



Daffodil
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Internship Report

On

**Creative Approaches to Teach English Language Skills: My Experience of
Implementing Various ELT Methods while Teaching at MA HAAD School**

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Declaration

I hereby certify that my internship at MA HAAD School served as the basis for this report, "Creative Approaches to English Language Skills: My Experience of Implementing Various ELT Methods while Teaching at MA HAAD School."

The report has not been exchanged for a degree or certificate at any other university or institution.

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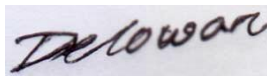
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Certification of Supervisor

I am glad to certify that Hodayra Anjum, ID: 221-10-885, Department of English, Daffodil International University, has completed the internship report (ENG431), Fall 2025 on “Creative Approaches to Teach English Language Skills: My Experience of Implementing Various ELT Methods while Teaching at MA HAAD School” successfully under my supervision, I announce that the report is an original work. This internship report is recommended for submission to the Development of English, Daffodil International University.

I wish her a successful life,



Md. Delowar Jahan

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Abstract

This report presents my internship experience as an English language teacher at MA HAAD School, Road-5, Sectoe-13, Uttara, Dhaka. The main focus of the report is on grammar teaching and how creative methods can make grammar learning more meaningful for students. During the internship, I taught English grammar to students of classes 4 and 5,

The report compares traditional grammar teaching approaches, particularly the Grammar Translation Method (GTM), with communicative and activity-based methods, especially the Presentation, Practice, Production (PPP) method. I observed that many teachers in the school mostly rely on memorization and rule-based grammar teaching. However, I introduced creative classroom activities such as sentence-making games, question–answer practice, real-life usage demonstrations, and group work to help students understand grammar in meaningful contexts.

The report concludes that integrating creative and communicative strategies can make grammar teaching more interactive, enjoyable, and effective, especially for young learners.

Keywords: Internship, GTM, PPP, Interactive teaching, Real-life demonstration

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Chapter 1: Introduction

Grammar is normally interpreted as the structural system or a set of rules that dictate a language. Widdowson (1990) maintains that grammar is not something which should be conceived as a restrictive structure; it is more of a freedom force since it allows language users to exchange messages without necessarily relying on context vocabulary (as cited in Cullen, 2008, p. 221). On the same note, Cullen, (2007) observes that without grammatical competence, students have to be extremely dependent on lexis, instant situation, body language, tone and other non-lexical communication in order to express what they want to communicate. Grammar is therefore a basic part of communication because without knowledge of understanding a language requires one to be able to anticipate the rules behind it. In the appreciation of the importance of grammar, language scholars have come up with many methodologies to be used to teach it in the short-run. The Grammar is among the major methods, like Grammar Translation Method (GTM), the Direct Method, the Audio- Lingual Method (ALM), the Silent Way, Desuggestopedia.

Based on my internship experience and classroom observations, I found GTM, ALM, and CLT particularly effective for teaching English grammar. As my primary goal was to help students build a strong grammatical foundation, these methods supported that aim well. The young learners responded positively and demonstrated a high level of adaptability to these instructional approaches.

My internship ran for three months, from September 1, 2025, to November 30, 2025. I was hired as an intern teacher, and my job was to instruct fourth and fifth classes on English grammar. In contrast to many educators, I attempted to teach grammar using a variety of well-liked methods, including the Grammar Translation Method, the Audio Lingual Method, and Communicative Language Teaching. I didn't adhere to a specific approach and its methods. Making the grammar lesson engaging was my aim. I'll go over the strategies and tactics I employed to teach grammar creatively during my internship in my report. In addition to going over earlier studies on these three approaches, I will describe how I used the theories and methods in my classes. I shall attempt to connect my theoretical understanding of the courses I have taken, such as English Language Teaching (ELT) Methodology and Second Language Acquisition (SLA), in this essay.

Chapter 2: Objectives

The major objectives of my internship were:

- To gain practical teaching experience in real classrooms.
- To observe how English grammar is taught at school level.
- To apply modern ELT methods (GTM, CLT, PPP) in my teaching practice.
- To analyze the effectiveness of different grammar teaching strategies.
- To develop professional communication and classroom management skills.

Chapter 3: School Profile



MA HAAD School

Name	MA HAAD School
Location	House:41, Road:5, Sector:13, Uttara, Dhaka.
Establishment	2011
Number of Students	550(Girls & Boys)
Number of Teachers	37
Teacher's Qualification	B.A(Honors) and Masters
Dress Code	The students have a particular dress code.
Canteen	Yes
Library	Yes
CCTV Security	Yes
Laboratory	Yes
Playground	Yes

Chapter 4: Literature Review

The twentieth century is the one which has been characterized as the era of globalization and fast technological advancement particularly the advent of the World Wide Web. In today's world, it has become necessary to learn another language, especially the English language not only to do any studies further but also to communicate with individuals of different languages. During the process of learning a new language, accuracy and the appropriate use of grammar comes in very handy; otherwise, communication can be broken. There are several approaches to second and over the years. Teaching foreign languages have been developed. In the case of ESL teachers, it is necessary to choose the approaches to application that are appropriate to the classroom setting instead of blindly following the trendy or traditional approaches. Depending on several factors, teachers can also decide to mix some of the methods, what addresses the needs of their learners. In the process, the teacher should be keen focus on the strategy that brings the best outcomes and make necessary changes. There are a number of approaches which are specifically focused on teaching grammar in the target language. The main method of teaching that I employed in my teaching practice is the GTM, the ALM and CLT to learn rules of language. In this chapter, I report about choice of some techniques that I implemented with my learners.

4.1 Methods of Teaching Grammar

4.1.1 Grammar Translation Method (GTM)

A method that is the most ancient and traditional is the Grammar Translation Method was originally used to teach the classical languages of Latin and Greek on the 17th century in Western education. The learning of languages during the 19th centuries was mainly linked with the mastery these classical languages. As per the researchers the rules of grammar, the vocabulary were usually memorized by students lists, learnt syntactic structures, and translated literary passage adds that the approach used to be referred to as the Traditional Method since it was designed to teach the classical languages. It was later in the late nineteenth century; became extremely popular as the Grammar Translation Method.

Richards and Rodgers (2001) explain that GTM approaches the language by taking it first through comprehensive study of its grammar rules, and then use the knowledge in the sentence making and passage translation to and out of the object language (p. 5). The method focuses on grammar, memorization of vocabulary and translation as opposed to cultivating

communicative competency of learners. This results in students acquiring theoretical knowledge of the target language but tend to have difficulties in applying it in practical communication.

4.1.2 Objectives and Principles of the Grammar Translation Method

Grammar Translation Method depends on a number of principles and objectives associated to grammar teaching. It does not focus on learning grammar rules and vocabulary as much as it should (Larsen-Freeman, 2004, p. 16). The actual purpose of GTM is to assist the learners in reading, interpreting literature in the target language instead of communicating verbally (Larsen Freeman, 2004, p.17). Consequently, the approach revolves around writing and reading, proficiency over speaking and listening. According to Richards and Rodgers (2001), much emphasis is put on reading and writing; minimal or no structured emphasis is given to speaking or listening” (p. 6). Even pronunciation is highly disregarded (Larsen-Freeman, 2004, p. 16). The central role is played by translation. Students often translate sentences between their mother tongue (L1) and the second language (L2) (Richards and Rodgers 2001, p. 6). The Deductive is most common approach where the rules are introduced initially and followed by examples (Richards & Rodgers, 2001, p. 6). Educators normally make clear these using the native language of learners.

4.1.3 Audio-Lingual Method (ALM)

This early version of this method was the technique of the Army, the so-called Army Method, which was based on studied phrases, on drills and by the context acquired, without grammar explanations. In the 1950s, the method eventually became the so-called Audio-Lingual Method (Thanasoulas, 2002).

ALM has its basis in structural linguistics, as well as in behaviorist psychology. The approach was created as a result of the integration of the structural approach and modern theories of behavioral learning during the middle of the 1950s (Richards and Rodgers) (2001), (p. 53). In ALM, spoken language is considered more fundamental than written language. Therefore, the method focuses on teaching the language as a system of sounds and structures rather than simply teaching grammar rules (Richards & Rodgers, 2001, p. 55).

4.1.4 Objectives and Principles of the Audio-Lingual Method

The ALM has a number of major principles concerning the teaching of grammar. In this method, the structures of grammar are shown by the way of dialogues, and learners memorize them by imitation and repetition. The method does not directly present the rules of grammar but makes the student guess and learn the rules in example forms. The key point is constant drilling and is deemed to be necessary in internalizing patterns by the learners (Richards and Rodgers, 2001, chap.4). This approach focuses on mastering grammar systems of patterns and sound instead of developing large vocabulary (Larsen-Freeman, 2004, p. 46). The teacher is quite significant, as he/she sets an example of how to be pronounced and what to sound like. The learners repeat the teacher and give the expected responses. Language acquisition in ALM goes in the order of nature which is: listening, talking, reading and writing (Larsen-Freeman, 2004, p. 44). The approach gives great emphasis on accuracy. It is because mistakes are unwanted by teachers who endeavor to ensure that learners do not make mistakes perceived as bad habits which may be adopted permanently. This assumption is in conformity with the idea of get it since childhood, at the very first moment (Lightbown and Spada, 1999, p. 118). In ALM, translation is highly discouraged.

4.1.5 Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) came about as a result of the conviction that individuals learn language when they are engaged in actual communication experience. British applied this in advanced by the linguists who no longer emphasized learning grammar structures but emphasized the idea of an English language structure that build communicative competency. At some point, CLT gained a lot of acceptance in Britain and the rest of the world as a way of integrating grammar and functional language use (Richards & Rodgers, 2001, chap. 14). CLT aims at enabling learners to apply the target language to real life scenarios. Theorists of second-language acquisition, such as Krashen, believe that language is best acquired in a context of meaningful communication as opposed to practicing the forms of language repetitively.

4.1.6 Objectives and Principles of CLT

CLT has some valuable rules in the sphere of teaching grammar. The main purpose is to prepare students with the ability to communicate in the right and correct way. CLT is of the opinion that the learners should not only learn the forms of grammar but the meanings as well (Larsen-Freeman, 2004, p. 128).

One of the crucial characteristics of CLT is learning the language in great social contexts. Authentic students are assisted with materials and real-life scenarios, i.e. role plays, games, or picture stories. By developing these, they will have a natural experience of language use. This means CLT is an inductive approach where the learners work out rules at the end of activities. CLT promotes language learning in a natural manner. As stated in Larsen-Freeman (2004), students practice all the competencies speaking, listening, reading and writing since the start (p.131). Lessons tend to begin with simple things and end with advanced ones (Rodgers, 2001, p. 157). The fluency and the accuracy are also significant in CLT (Richards and Rodgers, 2001, p. 157).

However, mistakes are considered a normal part of the learning process. Teachers often avoid correcting errors immediately so that students can continue speaking without interruption (Larsen-Freeman, 2004, chap. 9).

4.2 Approaches to Teaching Grammar

Two common ways to presenting grammar are the deductive approach and the inductive approach.

4.2.1 Deductive Approach

CLT emphasizes using the language for practical purposes, which is why the method is often described as “learning by doing.” (Richards & Rodgers, 2001, p. 162).

4.2.2 Inductive Approach

In the inductive approach, students first see examples or situations where a language item is used, and then they “discover” the rules themselves. This is why it is often called a rule-discovery method (Paradowski, 2007, pp. 110–114). CLT is a good example of a method that uses the implicit, inductive style.

4.3 Teaching Grammar in ESL Classrooms

CLT offers several suggestions for how grammar should be taught in ESL classes. One of the popular models used in these classrooms is the PPP model.

4.3.1 PPP (Presentation, Practice, Production)

The PPP model was developed as a revised version of the Audio-Lingual Method in British language teaching contexts (Harmer, 2001, p. 80). It is especially helpful for beginners who need structured guidance (Gower et al, 1995, p. 126).

PPP consists of three stages:

1. Presentation

This stage involves introducing the new grammar item, usually through a story, picture, example situation, or teacher explanation. Scrivener (1994) explains that presentation includes exposing learners to new language in a controlled way through demonstration, elicitation, or guided discovery (p. 271). Teachers may use gestures, pictures, or short discussions to activate prior knowledge (Harmer, 2001, p. 80).

2. Practice

In this stage, students practice the new structure through controlled activities such as drills, choral repetition, or cue-response exercises. Students have little freedom to create new sentences, and teachers correct the errors immediately.

3. Production

In the last phase, learners apply the new set of grammar in more open-ended activities. According to Harmer (2001), this is referred to as immediate creativity since the students start formulating their sentences (p. 81). They can talk about themselves, write paragraphs and even have discussions. The PPP model is still popular due to its assistive nature of enabling the teachers to teach grammar in a systematic manner.

Chapter 5: My Experience

5.1 Experiences as an Intern Teacher

My internship experience was at MA HAAD School and College, where I was an English language teacher for Classes IV and V. There were approximately twenty active and interested pupils in each of the classes. My primary responsibility was teaching grammar, yet I also attempted to incorporate short creative writing exercises in a way that allowed students to practice creating their own ideas.

New Brighter Grammar was used as the main textbook in the school. I developed my lesson plans in a chronological order after examining the syllabus, so that the easier topics would be covered at the beginning, before moving on to more challenging matters. This sequence of pedagogy is in line with Lightbown and Spada (1999) who argue that this is pedagogically beneficial to the students in that the educators should initially teach them easy language structures before teaching them the hard ones (p. 166). First few days of the instruction, I monitored a number of some English lessons in Classes IV and V to determine the current practices of instructions in the institution. My observations indicated that a significant percentage of the grammar lessons was given under the Grammar Translation Method (GTM). Later on the English coordinator confessed that although communicative activities are encouraged in the school, GTM is largely used in tackling grammar topics. Faced with such discoveries, I decided to incorporate different pedagogical models into my respective classrooms. I used small group activities, pair work, simple games, and short speaking tasks to make the grammar lessons more enjoyable. I wanted the students to not only memorize rules but also use English in meaningful ways.

In the next section, I will describe the teaching methods and techniques I applied and how they supported the students' learning throughout my internship.

5.2 Implementation of different teaching methods

During my internship, I tried to use teaching methods that would make the lessons clear, engaging, and suitable for the students' level. I used a mixture of approaches instead of depending on only one style. I mostly followed the GTM, PPP and CLT methods.

5.2.1 Grammar Translation Method (GTM)

GTM is a traditional way of teaching a second language, which focuses mainly on learning the rules and structure of the language. During my observation period, I noticed that most grammar classes at the school followed GTM, and I also applied it in my own lessons. Some of the main GTM techniques I used are explained below.

Memorization:

The Students often encode the linguistic rules, words, and certain patterns of the language in memory. The practical experience in classrooms showed that memorization might be extremely effective when it comes to specific learning goals. As an example, when teaching subject verb agreement, I gave a sequence of sentences, requiring learners to use correct concord between the subject and the verb. Internalization of these exemplars enabled the students to understand more in terms of detecting patterns and thus, minimized errors in their autonomous productions.

These observations indicate that memorization is especially beneficial when the acquisition of rules or examples that cannot be acquired by means of practice is involved.

Using Words in Sentences:

The other strategy I used was to make students use grammatical points in sentences that they generated. This habit allowed them to use new knowledge gained and evaluate their understanding of it. As an illustration, when teaching the verb tenses, I gave the students a set of verbs and asked them to compose sentences in the present tense, the past tense and the future tense. During the teaching of subject-verb agreement, I provided the learners with subjects and verbs individually and instructed them to create appropriate sentences. This exercise offered direct diagnostic data regarding the penetration of the rule in the students and those in need of extra assistance. Most of the students were able to produce meaningful sentences and this helped them in strengthening their grammatical skills as well as to gain confidence in themselves.

Fill-in-the-Gaps:

Missing words is a strategy that is widely used in Grammar Translation Method(GTM). Within the process, the learners are given sentences with blanks, and they are supposed to fill in the correct grammatical unit or word. I followed this strategy when teaching tenses and subject verb agreement. For an example, I wrote the sentences like: She (go) to school yesterday and The dogs (run) fast every morning, the learners were asked to fill in the correct forms of verbs in the blanks. This activity allowed me to determine their understanding and to strengthen grammatical rules in a simple and interesting way.

Altogether, I have noted that Grammar Translation Method can be very effective in teaching discrete grammar topics like verb tenses and subject verb agreement with applied exercises added to them.

5.2.2 Communicative Language Teaching (CLT):

Communicative Language Teaching is a process where learners absorb a speech with one of the main goals being to use it in real-life application. As opposed to Grammar Translation Method where the focus is on the formal rules and memorization, CLT encourages the active application of the English language via the interactive and meaningful engagements.

My internship experience revealed that most teachers used the GTM, although I used CLT in most of my lessons to make them more engaging.

Elicitation:

In CLT, elicitation is a method that enables the instructor to find out what learners already know before the introduction of a new subject. I also used this technique at the beginning of lessons regularly. As an example, discussing the tenses, I showed the pictures of people, who perform different activities, and asked the questions like What is he doing? or What did she do yesterday? This method helped me to determine how well the students were conversant with the construction of the past, present, and future tense. Further, I also found that some of the learners had difficulties with subject-verb agreement, which led to the identification of the necessity to provide specific training in this field. In the same way, with introducing WH-questions - What, Where, When, Why, I asked the students to look at the picture and to compose the questions, i.e. What is the boy eating? Where is the girl running? The activity also helped in evaluation of what they already knew, and their instructional targets were identified.

Group Work and Pair Work:

CLT encourages students to collaborate in a learning activity, which in this case involves group work to accomplish what would have otherwise been difficult to do alone. As an example, when we did an activity on tenses-practice, I split the class into small groups. All groups were given sentences with verbs missing and asked to provide the correct forms of tenses. In the case of WH-questions, answers were given to some groups and they were asked to formulate relevant interrogatives. I also praised the group which did it best in the first place, thus encouraging every learner. These group tasks made cooperation possible, allowed the students to teach each other, and made the course more interactive and enjoyable.

Communicative Activities:

To increase the involvement of grammar lessons, I used games, pair activities, and interactive exercises. As an illustration, I used cards with verbs, subjects and objects during teaching about the past and present tenses. Students had to make movements in the classroom and form correct sentences using the right tense. Regarding the use of WH-questions, I gave some students answers and asked them to find those people who had the right questions. Through such activities the confidence level of the learners was enhanced and even the shy or inexperienced students were encouraged to engage in such activities.

In this way, learners understand how to create effective presentation, practice, and production processes.

5.2.3 PPP (Presentation, Practice, Production):

In responding to WH questions, I have used PPP (Presentation, Practice, Production) model. First, I introduced the interrogative particles What, Where, When, Why, and How and provided real-life examples and simple illustrations. After that, the students were meant to practice the way to ask questions with the help of exercises, such as, what is Rina doing? or Where did the boys play yesterday? In the end, I asked the students to come up with their own questions and answers in small groups. This step- by- step process allowed the development a thorough grasp of structural and functional peculiarities of WH-questions.

5.3.1 Adoption of New Teaching strategies.

My methods of teaching grammar were deductive and inductive methods:

Deductive Approach:

In the deductive paradigm, the rule of grammar was presented before the demonstrative examples. As an example, when teaching about the present perfect tense, I explained the rule, gave the corresponding examples, and then gave tests. The following order enhanced quick learning of the rule and provided the learners with sufficient practice without any confusion.

Inductive Approach:

On the other hand, the inductive approach involved the students finding out the grammatical rules by context. An example would be in asking the students to formulate questions on the underlined passages when providing them with a short passage and asking them to ask questions about the passage. Most learners were able to identify the correctness of the interrogative words and write the correct sentences without being taught how the rules to follow. In cases of the residual errors, I then explained the rule and offered additional exercises to enforce learning.

I concluded that inductive method was more effective in my classroom setting because it promoted critical thinking, active use of English and meaningful learning of grammar unlike rote memorization of rules.

Chapter 6: Findings of the Internship

In my internship at MA HAAD School there are a number of positive aspects that I was able to observe, and a number of challenges that came with teaching English.

Positive Observations:

The desire by the students to learn was also one of the most promising things that I observed. Even the less vocal students tried to contribute as soon as they felt at ease and quite a number of them volunteered to ask questions to clear up on any doubts they had and this made the teaching experience especially satisfying and showed a true desire to learn. I also learned that engaging students, through creative and interactive exercises, resulted significantly; in this case, the use of games, group activities, and partnered activities made grammar lessons more entertaining. When students were allowed to actively participate as opposed to passively listening, they seemed to be more focused and motivated.

The second positive feature was that linguistic accuracy increased due to the communicative practice. When students were engaged in practicing sentence structures with tenses, with WH-questions and subject verb agreement by role-plays or collaborative practice, they were more confident in using the grammatical rules. In the long run, I noticed that I made fewer mistakes in my writing and speaking English, which was very gratifying as a pedagogical goal.

Challenges:

Though these were successful, a number of challenges came up. Other students showed a certain degree of shyness and hesitation when speaking in the classroom, thus, I was forced to take it easy on them and make them feel confident in speaking to the class. Another issue was the habit of memorizing that was deeply-rooted. A lot of students had got used to memorizing grammar rules or vocabulary and not understanding how to use them in the sentences. The process of rearranging such an attitude took long and deliberate practice to help get back to more productive learning. Lastly, time was a restricting factor to the level of student-centred activities. In spite of my desire to devote more time to group work, games, and interactive activities, the school schedule often limited the time of lessons, and I had to provide enough practice and learn subjects in details.

In general, the internship allowed me to see the positive aspects, as well as the challenges associated with the job of teaching English to young students. It also provided a great

experience in terms of balancing between the traditional methods with the more communicative and interactive approach to make the learning process more effective and enjoyable.

Chapter 7: Recommendation and Conclusion

My internship spread over a span of three and a half months, where I had gained a good practical experience in classroom instructions. In my observations and experiences, I can make the following suggestions:

Use of Interactive Methods:

I found that grammar classes were highly dependent on Grammar Translation Method. Although this method is quite advantageous, student participation and their attentiveness rose significantly when I integrated interactive tasks like group work, pair work and language activities. By making grammar lessons more interactive and participatory, one can improve the level of student engagement and make the process of learning more pleasant.

Inductive Method of Grammar:

My experience showed a less deductive approach, where students learn rules by example and activity, to be more effective on most of the topics than a strictly deductive approach. As an example, teaching about preposition, I did not explain the rules and gave students an option to guess what the right preposition are in a passage. This plan encouraged critical thinking, allowed students to develop their own ideas and made the learning process more significant. I would suggest that the teachers should use inductive approach together with deductive approach when the situation demands.

Use of Visual Aids:

The use of pictures, objects or drawings in the teaching of items like prepositions can significantly enhance the understanding and memory of the lessons. The connection between abstract grammatical rules and concrete examples promoted through the use of visualization is one way of strengthening the learning outcomes.

Warm-up and Elicitation:

Teachers can either use warm-up exercises or elicitation strategies before introducing a new topic in grammar. This method will help students to remember the previous knowledge, it will serve as icebreaker, and give the preliminary idea of the new lesson goals.

Teaching Grammar in Context:

Grammar is best taught through important readings rather than one-on-one. The use of short passages or stories facilitates students to see grammar in real life situations, and the students can apply the rules naturally when reading or writing passages.

Age-appropriate Activities:

Educators are supposed to create activities that are sensitive to students in terms of their age, level of proficiency, and their interests. As an illustration, younger learners should be planned to have pair or group activities and games that are carefully conducted. Such activities tend to get unmanageable and become unhelpful when they are not handled in a proper manner.

Conclusions

The experience of the internship has shown that the choice of the proper pedagogical approaches and techniques is the key to the successful teaching of grammar. The GTM and the CLT have a considerable role in ensuring that English is acquired. I also combined a mix of the methods that were based on these techniques and reported a positive result in my instructional settings. It is not necessary to use only a single methodology, as in different classes or in different subjects of the course, the effectiveness of a particular approach can be different. Therefore, there is an urgent need to ensure that teachers have a comprehensive knowledge of their students and are able to revise teaching methods to suit the situational requirements.

Throughout the teaching session, I used various interactive strategies; such as, elicitation, drilling, board participation, pair work and groups. These modalities were effective and entertaining and were purportedly effective in creating greater student motivation. I identified that pedagogical approach and attitudes and interests of the learners are crucial factors that determine language learning. This is in agreement with Lightbown and Spada (1999), who also argue that positive attitudes and motivation are related to successful second-language learning (p. 56).

Overall, the internship at MA HAAD School was a very educative experience. I found a lot of pleasure in my daily teaching experience and student support, fellow teachers, and my supervisor helped me significantly. Teaching young students was not only thought-provoking but also memorable, and the experience has helped me prepare to take a more effective and confident teaching tool in my practice in the future.

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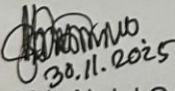
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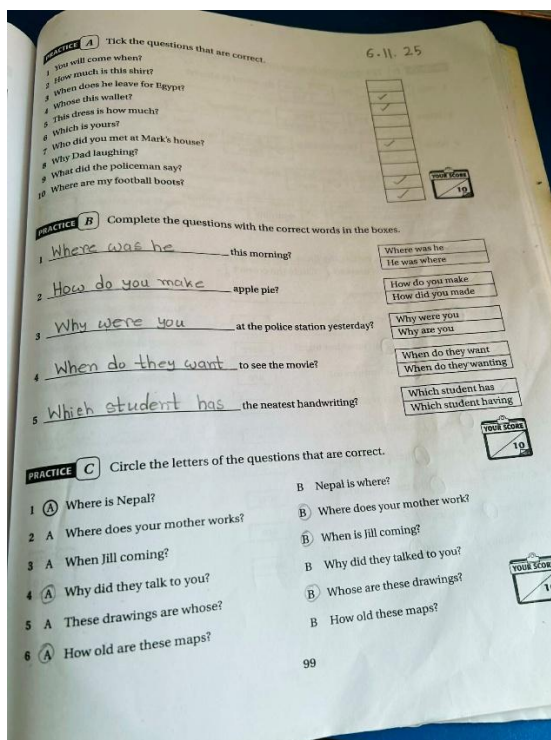
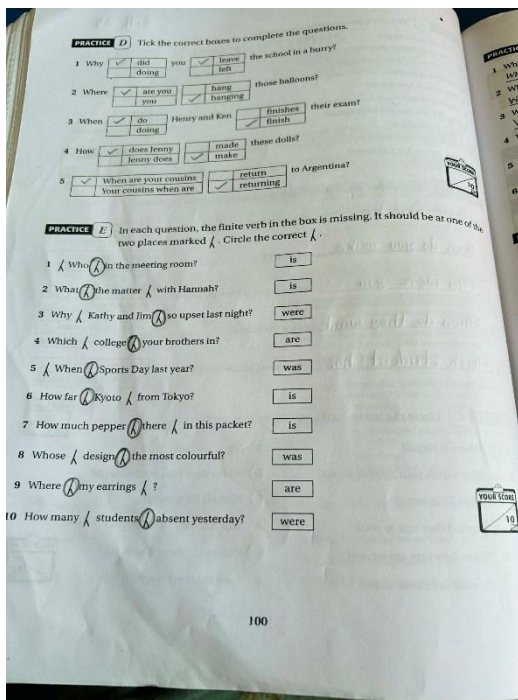
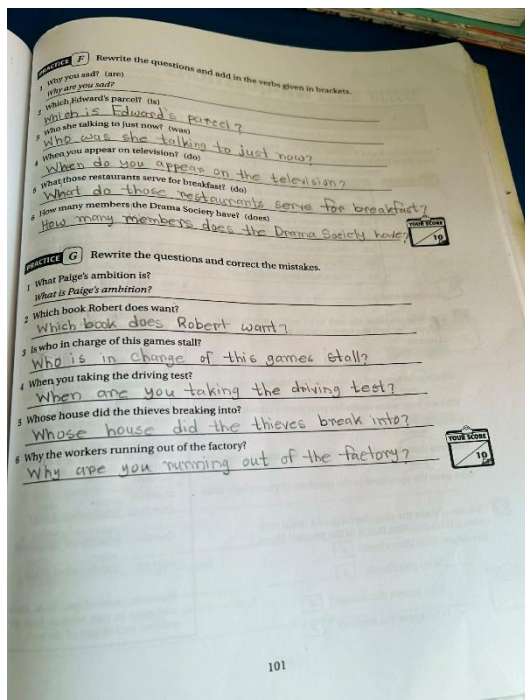
Chapter-8

Appendices

Appendix 1: Certificate of Internship

	EIIN : 137722 Estd : 2011	Dhaka Education Board Approved English Version / Bangla Medium	School Code : 1441
MA HAAD School & College			
Ref: JEC/0003/2025		Date: 30 November, 2025	
TO WHOM IT MAY CONCERN			
This is to certify that MS. HOMAYRA ANJUM served as a Teacher Intern at MA HAAD School from 1st September – 30 November, 2025.			
During her internship, Homayra was an integral part of the team. Her genuine passion for education and a natural aptitude for teaching quickly becoming a valued member of our school. Her responsibilities and notable achievements were lesson planning & delivery, Class room management, students support assessment and feedback etc. we observed, she is active & competent person and could perform all her assigned tasks effectively.			
Homayra has shown great potential for a successful career in education. She is a quick learner and a collaborative team member. We are confident that Homayra will be a great asset to any educational organization.			
We wish her all success in future endeavors.			
On behalf of MA HAAD School & College			
 30.11.2025 Dr Md. Abdul Gaffar Principal MA HAAD School & College Dr. Md Abdul Gaffar Principal MA HAAD School & College Uttara, Dhaka			

Appendix 2: Photograph





221-10-885

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