that they can communicate more effectively.

Grammar sets the level for the way the language is communicated, and it involves recognition of the bit part of words, as well as proper structuring of sentences (www.languagecourses.net). For example, teachers may bring to the classroom the following exercises to develop students' abilities in structuring sentences, in here students supply an appropriate word in blank spaces.

The subject omitted

E.g.cooks very well.

The verb omitted

E.g. RitaMathematics at university.

The object needs to be added

E.g. Ana thinks of

Third, the knowledge of the grammar rules may help students to learn another language. Because there are rules which may be common among the language. Besides there are some aspects of syntax, phonetics, and semantics which may go across several language (Larsen Freeman 2014). For example, the active and passive voice in English and Portuguese are quite similar.

Fourth, the best way to improve grades is to avoid mistakes in grammar for both teachers and learners. A student who does not have knowledge of grammatical rules may fail tests or even exams because he/she does not have domain of the grammatical rules. A student with a strong grammatical foundation can easily read through directions or other text and move onto the task at hand. Those who do not have any skills sometimes struggle to simply understand what is being asked of them. This causes confusion and compromises accuracy and the final grade (Larsen Freeman 2014). For example, in an English test, the students' command of grammar is marked from his answers, no matter if he or she is answering reading questions, writing questions and so

forth. Even in other subjects, students' command of grammar is considered when writing test, not only the knowledge of the subject.

Fifth, by knowing the grammar rules help teachers and students to save time. If a students master the grammatical rules and have an assignment they can easily do it without wasting time. Those who have difficulties in understanding the grammatical rules may cause embarrassment to the teachers because teacher will waste a lot of time correcting the mistakes. When it comes to grammar, doing it right the first time is more efficient. It also shows teachers that you respect their time (Larsen Freeman 2014). For example, when marking a composition, the teacher will surely waist more time marking those compositions where there are many grammatical mistakes compared to those which are more accurate.

Sixth, when using language for communication is one thing, but when it comes the time to enter the professional world and start applying to jobs and colleges, things change. Using slang and acronyms is not allowed. Therefore learners first have to learn the basic rules of grammar. This will serve as a tool for communication which will be very much beneficial professionally. They will have to learn how to write emails, letters, resume and application letters (Larsen Freeman 2014). For example, if one is applying for a job as a journalist, apart from fluency, surely the command of grammar will have a great weight in the judgment the employee will have of the potential candidate.

In short, teaching grammar is very useful in conveying the message among the interlocutors, it is also very important for students' achievement in the schools and may be one of the key factor for job opportunity when the language is the main tool of work. Having described the usefulness of grammar, the next point looks at how to teach it in an EFL classroom.

4.3 Teaching grammar through writing and reading

Grammar teaching in an EFL classroom is on-going debate with some defending some approaches and others defending others. For Folse & Azar (2009) grammar can be taught through writing and reading.

As to writing, it involves supporting students to explore language using creative writing. The students are encouraged to write, read, and discover aspects of good grammar as they go. Research has shown that students learn better when lessons are delivered using interactive teaching, giving real life examples, compared to methods that encourage memorization. The learners should be given creative or personal writing exercises and should, at times, be allowed to proofread, edit, and revise their own work (Folse & Azar (2009). For example, having taught the past simple to talk past events, the teacher can ask them to write about their past weekend and may provide a list of regular and irregular verbs for them to use. When they have finished the teacher may provide the same list, but with the correct form of the verbs in the past simple so that they can self-correct their writing. What is more, the teacher may encourage them to look for other aspects of spelling, punctuation, word order etc.

Talking of reading as method to teach grammar, as the name suggests, students start by reading a piece of writing and analyze the grammatical aspects of the text. For example, teacher may ask them to read the text and find the definite article *the* and why is it used in the different parts of the text.

4.4 Inductive Teaching of grammar

This method of teaching grammar involves introducing a couple of examples that give the learners a picture of a specific concept and from which learners can observe how that concept works. The concept is not elaborated beforehand, and the teachers expect the students to inductively pick up the rules of grammar whilst reading and writing. This way, the teacher helps the students to learn more naturally by discovering grammar and visualizing how these rules work. The advantage of inductive learning is that the students retain

more than they could by using memorization since learning is more natural than this way.

This method can be illustrated in a lesson that the teacher wants to teach the first conditional as follows:

Teacher: You know that next week you are writing test. If you study hard you will have positive marks.

Teacher: Are we talking about the present or future?

Students: Future

Teacher: Did you know, if you go to Paris you will see the Eiffel Tower.

Teacher: Are we talking about conditions

Students: Yes

Teacher writes on the board the two examples and ask a volunteer to underline what they have in common.

Volunteer: If you study hard you will have positive marks.

If you go to Paris you will see the Eiffel Tower.

Teacher: Can you produce about your sentences.

João: If you eat Marmalade you will have diarrhoea. **Class:** laughs

Pedro: If you are my good friend you will pay me a lunch today.

As it can be seen, the teacher let students find out the rules by themselves and does not explain explicitly the rule of first conditional. Students find the rules by themselves and then create their own examples.

4.5 Deductive Teaching of grammar

Unlike the previous method, the deductive method of teaching grammar places emphasis on giving instruction before practice. As a teacher, you have to furnish the learners with an in-depth explanation of grammatical concepts before they come across them on their own. After introducing the concepts to them, the learners have to mechanically practice using worksheets and exercises. Although this method is one of the most common ways of teaching, it has become apparent that it isn't efficient. High school students who have gone through an education system which religiously follows this method of teaching (especially those from regions where English is a second language) show little signs of improved literacy skills (Folse & Azar, 2009). Considering the example above, here using deductive approach, the teacher can go through the lessons as follows:

Teacher: Today, we are going to talk about first conditional. First conditional is used to talk about things which might happen in the future. It is formed with the present simple after "if" while the second clause uses the future simple. The affirmative structure is: If + present simple, will + verb (in infinitive).

Teacher: for example: If you study hard you will have positive marks.

If you go to Paris you will see the Eiffel Tower.

Teacher: Any doubt about the structure or the use of first conditional.

This approach is mostly advisable for more advanced students and adults because they have enough English knowledge to understand the rules and have cognitively read to master such rules.

In conclusion, grammar teaching is one of the main struggle of EFL teaching, thus teachers have to be equipped both with the knowledge of grammar and the techniques to teaching grammar so that their students can learn grammar in a smooth and enjoyable way. Future teachers should not go always by the book rules; they can create certain easy ways of teaching through games. Next section we will see the conclusions and the recommendations.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions and Recommendations

Throughout the internship we were involved in different and many activities apart from teaching. From all we have gone through we can come with the following final remarks:

1. During the internship it was realised that one of the difficulties found was teaching grammatical rules. Knowing them will help the teachers to make the grammatical rules enjoyable and easy.
2. During the internship it could enable teachers to base himself or herself not to focus only on notebooks, he or she should think constantly before each lesson to bring interest and joy to the way he/she teaches.
3. Internship information is where the intern shows ideas in the new techniques to teach different topics and language skills.

From the remarks above mentioned, it is worth recommending the following:

1. It is recommended that future interns and teachers of English at Magistério Primário do Nambambe should equip themselves with different approaches of teaching grammar and try to implement them according to the reality of each classroom.
2. It is recommended that future interns and teachers of English at Magistério Primário do Nambambe to work on their creativity so that they can bring a creativity and joy to the teaching.
3. It is also recommended that future interns and teachers of English at Magistério Primário do Nambambe should cooperate in the teaching experiences; they all can learn new techniques to teach English.

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