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Lenka Šebová

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Department of English

Thesis

**TEACHING GRAMMAR- DIFFERENT
APPROACHES**

Lenka Šebová

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Prohlašuji, že jsem práci vypracoval/a samostatně s použitím uvedené literatury a zdrojů informací.

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ABSTRACT

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The thesis deals with teaching grammar and different approaches how to teach it. The first chapter offers a theoretical background of the thesis. It deals with the important role of the grammar in the second language acquisition, namely in English language teaching. It also provides the definition of the grammar and different approaches to teaching it. Two main approaches to teaching grammar are presented there, the inductive and the deductive one. The main goal of the thesis is to find which of the approaches prevails in the course books used at the lower secondary schools. Because of this the theoretical part of the thesis also offers the general description of the materials which are used in courses and it deals also with the education of pupils at the lower secondary schools. The research is described in the second part of the thesis. It was done through the questionnaires and the analysis of the course books. Based on the research, it is concluded which course books are usually used in Pilsen and its surroundings and which approach prevails in those course books. According to the research, the course books which are used typically in mentioned area are *Projects* by Tom Hutchinson, Oxford University Press. In these course books the inductive approach is used more frequently.

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I. INTRODUCTION

For the first time it is necessary to introduce the topic of the thesis. The reasons for choosing this particular topic and the main characteristics of the thesis will be mentioned in this chapter. There will be also presented the main question of the research and the structure of the thesis will be also described.

There were many reasons why I decided to choose this topic. I have always been interested in the process of teaching and learning languages. It is very interesting and attractive topic for me. The grammar is a very important part of language. People have to know how they should combine the words to communicate properly. Of course that vocabulary is also a very important part of a language but if people do not know how to make a sentence from them it could be a problem. So from this point of view grammar can be seen as more important. There exist various approaches to teaching grammar; the thesis will deal with two of them, namely deductive and inductive. It will explain the role of grammar in language teaching, the meaning of the terms deductive and inductive and finally there will be described the research about the usage of these approaches in practice.

The main aim of the thesis is to find which of these approaches to teaching grammar is used more in the course books which are typically used at lower secondary in Pilsen and in the Pilsen region. So the main question of the thesis is:

Which of the approaches to teaching grammar prevails in the course books which are typically used? Is it inductive or deductive one?

It is also necessary to describe the structure of the thesis. The thesis is divided into six main chapters which are divided into shorter subchapters. The aim of this part of the thesis is to provide a brief overview of each chapter. The first chapter is called "Introduction". It provides the information about reasons for choosing this particular topic; it also presents the main question of the thesis and its structure.

The second chapter is called "Theoretical Background". Its first subchapter is called "Second Language Acquisition". It provides the information about the main ideas about how it is possible to acquire second language at school. Various approaches and methodologies for language teaching are also presented there. The second subchapter is called "English as a Foreign Language". The brief history of the English language is

mentioned there and also its impact on English language teaching. The third subchapter is called “Grammar”. The purpose of this subchapter is to define the grammar. The fourth subchapter is called “The Approaches to Teaching Grammar”. Mainly two contrastive approaches how the grammar can be presented are mentioned there, deductive and inductive. The subchapter provides the detailed description of them. The fifth subchapter is called “The Pros and Cons of the Approaches” and it offers advantages and disadvantages of both of them. The following subchapter is called “The Materials Used in a Course”. This subchapter is also very important for the main research because as it has been already mentioned the main aim of the thesis is to find which of the mentioned approaches is used more in the course books. The seventh subchapter is called “The Education of Pupils at the Lower Secondary Schools”. The purpose of this subchapter is to describe the pupils which are taught at the secondary schools.

The third chapter is called “Methods”. The main question of the research is which of the approaches to teaching grammar, deductive or inductive, is used more in the course books which are typically used at the lower secondary schools. The main goal of this chapter is to show which methods were used for this research.

The fourth chapter is called “Results and Commentaries”. The main aim of this chapter is to present and comment the results of my research. The results of questionnaires as well as of the analysis of the course books are presented there with the commentaries.

The fifth chapter is called “Implications”. The main purpose of this chapter is to mention the final implications of the research. It is divided into three parts. The first part explains how I think the research can be useful or important for the teachers or the learners. In the second part there is an explanation why this research cannot be generalized too much, and it discusses the problems or weaknesses which I discovered in the process of doing the research and analyzing the data. In the third part of this chapter there are some suggestions for further research.

The final chapter is called “Conclusion”. This chapter provides a summary of the main ideas of the thesis.

To sum up, this chapter provides the outline of the thesis. The reason for choosing this topic as well as the main question of the thesis is stated there. In the following chapter the theoretical background of the topic will be presented there. Also the main ideas about how it is possible to acquire second language, the grammar and the approaches to teaching it will be presented there.

II. THEORETICAL BACKGROUND

The purpose of this chapter is to describe the theoretical background of the topic. Firstly the process of the second language acquisition will be described generally in the first subchapter. The main ideas about how it is possible to acquire second language at school as well as various approaches and methodologies for language teaching will be presented there. In the second subchapter the view on English as a foreign language will be presented. The brief history of the English language will be mentioned there and its impact on English language teaching. Then the grammar will be presented in the third subchapter. It will provide the explanation what the grammar means and the possibilities how the grammar can be taught. In the fourth subchapter the different approaches to teaching grammar will be offered. The approaches are the main part of the thesis. It deals with inductive and deductive approach mainly. They will be described in the thesis and their advantages and disadvantages will be also presented there. For the following research about the usage of the approaches in the course books it is also important to mention some general information about the materials which are used in the lessons. And finally the description of the pupils at the lower secondary schools will be offered, too.

Second Language Acquisition

First of all, it is necessary to say that every second language learner have some experience with acquiring at least one language, his or her mother tongue. This fact can be seen as an advantage as well as a disadvantage. It is the advantage because the learner already has an idea how the language works. On the other hand this knowledge can cause many errors in the producing of second language (Lightbown, 1993, p. 21).

At present it is much more necessary for people to learn a second language “not just as a pleasing pastime, but often as a means of obtaining an education or securing employment” (Ellis, 1997, p. 3). It is important to explain what the second language acquisition actually means. For the first time it is necessary to realize that “in this context ‘second’ can refer to any language that is learned subsequent to the mother tongue” (Ellis, 1997, p. 3). It means that the word can also refer to the third or fourth language. It also does not function as a synonym for the word foreign. The reason is that during the learning in the classroom as well as naturally in the country where is the language spoken it is more natural to use the word second.

There are four main ideas about how it is possible to acquire second language at school according to Penny Ur (2012, p. 6). She distinguishes these main ideas according to four famous linguists, Krashen, Skinner, Chomsky and Johnson. The first one is intuitive acquisition according to Krashen. This idea is about acquisition of the second language in the same way as people learn the first one. They acquire it in authentic communicative situations. The second idea is called habit-formation and it is based on an interpretation of Skinner. According to it the language is a set of habits. People mimic, memorize and drill the patterns of the language until they are able to produce the correct forms automatically. As the third idea there is cognitive process mentioned, it is based on Chomsky's interpretation. Its main principle is that people understand the rules of the language and then they can apply them in various contexts. The last idea is called skill-learning and it is according to Johnson's interpretation. From this point of view the language is seen as a skill and it is learnt as any other skills. It means that someone explains the rules and then the learners understand and practise them until they can use them fluently (Ur, 2012, p. 6). There are also two contrasting concepts which underlie these four theories. The first model is implicit and the second one is explicit. The first one underlies intuitive acquisition and habit-formation. According to this concept, it is not necessary to understand how the languages work. On the other hand the explicit concept, which underlies the third and fourth mentioned ideas, is based on learning rules firstly (Ur, 2012, p. 7).

On the basis of these theories it is possible to define many various approaches and methodologies for language teaching. For the teacher it is very important to choose the appropriate method for language teaching. In the early and middle twentieth century there were dominant three models, Grammar- Translation, Audio- Lingualism and PPP. The Communicative Approach dominated the late twentieth and early twenty- first centuries. Other ones are called Direct Method and Post- Communicative Approach (Ur, 2012, p. 7). The Grammar- Translation means that the teacher explains the grammar rules in the first language and then the translation of texts from and to the target language follows. The Direct Method was created as a reaction against Grammar- Translation; "it emphasizes oral communication more and bans the use of L1 in the classroom: everything should be taught through the target language" (Ur, 2012, p. 7). Audio- Lingual Method is similar to the Grammar- Translation in its main aim which is accuracy rather than fluency. It is based on the idea that the language is a set of habits. From this point of view it is much more important to learn the spoken form of language. It involves drill, repetitions or learning by heart and "it focuses on grammar rather than vocabulary" (Ur, 2012, p. 7). PPP means

Presentation, Practice, Production. It also puts emphasis on grammatical accuracy and the teacher is a dominant element in this process. On the other hand the Communicative Approach is learner- centred. From this point of view it is believed that people learn the language “best through naturalistic acquisition” (Ur, 2012, p. 8). It means that the learners acquire the second language as well as their first one. The Post- Communicative Approach is based on the fact that the primary function of language is effective communication (Ur, 2012, p. 8). The last mentioned approach is according to Ur the “one which most coursebooks and teachers today are using” (Ur, 2012, p. 9).

Apart from these approaches which Ur says, there exist many other ones. Larsen- Freeman mentions also the Silent Way, Suggestopedia, Community Language Learning and the Total Physical Response method. Larsen- Freeman (1986) says that “one of the basic principles of the Silent Way is that teaching should be subordinated to learning” (p. 51). The Suggestopedia is based on the fact that learners are afraid of the failure. The goal of this method is to exclude these feelings. It “has been developed to help students to eliminate the feeling that they cannot be successful and, thus, help them overcome the barriers to learning” (Larsen- Freeman, 1986, p. 72). The Community Language Learning is a method which advises the teachers to see the learner as a whole person. It means that the teacher should consider all possible aspects of the student’s character or personality (Larsen- Freeman, 1986, p. 89). The last mentioned method is called TPR which means Total Physical Response. This method differs from the previous ones in as it is based on listening rather than speaking (Larsen- Freeman, 1986, p. 109).

To sum up, there are many approaches and methods which can be used for language teaching. It is very important for the teacher to choose the most appropriate one. For this choice the teacher is the most appropriate one because he or she knows the class perfectly.

English as a Foreign Language

Nowadays, English can be seen as a lingua franca. It means that it is used for communication among people who do not have the same first language. The most obvious development “that has been taken place in the field of English language teaching in the last 50 years has been the shift in its primary function: from being mainly the native language of nations such as the UK or USA, to being mainly a global means of communication” (Ur, 2012, p. 4). The number of native speakers is still descending in relation to the number of non- native speakers. The ratio of native speakers to non- native speakers is around 1:2 or

1:3 (Harmer, 2007, p. 13). On the other hand, it is not clear what does the English speaker means in this respect; it can be a beginner or someone who only has an ability to speak English. However it is clear that English cannot be called foreign language any more but rather an international language because it means the language which has no particular national owner (Ur, 2012, p. 4).

There are many factors from history which caused that English language has its contemporary position. It is possible to start in 1620 when the Pilgrims Fathers landed in Massachusetts and next to their religion and desire for colonisation they brought their language. The similar case happened in Australia. The English language as the only language of administration becomes the means of power for colonists (Harmer, 2007, p. 14). Another factor which influenced the position of English is “the spread of global commerce, pushed on by the dominance of the United States as a world economic power” (Harmer, 2007, p. 14). The third factor which influenced the widening of English is the fact that it is a lingua franca of many conferences, journal articles and it is used in the internet a lot. Harmer (2007) calls this factor information exchange (p. 15). A lot of people can see that English surrounds them also during the travelling. For example, the signs are written also in English except the language used in a particular country. Also the culture influence people a lot. People can hear songs in English or see the movies in this language very often (Harmer, 2007, p. 15).

All of these mentioned issues had a great impact on English language teaching. In the past there was the difference between terms EFL (English as a Foreign Language) and ESL (English as a Second Language). People studied EFL in their own countries very often and they learnt it in order to use the language with other English speakers in the world like tourists or business people. On the other hand ESL students were people who lived in the target community and needed English for everyday use (Harmer, 2007, p. 19). This distinction does not exist anymore because of two reasons. The first one is the fact that many contemporary communities are multilingual and English became a language of communication. The second reason is that “many students of EFL use English in a global context” (Harmer, 2007, p. 19). Another topic which has been discussed in the past was the question which of the variety of English should be taught, British or American. Nowadays this is not seen as a relevant or interesting problem. The topical question should be rather “which lexical, grammatical, phonological or orthographical (spelling) forms are most likely to be understood and used worldwide” (Ur, 2012, p. 4). And these forms should be taught then.

Grammar

The purpose of this subchapter is to define the grammar. The first part will offer some definitions of this word and the second one will focus on teaching grammar. The presenting of grammar, its consolidating and automatizing and also grammar assessment will be mentioned there.

What Is Grammar?

Firstly, it is necessary to explain what the grammar is. According to Longman dictionary it has two possible definitions. The first one defines the word grammar as “a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language. It may or may not include the description of the sounds of a language” (Richards, 2010, p. 252). And the second one talks about the relation between grammar and speaker’s knowledge of language (Richards, 2010, p. 252). The grammar can be also defined as “the set of rules that allow us to combine words in our language into larger units” (Greenbaum, 2002, p. 1). As the author adds the term grammar means syntax in this sense. Ur (2012) defines the grammar as “the way words are put together to make correct sentences” (p. 76). From both definitions it is clear that some combinations of the words are allowed and some of them are not, simply said. However there are many other aspects which should have been taken into the consideration. One of these aspects is the fact that almost all grammatical forms carry some meaning. The meaning is very often the thing which makes problems to the students much more than the forms. Another aspect is the fact that the term *grammatical* fits to the units smaller or larger than sentences (Ur, 2012, p. 76).

If the grammar is understood as the set of the rules for combining of the words it is possible to see that people are able to predict some possible patterns of the language. It is caused by “a sort of mental list” (Scrivener, 2011, p. 156). This piece of information is of course possible to find in the grammar reference books or in the course books in a simplified form. And this is the thing which grammar exercises practise and test. But “instead of being a dry record of facts and rules, the information in your head is a living resource that allows you to communicate and be understood” (Scrivener, 2011, p. 157). Because of this reason it is not possible to see learning grammar rules by heart as learning grammar. These things do not lead people to use the grammar accurately and fluently in

speech. They are useful only under the condition that learners are then able to transfer the rules into the communication in the real situations (Scrivener, 2011, p. 157).

As it has been already said, the grammar can be seen as a study of what forms are possible. But there is also another feature which is important and it is meaning- making potential. The structure can be well- formed but in the context it does not make a sense (Thornbury, 1999, p. 3). Vocabulary also communicates meaning and it is possible to operate only on a lexical level but it depends on the particular situation. Thornbury presents as the example the word “Tickets”. In the train when people expect the inspector the word is enough to understand the meaning. On the other hand when a person phones another person to book the tickets, this word would not be enough. This can be called situational factor. As Thornbury (1999) adds, it is possible to formulate the rule: “the more context, the less grammar” (p. 4). So the grammar becomes an important thing when the contextual information is absent or deficient. There are two kinds of meaning and they reflect two main purposes of language. The first one is to represent world as people experience it and the second one is to influence how things happen in the world, especially in the relations with other people. Then the functions of language are representational and interpersonal (Thornbury, 1999, p. 5). According to the representational function of language it is possible to distinguish individual grammatical categories:

These grammatical categories- subjects, objects, verbs, adverbials, tense, aspect and modality- are just some of the ways in which grammar is used to fine- tune the meanings we wish to express, and for which words on their own are barely adequate. It follows then in learning a new language learners need to see how the forms of the language match the range of meanings- both representational and interpersonal- that they need to express and understand. (Thornbury, 1999, p. 6)

To sum up, the teachers should pay attention not only to the forms of the language but also to the meaning which these forms convey. As Ur (2012) says, “some grammatical constructions have fairly easy forms, but rather complex meanings that may have no parallel in the student’s L1 and need careful explanation and lots of examples” (p. 80). On the other hand some of them have simple meanings so the teacher should focus on teaching the forms. Another important point which is necessary to remember is that to learn grammar does not mean to learn just grammar rules by heart. It is important to teach the students how they should use these things in the communication in the real life.

Teaching Grammar

The most of the lessons are based on one basic teaching sequence which is called present- practise. It is possible to see it around the whole world in the classes of all types. It means that “the teacher first presents/ introduces/ explains/ clarifies/ inputs the language point that the lesson is aiming to work on, and then, when it seems to be reasonably understood, moves on to give learners a chance to practise using the language themselves” (Scrivener, 2011, p. 159).

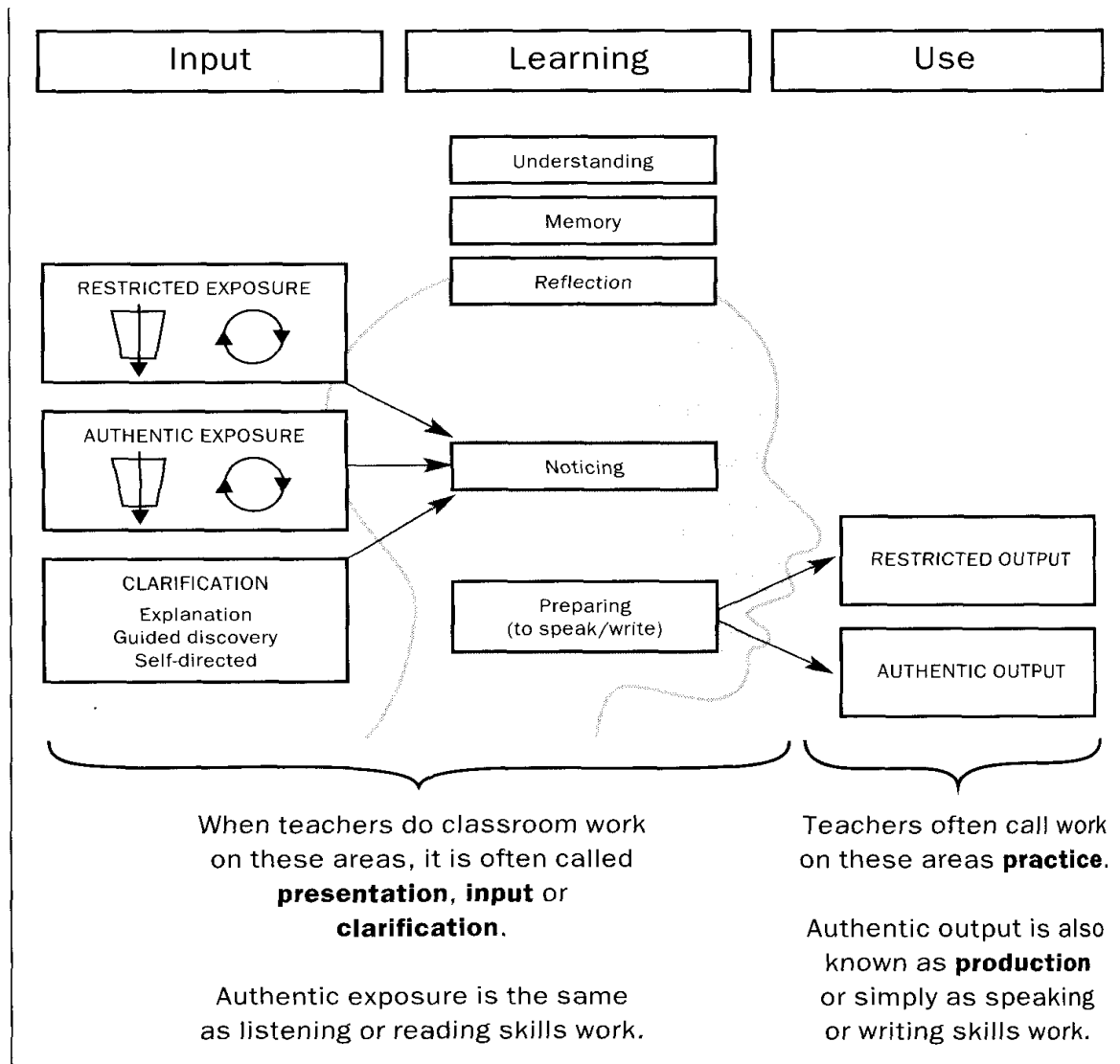


Figure 1: Present- practise cycle

If the teacher wants to plan a well- focused grammar lesson it is necessary to decide which of these areas he or she wants to spend time on, how much time it is necessary to give to each one and what the best sequence is to have them in (Scrivener, 2011, p. 159). A lot of lessons which are led in the present- practise way have the similar structure. Firstly

there is a lead- in stage. The teacher can show the pictures which are connected to the topic of the lesson and then the students say their ideas. Then the teacher's clarification follows. It means that "the teacher gives/ elicits examples of the language and explains/ elicits information about them from students" (Scrivener, 2011, p. 160). The students' oral practising of examples of these items follows. Then these items are practised in a written form. Two previous steps are called the restricted outputs. And finally there is an authentic output which means that "the students are given the opportunity to use these items, along with the other language they know, in communicative activities" (Scrivener, 2011, p. 160). But if the present- practise lessons use a restricted textual material, which can be printed in the course books for example, the structure will be different. The first step will be the same but then the step which is called restricted exposure will become. It means that the learners read or listen to the text and they get a general idea of it. Then the teacher's clarification follows. In the previous case this was based on explanation. In this case it based on the guided discovery. The last three steps are the same as in the previous structure (Scrivener, 2011, p. 160).

Penny Ur offers many tips for the teachers about presenting grammar, namely about the explanations. Ur (2012) says that the grammar explanations should be initiated by the teachers because they have the use of the syllabuses and course materials. She adds that the teachers may also notice that "students are making mistakes in a particular feature and might benefit from some focused explanation" (p. 80). The teacher should present the examples of the target feature in a meaningful context before he or she starts to explain it. It is not enough when the teacher simply writes an isolated phrase on the board and then analyses it even though the students have no idea what it means in the context. The teacher should provide students with written as well as spoken form of the target grammar feature. It is important because the students may need to use it in writing and also in speech. Another reason for this is the fact that each student has a different learning style and preferences so one may remember it better when he or she hears it and the other may remember it better when he or she sees it. As it has been already said the teacher should offer both form and meaning. The teacher should decide if he or she can use grammatical terminology. Of course it depends on the particular situation and the ability of the students. Ur (2012) also recommends to "explain the grammar in the students' L1, unless they are proficient enough to cope with English explanation" (p. 80). It can save a lot of time which can be then used for practising. This decision also depends on the particular situation and the ability or proficiency of the learners. Another recommendation deals with comparing

the structure in English with the student's L1 parallel. The teacher should compare it, if it is possible, because it can help to prevent mistakes. Often it is useful to provide an explicit rule. Ur (2012) says that "as a rule, a simple generalization, even if not entirely accurate, is more helpful to students than a detailed grammar- book definition" (p. 81). The teacher should also decide which approach is more suitable for the students. It is possible to ask students to create the rules for themselves which is based on a set of examples. This is called an inductive process. Or the teacher can provide the rules and then practise it which is called a deductive process. These two approaches will be explained and described in the following subchapter. Ur (2012) also offers more practical tips for the teachers. It is effective to use pictures because it can help to remember the explanation better. Another tip does not relate only to the teaching grammar but to the teaching generally. The teacher should not only ask if the students understand but he or she should ask them to demonstrate their understanding, for instance by giving the examples or paraphrasing it in their own words. The students should also provide a feedback after the explanation. It could verify their understanding. Also the last point does not relate only to teaching grammar but for example to teaching vocabulary, too. An explanation should be taught early in the lesson because at the beginning the students "are fresher and more willing to engage with new material" (p. 81).

Next to the presenting of the grammar it is naturally important to practice it. The students should consolidate and automate already acquired grammatical knowledge. There exists "the phenomenon of students who do all the grammatical exercises perfectly, but then make mistakes in the same items when they are composing their own free speech or writing" (Ur, 2012, p. 82). This is caused by the fact that the grammatical structures are not automatized yet. The students are concentrated mainly on the communication and they are not able to pay enough attention for these structures. The students need to master the grammatical point to the degree that they are able to produce it automatically. If the students are not mastered enough they make many mistakes in the communication. As Ur (2012) adds, these mistakes are "usually based on L1 interference" (p. 82). The teachers should help students to use the grammar to express meaning rather than to get the right form only. The exercises should not be just form- focused but rather the tasks which encourage combining of the right form as well as the fluent production. There are many types of tasks which provide practice in a range of grammatical features, for example controlled drills, meaningful drills or free sentence composition (Ur, 2012, p. 83).

After the presentation and consolidation of grammar, as the last step it is possible to see the assessment of it. Grammar assessment is mostly done through written tests in many classrooms. According to Ur (2012), “grammar- test- items require students to respond to cues in order to prove that they have understood and can apply a grammatical rule, and they should be designed to be quickly and easily assessed and graded” (p. 84). It is possible to use closed- ended test items. But as it has been already indicated, the fact that the student fills in all the answers correctly in this type of test does not automatically mean that he or she is able to produce the target language in his or her own output. Because of this it is maybe better to use open- ended test items. They ask students to create their own phrases, sentences, etc. so it offers “a truer picture of how well they know the grammar” (Ur, 2012, p. 84). Closed- ended test items include for instance multiple choice, guided gap- fills, transformation, matching, rewriting or correcting the mistakes. Open- ended test items involve open- ended sentence completion or sentence- composition. They are of course more time- consuming and sometimes more difficult to assess but as it has been already mentioned they give a clearer picture of how well the students are able to communicate when they use the target language (Ur, 2012, p. 86). Another testing technique which is not used a lot is translation as Ur mentions. As the thesis has already mentioned the most common mistakes are caused by L1 interference. And Ur says that “a good way to test whether students have overcome the temptation to imitate L1 and can express ideas through acceptable English grammar is to require them to translate something from L1 into English” (Ur, 2012, p. 86).

The Approaches to Teaching Grammar

In this subchapter there will be mentioned mainly two contrastive approaches how the grammar can be presented. The first one is called deductive approach or explicit process. It is based on the fact that the teacher provides explanations. The second approach can be called inductive or implicit process and it does not provide any explanation by the teacher at the beginning. Thornbury (1999) offers the basic definitions of these two terms. A deductive approach “starts with the presentation of a rule and is followed by examples in which the rule is applied” (p. 29). On the other hand an inductive approach “starts with some examples from which a rule is inferred” (Thornbury, 1999, p. 29). Thornbury (1999) adds the beautiful example how it is possible to understand these two approaches:

An example of deductive learning might be that, on arriving in a country you have never been to before, you are told that as a rule people rub noses when greeting one another, and so on you do exactly that. An example of inductive learning would be, on arriving in this same country, you observe several instances of people rubbing noses on meeting so you conclude that this is the custom, and proceed to do likewise. (p. 29)

Deductive Approach

This way of teaching or learning grammar can be called in several ways. As it has been already mentioned it can be called explicit process according to Penny Ur (2012, p. 78). Thornbury (1999) calls it deductive approach or rule- driven learning (p. 29). Jeremy Harmer (1987) talks about overt grammar teaching (p. 4).

This approach to teaching grammar is closely associated with Grammar-Translation, the method of learning grammar which has been mentioned above in chapter number one. In the lessons which are led in this way, the teacher begins with the explanation of a grammar point. This is usually done in learners' mother tongue. Then the activities for practising it follow; they involve translating from and to the target language. The problem with this approach is the fact that the explanation is provided in the mother tongue so the students have almost no opportunity to practise the target language. The only practice is based on reading and writing and no attention is paid to speaking (Thornbury, 1999, p. 30). Thornbury (1999) adds also another important point for this method and it is the fact that the teacher must have sufficient proficiency on both languages to be able to lead the lesson in this way. It means that it cannot work in multilingual classes (p. 30). But it is not possible to say that the deductive approach must be dependent on translation. Many grammar books for the students, which are popular, employ this approach (Thornbury, 1999, p. 30).

The quality of this approach depends on the quality of the actual rule explanation. It depends on how user- friendly the rule is. With regard to grammar, Thornbury (1999) distinguishes two types of the rules. The first one is called prescriptive and the second one is called descriptive (p. 11). The first type is usually associated with the grammar instructions, it says what the users should say or write. On the other hand second language teaching "is primarily concerned with descriptive rules, that it, with generalisations about what speakers of the language actually do say rather than with what they should do" (Thornbury, 1999, p. 11). Thornbury (1999) also defines another category called pedagogic

rules which make sense to learners and at the same time they provide them with confidence to generate the language. With regard to these rules, it is possible to make another distinction between rules of form and rules of use. The first ones are generally easier to formulate (p. 12). He adds that a descriptive rule which is often used by linguists would not be appropriate in the classroom. On the other hand a pedagogic rule is the rule that the teachers can offer to the learners who can apply it (Thornbury, 1999, p. 32).

A good rule must fulfil a lot of various criteria. Thornbury mentions six following criteria: truth, limitation, clarity, simplicity, familiarity and relevance. The rules should be true; they must be to some extent similar to the reality they are describing. “Rules should show clearly what the limits are on the use of a given form” (Thornbury, 1999, p. 32). They should be also clear; the lack of the clarity can be caused by the ambiguity or unclear terminology. The rules should be simple, too; the “lack of simplicity is caused by overburdening the rule with sub- categories and sub- sub- categories in order to cover all possible instances and account for all possible exceptions” (Thornbury, 1999, p. 32). As he adds there exists a limit to the amount of exceptions which a learner is able to remember. Another criterion is familiarity. An explanation should try to make use of concepts which are already familiar to the learners. Some learners may be familiar with some basic terminology which is used in order to describe the grammar of their mother tongue. But only few of them have specialised knowledge of grammar. And the last criterion is relevance. It means that “a rule should answer only those questions that the student needs answered” (Thornbury, 1999, p. 32). Simply said, it must reflect students’ specific needs.

However as Thornbury (1999) mentions, the rules are only one part of a good explanation. There must be also for instance checking how the students understand it, illustrations or giving the examples (p. 33).

Inductive Approach

This way of teaching or learning grammar can be called in several ways. As it has been already mentioned it can be called implicit process according to Penny Ur (2012, p. 78). Thornbury (1999) calls it inductive approach or discovery learning (p. 29). Jeremy Harmer (1987) talks about covert grammar teaching (p. 3).

In the case of deductive approach the grammar rule is presented firstly and then the learners engage with it by many examples. In the case of inductive approach it is vice versa. The learners study the examples without meeting the rule firstly. And after that they are able to derive the rule. This approach equals the method how the first languages are

acquired. Induction can be also called learning through experience and according to Thornbury (1999) it is seen as the natural way of learning (p. 49). An inductive approach is associated with methods of second language acquisition as the Direct Method or the Natural Approach which have been already mentioned. Thornbury (1999) also adds that “these experiential methods of instruction share a basic assumption that language data (or input) is best processed inductively and without recourse to translation” (p. 49). Nevertheless they also differ in the opinion how this input should be well organised and preferred and they are also different in the frequency of the teacher’s intervention. If there is no intervention it is possible to talk about natural language acquisition (Thornbury, 1999, p. 50). Thornbury (1999) also says:

After all, the most natural route to a second language bypasses the classroom altogether, and the best example of experiential learning is that of immersion in the foreign- language speaking community. There are well- documented case studies of learners who have succeeded spectacularly in such a situation, just as there are many studies of learners who have failed dismally. A desire to simulate the total immersion experience was the inspiration behind the language immersion programmes for schoolchildren that are now widespread in many bilingual contexts, such as in Canada. While the results of these programmes are impressive, and have been used by theorists to support a ‘zero- grammar’ position, such as the Natural Approach, there are nevertheless significant gaps in the language competence of the learners who emerge from these programmes, suggesting that unfocused exposure to unorganised language data may not be in itself sufficient. Introduction, to work best, it seems, requires more than random exposure: it needs the intervention of either the syllabus designer, the materials writer, or the teacher, or all three. (p. 50)

Another attempt to simulate how the children acquire their first language is called the Direct Method. As it has been already mentioned above it was created as a reaction against the Grammar- Translation. The fundamental rule of the Direct Method is a belief that the first language “is acquired through the process of forming associations between language and the real world” (Thornbury, 1999, p. 50). Thornbury (1999) adds that in practice in the classes it means that “the rules of the language are supposedly acquired out of the experience of understanding and repeating examples which have been systematically

graded for difficulty and put into a clear context” (p. 50). In the case of inductive approach the learners do not have to concentrate on an explicit statement of a grammar rule. The teacher rather observes how the students are able to do the job. And it is necessary to mention that this process is unconscious (Thornbury, 1999, p. 50).

The term generative situation is connected with the inductive approach. It is “a situation which the teacher sets up in the lesson in order to ‘generate’ several example sentences of a structure” (Thornbury, 1999, p. 51). It was a popular procedure in British language schools in 1960s and it is connected with the Direct Method and Audiolingualism. When it is talked about this situation, an explicit rule statement is tolerated, in contrast to the Direct Method and Audiolingualism approaches (Thornbury, 1999, p. 51).

Another term which Thornbury deals with is discovery learning or guided discovery. He says that it is better if people discover the reasons or the rules by themselves because it persuades them much better than if someone just tells the reasons or the rules to them. Discovery learning involves cycles of experiments or attempts and errors which are made by the learners. This is accompanied by teacher’s guidance and providing feedback (Thornbury, 1999, p. 52). Also Scrivener deals with the term guided discovery. The role of the teacher in the case of this approach is to select appropriate tasks, offer appropriate instructions, explanations and feedback and also structure the lesson so that all learners are engaged. As he adds, the key technique of guided discovery is to ask good questions. It means that these questions encourage the learners to think about the language. But guided discovery is not demanding only for the learners but also for the teachers. It requires a certain portion of imagination and flexibility. The teacher’s job “is not simply to pass over a body of information, but rather to create the conditions in which that information can be learned” (Scrivener, 2011, p. 166).

Another term which Scrivener mentions is self- directed discovery. As it has been already indicated, this approach means that the learners study on their own without a teacher. They can study absolutely without the teacher or “in a class where the teacher’s role is primarily to ‘facilitate’ the learner’s own self- direction” (Scrivener, 2011, p. 169). This approach is the least frequent in practice in the classrooms. For using self- directed discovery it is necessary that the learners understand and agree with the working method. The teacher must be sure that the learners are able to create their own rules. For this they must have sufficient information and experience (Scrivener, 2011, p. 169).

The Pros and Cons of the Approaches

Both of these approaches to teaching grammar have many advantages as well as disadvantages. The teacher has to consider which approach is more suitable for the class or if it is better to use the combination of them.

The Pros and Cons of the Deductive Approach

The main advantage of this approach can be seen in its time- saving quality. It is much more time- saving because it gets straight to the point. The rule is simply explained at the beginning which takes less time than eliciting it from the examples. This advantage then offers much more time for learners' practising. It also "respects the intelligence and maturity of many- especially adult- students, and acknowledges the role of cognitive processes in language acquisition" (Thornbury, 1999, p. 30). This is also the approach which can be expected by many students in the classroom. Especially the learners with an analytical learning style may prefer it. It is also possible to say that deductive approach is easier for the teachers because it allows them to deal with language points as they appear, "rather than having to anticipate them and prepare for them in advance" (Thornbury, 1999, p. 30).

Of course next to these advantages, there exist many disadvantages of the deductive approach. The first one can be seen in the fact that especially younger learners have problems with metalanguage very often. Because of this the presentation of grammar at the very beginning of lesson can be repugnant for them. They may not be able to understand the concepts involved which may naturally demotivate them for the rest of the lesson. Another negative feature is that this approach is quite teacher- dominated. The explanations are offered by the teacher and the learners are not involved so much. The next problem with explanations is the fact that it "is seldom memorable as other forms of presentation, such as demonstration" (Thornbury, 1999, p. 30). From the global point of view this approach claims that the learning of language is simply based on knowing the rules (Thornbury, 1999, p. 30).

The Pros and Cons of the Inductive Approach

Using of the inductive approach has many advantages; Thornbury presents six of them. It is believed that the rules which are perceived by this approach are more meaningful, memorable and serviceable for the learners. The students discover the rules for themselves so they fit their existing mental structures much more than the rules which are simply presented to them (Thornbury, 1999, p. 54). Another reason which makes the rules

more memorable is the fact that the mental effort that is made by the learners guarantees a greater degree of cognitive depth. It is also possible to say that the students are involved more actively in the learning process when the inductive approach is used. In the case of the deductive approach they can be seen just as passive recipients. On the other hand in the case of the inductive approach they are much more active; they have to pay bigger attention and it can motivate them much more. This approach can be seen as more challenging for the students. An inductive approach is “an approach which favours pattern-recognition and problem- solving abilities which suggests that it is particularly suitable for learners who like this kind of challenge” (Thornbury, 1999, p. 54). It offers the opportunity for extra language practice if the problem- solving is done in cooperation and if the target language is used. The last advantage, which Thornbury (1999) mentions, is the fact that if the students discover the rules themselves it generally supports their self- reliance, independence and autonomy (p. 54).

On the other hand the inductive approach has many disadvantages, too. Thornbury presents the same number of the disadvantages as the advantages. The main advantage of the deductive approach was its time- saving quality. On the other hand an inductive approach can be seen as time- consuming. The time which must be taken to discover the rule “may be at the expense of time spent in putting the rule to some sort of productive practice” (Thornbury, 1999, p. 54). The discovery of the rule consumes a lot of students’ time and energy. Because of this the learners may believe that these rules are the objectives rather than the means of language learning. There can be also a danger that the learners may create a wrong rule or their rule can be too broad or too narrow in its application. It can happen especially in the case when no overt testing of the learners’ hypotheses is accomplished. The overt testing can be made through practicing examples or by presentation of an explicit version of the rule. However the inductive approach is not demanding only for the learners but also for the teachers, especially in the case of planning a lesson. The teacher must be able “to select and organise the data carefully so as to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible” (Thornbury, 1999, p. 55). The last disadvantage, which Thornbury (1999) mentions, is the fact that the inductive approach can be frustrating for the students who prefer that the rule is simply presented to them. They can prefer it because of their personal style of learning or just because of their previous learning experience (p. 55).

The Materials Used in a Course

The purpose of this subchapter is to describe the course books generally. It will deal with the question if the course books are really necessary for teaching. There will be mentioned advantages and disadvantages of their usage in classes. And the criteria for their evaluation and selection will be presented.

The teacher has to decide if a course book is necessary for his or her teaching. As Ur (2012) says “the word coursebook here refers to the material which is used as the basis for a course, whether it is an actual book or an online course” (p. 197). It is possible to see three main possibilities how the course book is used in practice. At some schools it is natural thing that the course books are used as the basis for the lessons. On the other hand there can be a situation that the teachers base their teaching on a syllabus, on their own programme and they personally select appropriate teaching materials. Or it is possible to combine these two previous situations, it is a compromise, “where a coursebook is used selectively, not necessarily in sequence, and is extensively supplemented by other materials” (Ur, 2012, p. 197). This compromise may be seen as the ideal way because usage of the course books is easier for the teacher but it can be a bit boring for the pupils. It can be good to enliven the lessons with supplementary materials from time to time. Formerly, the conventional paper books were the only available textbooks which could be used. Nowadays the online and digital course materials are on the increase. Again it depends on the teacher which of them will be used during the lessons. And of course it depends on financial resources of the given school. Maybe the compromise is the best solution; it can be good to alternate them so that none of them will be boring for the pupils. However the usage of the course books in the lessons has many advantages as well as disadvantages. The following list of them can be applied to either paper or digital course books. Penny Ur (2012) offers five advantages of the course books. These advantages are framework, syllabus, ready- made texts and tasks, guidance and autonomy. It is evident that the course books provide a clear framework. There is a sense of structure and progress because the teachers as well as the students know where they are going and what is coming next. As it has been already mentioned, in many places the course book can be used as a syllabus. If the course book “is followed systematically, a planned selection of language will be covered” (p. 198). Ready- made texts and tasks in the course books are time- saving for the teachers. These texts and learning tasks are likely to be of an appropriate level for a majority of the class, too. The course books also provide useful guidance and support for the teachers; maybe especially for the ones who are inexperienced or unsure of their

knowledge of the language or teaching skills. The course books also supports student's autonomy. He or she "can use the coursebook to learn new material, and review and monitor his or her own progress autonomously. A student without a coursebook is more teacher- dependent" (Ur, 2012, p. 198). Ur (2012) offers the same number of disadvantages. It is inadequacy, irrelevance or lack of interest, cultural inappropriateness, limited range of level and possible negative effect on teaching. The problem with inadequacy means that every class has its own learning needs. Every class is different in this respect. There exists no single course book which "can possibly meet these satisfactorily" (p. 198). The difference of classes may also cause that the topics in the course books may not be relevant or interesting for the pupils. It depends on the teacher; he or she has to decide which topic is appropriate. Another disadvantage, which Ur (2012) mentions, is the cultural inappropriateness. Next to the fact that the content may be irrelevant or uninteresting it can be also culturally inappropriate. It can cause unease or even insult. Ur (2012) also adds that "coursebooks target a particular student population and rarely cater for the variety of levels of ability or proficiency that exist in most classes" (p. 198). The last disadvantage is possible negative effect on teaching. It can happen when the teacher follows the course book uncritically. The teacher can be discouraged from using his or her own initiative. As it has been already indicated, it depends on teacher mostly. The final decision as to whether use or not to use the course books depends on teacher's own teaching style.

It is important to evaluate the course book and select the appropriate one. The teacher should set his or her own main criteria for evaluation. These criteria may be general which means that they are suitable for any language- teaching materials or specific which are "looking at the appropriateness of a set of materials for a certain course or group of learners" (Ur, 2012, p. 199). Penny Ur (2012) offers twenty general criteria which can be used for the evaluation of course books. These criteria are objectives, approach, layout, appearance, interest, variation, instructions, syllabus, organization, review and test, pronunciation, vocabulary, grammar, listening, speaking, reading and writing, learner independence, teacher's guides, audio recordings, visual materials, website and availability. The objectives should be "clearly explained in the introduction, and implemented in the material" (p. 200). Very often it happens that the objectives which are expressed in the introduction are not in fact implemented in the course book. The approach should be educationally and culturally acceptable to the pupils in the class. The importance of this criterion depends on the fact how much the target students are sensitive. The layout

should be clear and the print should be easy to read. Both the book as a whole as well as the single pages should be clear. In the case of digital course books it should be easy to navigate from page to page. This criterion is very important; the clarity of materials is essential for the teacher as well as for the students. The appearance is a criterion which is “particularly important for younger classes, but may be less so for older ones” (Ur, 2012, p. 201). On the other hand someone could say that attractive material may interest also older learners. It depends on the individuality of each person. But the fact, which Ur (2012) adds, is that “children and adolescents are used to colourful and eye-catching books, television and websites and may be demotivated by black and white uninteresting design” (p. 201). Older learners may be less demanding in this respect. The fifth criterion is interest. The texts and tasks should be interesting. But also this point can be influenced by the teacher a lot. An imaginative teacher can make the most boring texts and tasks interesting as well as an inexperienced or simply bad teacher can ruin the most interesting ones. The teacher should be also able to decide which task or topic is or is not interesting for the given class because as it has been already mentioned every single class is different and each has its own requirements. Nevertheless it is definitely helpful if the book provides interesting material that the teacher can use and adapt as necessary for the particular class. The texts and tasks should be also varied, appropriate for different learner levels, learning styles, interests, etc. As Penny Ur (2012) says “this quality is one that is often missing in coursebooks” (p. 201). The texts should vary in the level of difficulty and the tasks should be designed to allow pupils perform at different levels. The texts and tasks should also vary “in the topic, the kind of language style, the type of participation or learning strategies they require, etc” (Ur, 2012, p. 201). Another criterion is the clarity of instructions which is essential. For a monolingual class of beginners it would be appropriate if the instructions are provided in their L1. There should be also an explicit syllabus which is covered systematically. It is essential to check what kind of syllabus the course books have. An organization of a course book is a very important criterion. The content should be clearly organized and graded. Especially at primary and secondary schools the systematic progress in difficulty is important for courses. Another criterion depends on needs of particular teacher. It is the inclusion of review and test sections. Some teachers may prefer to create their own. In this case this component would be less essential than the other ones. The following three criteria are pronunciation, vocabulary and grammar. The course book should contain pronunciation, vocabulary and grammar explanations and practice. Only vocabulary is an essential component, as Penny Ur (2012) adds “the materials should

provide plenty of vocabulary expansion and review activities” (p. 202). In the case of pronunciation and grammar it depends on teaching situation. The fourteenth criterion is essential for communicative practice. The course book should contain the tasks which activate the students in the four skills, in listening, speaking, reading and writing. Ur (2012) says that “the coursebook should provide texts and tasks that promote fluency and accuracy in four skills in communicative situations, as well as activities that provide opportunities for students to do ‘mixed- skills’ activities” (p. 202). As it has been already mentioned the advantage of the course book is the fact that it encourages learner’s autonomy. The material should encourage learner to develop his or her own learning strategies and to become independent in his or her learning. It is very important criterion but it is a very difficult aspect for evaluating. Another point which has been already mentioned is the guidance for a teacher. In the course book there should be also audio recordings available. This component is essential for listening comprehension. If it is not a part of the course book the teacher has to look for material on the Internet or on CDs. And it is very difficult to find suitable material for the particular class from either source, so it is very useful to have ready- made ones that accompany the course. Next to the audio recordings the visual materials should be also available. The visual materials like posters or flash cards are essential especially for classes of younger learners. It can “provide an enjoyable break from the course book, focus attention and are likely to improve learning” (Ur, 2012, p. 202). Nowadays it is quite natural that there exists a course book website with the guidance and supplementary materials. The last criterion may be seen as obvious but really essential. Ur (2012) says that “the most desirable coursebook in the world is no good if it is too expensive” for the institution or students to afford, or if it is not easily available in the particular country (p. 203).

To sum up, the course books provide many useful texts and tasks which the teacher can use as the basis for his or her teaching programme. But the essential question is whether it is a good basis. The authors of the particular course book do not know the class; the teacher is the only one who does. The teacher is the best person who has to decide how much of the material to use and in which way. The teacher should be selective and critical in this respect. In the Czech Republic there is even one more criterion which is essential for selecting the course book. The course book must have a clause of approval published by the Ministry of Education.

The Education of Pupils at the Lower Secondary Schools

The purpose of this subchapter is to describe the pupils which are taught at the lower- secondary schools. Every group of learners is different and the teacher has to take these differences into account. One of these factors is the learners' age. Every age has its own specific and this part of the thesis will present the particularity of the pupils at the secondary schools. It is possible to cover two different age groups; they are young learners and adolescents. The pupils in the 6th grade may be seen as young learners a bit because they are used to play many games, they need to change the activities very often, etc. The 7th, 8th and 9th grades may be rather seen as adolescents. Because of this fact this subchapter will describe the specific of groups of young learners as well as adolescents.

There exist a lot of differences between younger and older learners. Every age group has its own specific and the teacher has to take it into account. There is a difference in the approach of learning. Young learners "learn best through implicit learning: imitating, memorizing, acquiring intuitively through repeated exposure and production in enjoyable or interesting activities" (Ur, 2012, p. 258). This kind of learning takes a lot of time even if it is effective. On the other hand "the older a student gets, the more explicit the learning process he or she will use: accessing and applying explanations, deliberate learning of lists of vocabulary, testing hypothesis, focused practice" (Ur, 2012, p. 258). This is more time-saving so adolescents and adults are likely to learn faster. There exists also a difference in the level of discipline and cooperation. Older learners tend to be more disciplined and cooperative. Younger learners are on the other hand more impatient and intolerant. Young learners have many problems with the concentration, too. Children are able to spend long time only on activities that really interest them. The teacher who teaches young learners has to change the activities many times during the lesson to attract them. The last significant difference, which Penny Ur (2012) mentions, is between adolescents or children and adult learners. And this difference is motivation. Adults usually learn voluntarily and they have a clear purpose in learning, for example work or travel. They also can choose the appropriate course which suits them. Because of this adult learners feel motivated to their studies. On the other hand, "the younger [learners] have little awareness of the reason for learning, and neither young nor adolescents students have much choice as to where how or by whom they are taught" (p. 258).

Firstly, teaching young learners will be described. Jim Scrivener (2011) provides detailed characteristics of young learners:

Children are keen. Children are noisy. Children can be chatterboxes. Children want to learn new things. Children like to experiment. Children are curious. Children get easily excited. Children want to have fun. Children have a great sense of humour. Children love attention. Children can't concentrate for very long. Children can be hard to calm down.

Children don't respond very well to explicit input and work on language systems (grammar, vocabulary, pronunciation). They want to use language, not to study it in its own right.

Children may not see the point of English. But they do see the point of doing interesting tasks, games and activities. (p. 321)

The teacher should not only talk during the lessons; he or she should use pictures, videos, toys, etc. The activities should be short and should be changed very often. Children also like games. It is possible to say that children learn well when they are active and in the case of game they are able to invest a lot of time and effort in playing it. On the other hand the teacher has to be critical and choose the games appropriately because some games are only a waste of time. Ur (2012) also adds that "other enjoyable uses of language involve learning sequences of language by heart and then performing them: songs, chants, rhymes and so on" (p. 263).

The second age group which the thesis will deal with is a group of adolescents. Teaching in teenage classes may be seen more demanding for the teacher. Adolescence is a complicated period of life. Teenagers have strong emotions which change quickly, they get bored very easily and they also feel embarrassed because of doing some activities. On the other hand, "the learning potential of adolescents is greater than that of young children, and they are beginning to use more conscious, explicit strategies for language learning" (Ur, 2012, p. 264). The teacher should take students' opinions into account. The teacher can ask learners to bring in materials which they want to work with, they can also choose the topics for projects or "if discipline becomes a problem, as far as possible [the teacher can] ask the learners themselves to give advice as to what should be done" (Scrivener, 2011, p. 327).

To sum up this chapter, if the teacher has young learners he or she should give preference to implicit approach of learning and when he or she has a teenage class it is possible to use explicit approach more. Also the materials should be adapted to this specific of different age group. As it has been already said in the case of teaching grammar two approaches exist, inductive and deductive. And the teacher has to decide which one is

more appropriate for the given class. The teacher has to also decide which course book is appropriate for the pupils. In the course books there are also different approaches to teaching grammar. The following chapter, “Methods”, will discuss the research methodology used for carrying out the survey focused on the question which of the approaches to teaching grammar, deductive or inductive, is used more in the course books which are used at the lower secondary schools.

III. METHODS

The main question of the research is which of the approaches to teaching grammar, deductive or inductive, prevails in the course books which are used typically at the lower secondary schools. The main goal of this chapter is to show which methods were used for this research. The first one was the questionnaire for the teachers or the head teachers of schools in Pilsen and in the Pilsen region. The second one was the analysis of the course books which I have found are used typically in those schools.

As it has been already mentioned for the research it was necessary to use two methods- the questionnaire and the course books analysis. For the first time it was essential to find which course books are used frequently at the lower secondary schools. To get this piece of information I have sent the emails to the teachers or the head teachers of schools in Pilsen and in smaller towns of Pilsen region. I have asked them for cooperation during February and March 2014. I have sent the emails many times because some of them were deleted without reading. I have sent the emails with a short questionnaire (see Appendix A) to thirty- five schools in Pilsen and its surroundings. Thanks to the cooperation of the schools I have found the course books which are used typically at the schools. I have chosen the course books which are the most common. These course books are *Projects* written by Tom Hutchinson, Oxford University Press. By coincidence these course books I have also used during my teaching practices during the years 2013 and 2014 at ZŠ Blovice.

The second method which I used was the analysis of these course books. For the first time I had to get the course books. I got the course books *Project 2* and *Project 4*, third edition. The third edition is the actual edition which is used at many schools. There were no problems to get the course books; they are well available in the Czech Republic. After getting the course books, I set the criteria for analysing them. I created the tables for *Project 2*, third edition (see Appendix B) and for *Project 4*, third edition (see Appendix C) and then I put the data down. The criterion for the deductive approach was if the rule is presented by the teacher firstly or if it is stated in the course book firstly. The criterion for the inductive approach was if the students discover the rule themselves. I analysed the Teacher's Book and Student's Book. I focused on presenting new grammar in the course books and of course mainly on the approach which is used for it. Because of the fact that I decided to analyse only presenting new grammar I did not analyse the Workbooks. In the Workbooks there are mainly the exercises which are intended for practising or revising grammar. I have also decided to compare the difference between 6th and 9th grade at the

lower secondary schools. I have analysed the course books appropriate for these two grades and the main goal was to find which approach to teaching grammar is used more in the given grade, if the inductive or the deductive one. I have analysed them according to stated criteria and the final results I have written to the prepared table.

To sum up, for the research I have used two methods. These methods and the process of research are described in this chapter. The results of the research will be shown in the following chapter, “Results and Commentaries”.

IV. RESULTS AND COMMENTARIES

The purpose of this chapter is to present and comment on the results of my research. The results of the questionnaires as well as the results of my analysis of the course books are mentioned there.

Questionnaires

As it has been already mentioned the one of the methods which I have used was the short questionnaire. I asked the teachers and head teachers in Pilsen and its surroundings for the cooperation to find which course books are typically used at the secondary schools. I have sent emails to thirty- five schools and eighteen of them answered. I put the discovered data to the small chart.

Textbook	<i>Project</i>	<i>More!</i>	<i>Challenges</i>	<i>Way to Win</i>
Number of schools that use the textbook	15	1	1	1

Table 1: The results of questionnaires

I have found that the most common course books which are used at the lower secondary schools are *Projects* by Tom Hutchinson, Oxford University Press. The other ones are used only by one school. It is *Challenges* by Cynthia A. Boardman and Laurie Barton, university of Michigan Press, *Way to Win* by Lucie Bětáková and Kateřina Dvořáková, Fraus and the course books *More!* by Herbert Puchta and Jeff Stranks, Cambridge. As it has been already mentioned I decided to analyse the course books used in 6th and 9th grades. There were the differences in the editions and also in the volumes in these two grades. Very often the schools already use the third edition but some of them still work with the second one. There is also a big difference in the volumes. In the 6th grade the teachers use the second volume most commonly but some of them still use the first one. In the 9th grade it oscillates between 4th and 5th volume. I have decided to choose the third edition, volume number two for the 6th grade and volume number four for the 9th grade. There are two reasons for this choice. The first one is that these course books are used most commonly at the lower secondary schools which answered my email and the second one is

the fact that these course books I have used during my teaching practice at ZŠ Blovice so I have an experience with them.

Course Books Analysis- *Project*, third edition

Both of the course books have many things in common. The purpose of this subchapter is to describe the course books *Project 2* and *Project 4* generally. I have analysed the Student's Books as well as the Teacher's Books. The Student's Books of both volumes are divided into six units and each of them contains eight pages of vocabulary, grammar, pronunciation and skills work, a Culture page, an English across the curriculum page, introducing other school subjects in English, a revision page, a project and a song. In the Workbooks there are the activities for further practice of the language presented in the Student's Book. There are the activities for practising grammar as well as vocabulary. At the end of each unit there is a Progress check. It includes the language from the new unit as well as from the previous ones. It "acts as an important part of learner development by encouraging students to maintain regular evaluation of their progress throughout the course" (Hutchinson, 2008, p. 4). In the Workbooks there are also sections which deal with grammar. It is possible to find there the tables and the rules which clarify the main grammar points of the given unit. At the end there is also a wordlist divided according to the units. There are all new words in English, their phonetic transcription and their translation. As the part of the Workbooks it is possible to find there also CDs with the extra activities. The Teacher's Books contain an introduction which describes the structure of the course books. There are also lesson notes with keys for all the activities in the Student's Book and tapescripts for all the listening activities. There is also a key for all activities from the Workbooks. Also extra activities and photocopiable communicative activities and worksheets can be found there. The Teacher's Books also contain tests for each unit of the Student's Book and three larger revision tests; "each test contains items for testing specific aspects of grammar and vocabulary as well as skills- based tests" (Hutchinson, 2008, p. 4).

As it has been already mentioned, the Student's Book is divided into six units. Each unit has a similar structure. It is divided into eight parts. There are sections A, B, C and D. They are followed by a Cultural page, an English across the curriculum page, a revision page, a project and a song. Each section covers two pages and it has ten parts. The first one is vocabulary. There is a strong emphasis on the teaching of vocabulary in this third edition. The new words are normally taught at the beginning of the sections and then they

are practised and used in relation to the grammar and skills. The second part is comprehension. It is based around an input text which relates to the main topic of the given unit. Each text “introduces an aspect of the unit grammar, with comprehension activities to check students’ understanding of the text” (Hutchinson, 2008, p. 5). The third part is the most important for the research of the thesis and it is grammar. Tom Hutchinson (2008) says that:

In this part students analyse and practise the new grammar in the comprehension text. Project third edition takes a cognitive approach to grammar, using guided activities to encourage students to work out as much as possible of the grammar for themselves. The approach normally has these three stages:

- 1) Students find and complete sentences from the comprehension text which illustrate the grammar point.
- 2) Using their completed sentences, they identify the pattern or rule and complete a table or description of the rule.
- 3) They do some controlled practice activities to consolidate their knowledge of the rule.

The cognitive approach to grammar is an important aspect of the methodology of Project. It not only helps the students to remember the grammar more easily, but also encourages them to develop the important learning strategy of working things out for themselves. In this way the approach to grammar contributes to the whole process of learner development. (p. 5)

The fourth part is called skills. As it has been already mentioned, the students firstly learn new vocabulary, then there are the grammar exercises and then it is followed by the task-based activities which practise students’ skills like reading, listening, speaking and writing. The fifth part is pronunciation which includes many activities to improve students’ fluency and accuracy of communication. The following parts were already mentioned and these are the cultural page, English across the curriculum, revision, project and song.

Grammar in *Project 2*, third edition

Next to the main six units, there is also an introduction in the course book. In the Student’s Book as well as in the Teacher’s Book there is directly stated the grammar focus

for each chapter so from the beginning the teacher as well as the students know what they will learn about.

The first unit is called “My life”. The section A of this unit is called “My school”. It is directly stated at the beginning that the students will learn present simple there. The students have the use of the table which they are supposed to complete with the given verbs in present simple tense. These mentioned forms of verbs are given in the course book, they are given in the instructions and the students are supposed to complete the table independently. They have to match the form of the verb to the appropriate pronoun. Then they are asked to practise the tense in the following exercises. In this case it is possible to speak about inductive approach. The section B is called “Birthdays”. The students are supposed to learn the ordinal numbers. The teacher reads the sentences with the ordinal numbers with the students and then they are asked to practise them. The grammar is presented by the teacher firstly and then the students practise it so in this case it is the deductive approach. The section C is called “Mickey, Millie and Mut”. The students are supposed to learn present simple questions. The students have the use of the table which they are supposed to complete. The students are supposed to complete the table according to the previous reading of the text. The teacher should discuss with the class how the questions are made in the present simple in English and then compare it with the way questions are made in the students’ own language. In this case the students also work independently, they find the rule themselves to the inductive approach is used. The last section is called “Daily life”. The grammatical purpose of this section is to learn the adverbs of frequency. The teacher copies the given table from the course book and explains their meaning by using different school activities. The students discover the rule themselves so the inductive approach is used again. It is possible to say that in the first unit the inductive approach dominates. Only in the section B there is the deductive approach because the teacher explains the rule for creating ordinal numbers firstly. For the better clarity I put the table there.

Section	Grammar	Approach
A	present simple	inductive
B	ordinal numbers	deductive
C	present simple questions	inductive
D	adverbs of frequency	inductive

Table 2: Unit 1, *Project 2*

The second unit is called “Animals”. The first section is called “Our school trip”. The learners are supposed to learn present continuous. The teacher copies the gapped sentences on the board. The students are asked to find the sentences in the text which they have already read and complete what goes in the gaps. The students are supposed to discover the rule independently so the inductive approach is used. The section B is called “Mickey’s model dinosaur”. The students are supposed to learn questions and short answers in present continuous. The method of the presentation is the same as in the section A so the same approach is also used. The third section is called “My favourite animals”. The students are supposed to be able to distinguish present continuous and present simple. The method of the presentation is same as in the sections A and B so the inductive approach is used again. The section D is called “The story of Chicken Licken”. In the last section the learners are supposed to learn subject and object pronouns. The teacher presents the pronouns and writes them on the blackboard with the aid of the students. In this case the deductive approach is used. In the first three sections there is the inductive approach used, on the other hand in section D it is possible to say that the deductive approach is used. I put the table there for better clarity.

Section	Grammar	Approach
A	present continuous	inductive
B	questions and short answers in present continuous	inductive
C	present continuous vs. present simple	inductive
D	subject and object pronouns	deductive

Table 3: Unit 2, *Project 2*

The third unit is called “Holidays”. The section A is called “Where were you last week?”. The grammatical purpose of this section is to learn past simple. The teacher copies the given table with the tenses on the board and the students are asked to complete it. The students are supposed to devise the right forms of the verbs themselves. Then they make the questions and the negatives. The activities for practising it follow. In this case it is possible to speak about the inductive approach. The section B is called “Our holiday”. The students should learn past simple of regular verbs. The teacher copies the table with the verbs in present and past tenses on the board. The verbs in past tense are omitted. The

students are asked to look at the text and tell how to fill the gaps with the aid of the text. The students are supposed to devise the rule independently so the inductive approach is used. The third section is called “Problems”. The students should learn past simple of irregular verbs there. The method of presentation is the same as in the section B so the same approach is used. The irregular verbs in past tense are omitted and the students are asked to complete them with the aid of the text. The section D is called “Mut’s holiday”. The students are supposed to learn past simple question forms. The students are asked to look back to the course book and find the rule for making the questions. In the sections A, B and C there is the inductive approach used. In the section D it is not possible to speak about presentation, rather about revision so the approach is irrelevant for the thesis. For better clarity I put the table there again.

Section	Grammar	Approach
A	past simple	inductive
B	past simple of regular verbs	inductive
C	past simple of irregular verbs	inductive

Table 4: Unit 3, *Project 2*

The fourth unit is called “Food”. The section A is called “Food and drink” and the grammatical purpose of this section is to learn countable and uncountable nouns. The teacher explains the difference between countable and uncountable nouns and writes it on the blackboard with many examples. Then the students practise it. In this section the deductive approach is definitely used. The section B is called “Stone soup” and the students are supposed to learn the difference between some and any. The teacher writes the gapped sentences on the board and the students are asked to look at the text which they have already read and complete them with the aid of this text. Then they according to the examples in the text derive the rule for using any and some in affirmative statements, negative statements and questions. The teacher then explains the usage of some and any with countable and uncountable nouns. Then the students practise it. In this case it is possible to say that both approaches are used. The section C is called “Mut goes shopping”. The students are supposed to learn the difference between how much and how many. Also they learn how it is possible to count uncountable nouns with the expressions like a loaf, a cup, a packet, etc. The teacher writes the gapped questions on the board and

the students are asked to complete them according to the text which they have already read. The students are supposed to discover the rule independently so the inductive approach is used. The last section is called “George’s apple crumble”. The grammatical aim of this section is to be able to distinguish definite and indefinite articles. The students work in pairs, they discuss the problem and then they complete the given text with a, some or the. The students are supposed to discover the rule independently again so the inductive approach is used. In the section A the deductive approach is used. In the section B it is possible to say that both of the approaches are used. Firstly the inductive approach is used because the students discover how to use some and any themselves with the aid of the text which they have already read. And then the teacher explains the rule for using some and any with countable and uncountable nouns so the deductive approach is also used. In the section C the inductive approach is used as well as in the section D. I also put the table below for better clarity.

Section	Grammar	Approach
A	countable vs. uncountable nouns	deductive
B	some vs. any	inductive+ deductive
C	how much vs. how many	inductive
D	definite vs. indefinite article	inductive

Table 5: Unit 4, *Project 2*

The unit number five is called “The world”. The section number A is called “My country”. The aim of this section is to learn new expressions. The teacher firstly explains the meaning of the words high, long, wide and deep. The students then look at the table and make the questions with these expressions. The rule is firstly explained so the deductive approach is used there. The section B is called “North and south”. The purpose of this section is to learn comparative adjectives. The teacher explains how the comparative is formed. Then the students practise it. This is the same case as in the previous section so there is also the deductive approach used. The section C is called “Record breakers” and the students are supposed to learn the comparatives and the superlatives there. The teacher revises how the comparative is formed and he or she adds also the superlative forms. Then the students practise it. In this case the deductive approach is used again. The last section is called “Mickey and Millie go camping”. The purpose of

this chapter is to learn the comparative and the superlative forms of irregular words good and bad. The teacher writes the gapped table with these forms on the board and the students are asked to complete it with the aid of the text which they have already read. The students are supposed to discover the rule independently so the inductive approach is used. In the first section the deductive approach is used, the teacher explains the rules and the students then practise it. The deductive approach is also used in sections B and C. Only in the last section the inductive approach is used. For better clarity I put the table here.

Section	Grammar	Approach
A	questions with high, long, wide and deep	deductive
B	comparative adjectives	deductive
C	comparatives and superlatives	deductive
D	comparative and superlative forms of irregular words good and bad	inductive

Table 6: Unit 5, *Project 2*

The last unit of the course book is called “Entertainment”. The first section is called “TV programmes” and its purpose is to learn the future tense with the expression going to. The teacher writes the gapped table on the board and the students complete it according to the text which they have already read. They are supposed to complete it independently without previous explanation of the rule. In this case the inductive approach is used. The second section is called “At the movies” and the students are supposed to learn the adverbs with –ly. The students are asked to recognize the adverbs and say which letters they end themselves. The students again work independently so the inductive approach is used. The section C is called “Films, cameras, action”. The students are supposed to learn new expression for obligation, have to. The teacher explains what it means and the students are asked to complete the forms into the table according to the text which they have already read. In this case it is possible to say that both approaches are used. The last section is called “The lost penguin” and the grammatical purpose of this section is to learn how to make the suggestion. The teacher writes the gapped table on the board and the students are asked to complete it according to the text which they have already read. In the whole sixth

unit the inductive approach is used. The only exception can be seen in the section C where the teacher explains what the word have to means and how it is used but then the students create its forms themselves. So it is possible to say that in this section the combination of inductive and deductive approach is used. For better clarity I put the table below.

Section	Grammar	Approach
A	future tense- going to	inductive
B	adverbs with -ly	inductive
C	have to	inductive+ deductive
D	making the suggestion	inductive

Table 7: Unit 6, *Project 2*

To sum up, in the first unit the inductive approach is used three times while the deductive approach only once. In the second unit it is the same number, the inductive approach three times, the deductive approach once. In the third unit the inductive approach is used three times and the deductive approach is not presented. In the fourth unit the inductive approach is used three times and the deductive approach twice. The fifth unit is the only unit in the textbook in which the deductive approach is used more than the inductive one. The deductive approach is used three times there while the inductive approach only once. In the last unit there is the inductive approach used four times and the deductive approach only once. I put the table there for better clarity.

Unit	The inductive approach	The deductive approach
1	three times	once
2	three times	once
3	three times	-
4	three times	twice
5	once	three times
6	four times	once

Table 8: *Project 2*, third edition

Grammar in *Project 4*, third edition

As well as in the second volume there are six units and each of them is divided into four sections. And equally there is directly stated the grammar focus so from the beginning the teacher as well as the students know what they will learn.

The first unit is called “Past and present”. The section A is called “The Iceman” and the students are supposed to learn past simple and past continuous forms. The students complete the sentences with present simple and present continuous according to the text, which they have already read, and then they complete the diagram with the definitions of the tenses. The students are supposed to discover the rule themselves so the inductive approach is used. The second section is called “We used to be rivals” and its grammatical purpose is to learn used to. The teacher explains what the expression used to means, how it is used and what form of the verb follows. In this case the teacher presents the rules firstly so the deductive approach is used. The section C is called “Clothes”. The students are supposed to learn the difference between the expressions too and enough. The grammar is not presented directly there, the students have the use of the table with these two expressions and the vocabulary about clothes and they are asked to complete it and practise it. I suppose that it is up to teacher which approach he or she will choose for this presentation of grammar. The last section is called “Kids: The test”. The grammatical purpose of this section is to learn past modals. The students are asked to complete the gapped sentences with the past modals. Then the teacher writes the table with the modals in the present tense on the board. The students are asked to complete the modals in the past tense themselves. They are asked to devise them independently so the inductive approach is used. In the section A the students discover the rules for using present simple and continuous themselves so the inductive approach is used. In the section B the teacher presents the rules so the deductive approach is used. In the section C it is not directly stated which approach is recommended. The teacher can present the rule himself or herself so the deductive approach would be used or the students can discover the rule themselves so the inductive approach would be used. In the section D the students complete the past modals themselves so the inductive approach is used. I put the table here for better clarity.

Section	Grammar	Approach
A	past simple vs. past continuous	inductive

B	used to	deductive
C	too vs. enough	inductive or deductive
D	past modals	inductive

Table 9: Unit 1, *Project 4*

The second unit is called “Fame and fortune”. The first section is called “The movies” and the students are supposed to learn present perfect there. Firstly the students read the rule stated in the course book and then they complete the gapped sentences themselves and then they find all the examples of present perfect. They are also asked to find the example of a question and a negative form. Then they are asked to discover the rule for creating the questions and the negative forms. There are both of the approaches used. Firstly the rule is already stated in the course book so the deductive approach is used. But secondly the students discover the rules for creating the questions and the negatives forms themselves so the inductive approach is used. The section B is called Smart “Alec closes the door”. The purpose of this section is to learn other rules for using present perfect. The students are again asked to read the rules stated in the course book and then complete the gapped sentences where the form of present perfect is missing. Then they are asked to complete the sentences from the story with the expressions for and since. The rule is firstly stated in the course book so the deductive approach is used. The third section is called “Fame” and the students are supposed to revise the difference between past simple and present perfect. In the case of the revision the approach is irrelevant for the thesis. The section D is called “Luke’s in trouble”. In this section there is also only revision of the questions tags so the approach is as well as in the previous section irrelevant for the thesis. In this unit there are only two sections in which new grammar is presented, it is section A and B. In both of them the deductive approach is used because the rules are already stated in the course book. In the section A the inductive approach is also used because the students find the rules for creating questions and negatives forms themselves. For better clarity I put the table there.

Section	Grammar	Approach
A	present perfect	deductive+ inductive
B	using present perfect	deductive

Table 10: Unit 2, *Project 4*

The third unit is called “Health and safety”. The section A is called “You and your body” and the students are supposed to learn subject relative clauses there. The students read the rule firstly, then they are asked to underline the relative clause in the text and finally the teacher explains the similarities and differences in how relative clauses are made in English and in their language. Then the practising of the relative clauses follows. The rule is stated firstly so the deductive approach is used. The section B is called “Sweet Sue has the last laugh”. The grammar part is divided into two sections. The first section is the revision of should and might. The second one is presenting of new grammar, namely of the object relative clauses. The students are asked to complete the gapped sentences according to the text which they have already read. Then the teacher checks them and explains the rules. There it is possible to see the combination of inductive and deductive approach. In the section C there is only a revision of the grammar. The section D is called “Kids: The tickets” and the aim of the section is to practise expressing agreement and disagreement with the expression so and neither. The students are asked to complete the gapped sentences according to the text which they have already read. Then the students read the rule stated in the course book and then they work out how the rule is applied. The students discover the rules themselves so the inductive approach is used. In this unit the new grammar is presented only in three sections. In the section A the deductive approach is used. In the section B there is the combination of the inductive and the deductive approach. In the last section there is the inductive approach used. I put the data to the table.

Section	Grammar	Approach
A	subject relative clauses	deductive
B	object relative clauses	inductive+ deductive
D	expressing agreement and disagreement	inductive

Table 11: Unit 3, *Project 4*

The unit number four is called “Heroes”. The name of the first section is “King Arthur”. The students are supposed to learn the verb patterns with –ing and the infinitive. The students are asked to complete the tables with omitted verbs according to the sentences from the story which they have already read. Then they are asked to compare their answers in pairs. They are supposed to discover the rule themselves so the inductive approach is used. The section B is called “The burglar”. The aim of this section is to introduce verb

phrases used with the –ing form. The students are asked to join the sentences and then check their answers according to the text. The students are asked to explain the rules. As well as in the previous section the inductive approach is used. In the sections C and D there is only a revision of the grammar. As it is possible to see the new grammar is presented only in two sections in this unit. In both cases the inductive approach is used. For better clarity I put the table here.

Section	Grammar	Approach
A	verb patterns with –ing and the infinitive	inductive
B	verb phrases used with the –ing form	inductive

Table 12: Unit 4, *Project 4*

The unit number five is called “Our environment”. The first section is called “Climate change” and the aim of this section is to introduce passive voice in present. The students are asked to complete the sentence in the passive voice and then they are asked to discover the rule for its usage. The inductive approach is used. In the section B, which is called “Smart Alec’s plan”, the students are supposed to extend the rules of using the passive voice to other tenses. As well as in the previous section, the students are asked to complete the sentence in the passive voice and then they are asked to discover the rule for its usage. In the sections C and D there is only a revision and practising of the passive voice. In the sections A and B where the new grammar is presented there is an inductive approach used. I put the data into the table.

Section	Grammar	Approach
A	passive voice in present	inductive
B	passive voice in other tenses	inductive

Table 13: Unit 5, *Project 4*

The last unit is called “Relationships”. The name of the first section is “Friends”. The grammatical purpose of this section is to introduce the first conditional. The students are asked to complete the gapped sentence according to their memory or according to the

text which they have already read. The students are asked to discover the rule about tenses themselves. Then they find other examples of the first conditional. In this case the inductive approach is used. The section B is called “We need a holiday”. The students are supposed to learn time clauses. The students are asked to complete the sentences according to the text, which they have already read, and write them on the blackboard. Then the students are asked to recognize the time clauses and underline them. Finally the students are asked to discover the rule according to the examples. The name of the section C is “Generation gap”. In this section there is only a revision and practising of grammar from the previous sections, namely first conditional and time clauses. In the last section, which is called “Kids: Decision time”, the students are supposed to learn various ways of expressing purpose. The students are asked to read the given sentences and shorten them to express purpose. Then they practise it. In this unit the new grammar is presented in three sections and in all of them the inductive approach is used. For better clarity I put the data to the table.

Section	Grammar	Approach
A	first conditional	inductive
B	time clauses	inductive
D	expressing purpose	inductive

Table 14: Unit 6, *Project 4*

To sum up, as it is possible to see in this volume there is much more revision than in the previous one. It means there is less space for presenting new grammar. In the first unit the inductive approach is used twice and the deductive approach only once. In the second unit it is vice versa, the deductive approach is used twice while the inductive just once. In the third unit the number is balanced, the inductive approach is used twice as well as the deductive one. In the fourth unit there is only the inductive approach. The same case is in the unit number five. In the last unit there is the inductive approach used three times while the deductive approach is not used. I put the table there for better clarity.

Unit	The inductive approach	The deductive approach
1	twice	once
2	once	twice

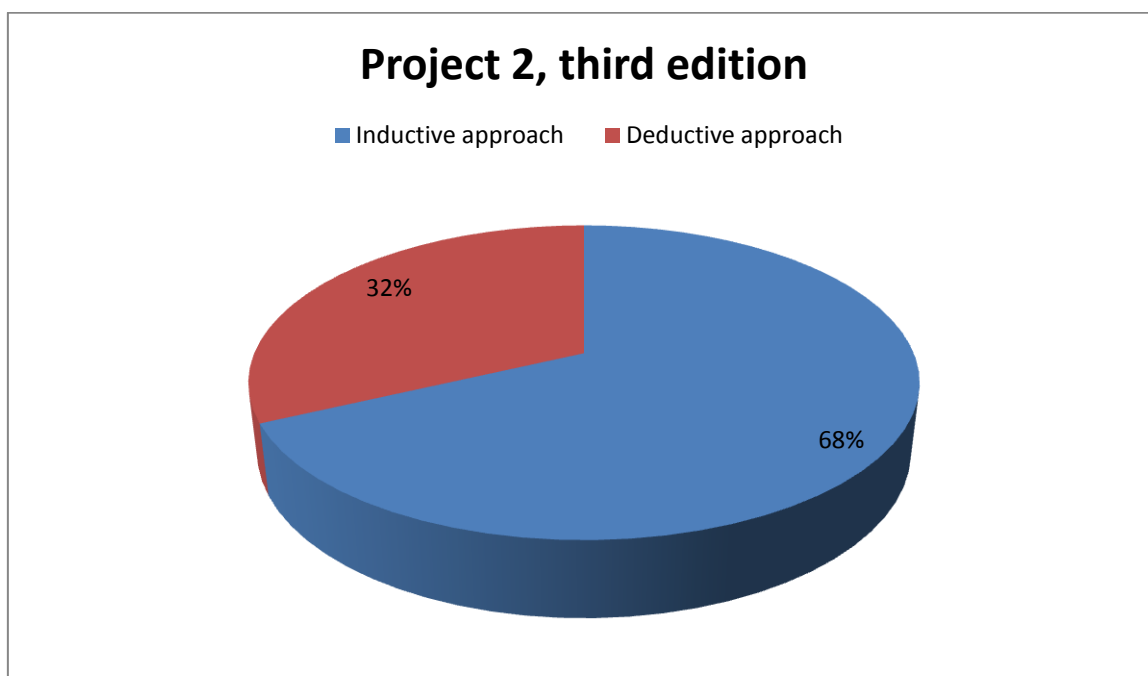
3	twice	twice
4	twice	-
5	twice	-
6	three times	-

Table 15: *Project 4*, third edition

To the conclusion of the analysis, I found that the inductive approach is used seventeen times in the course book *Project 2* while the deductive approach is used only eight times there. In the course book *Project 4* the inductive approach is used twelve times and the deductive approach is used five times. As it is possible to see the inductive approach is used much more than the deductive one. I put the tables and graphs below for better clarity.

The approaches in <i>Project 2</i>	Inductive	Deductive
Number	17	8

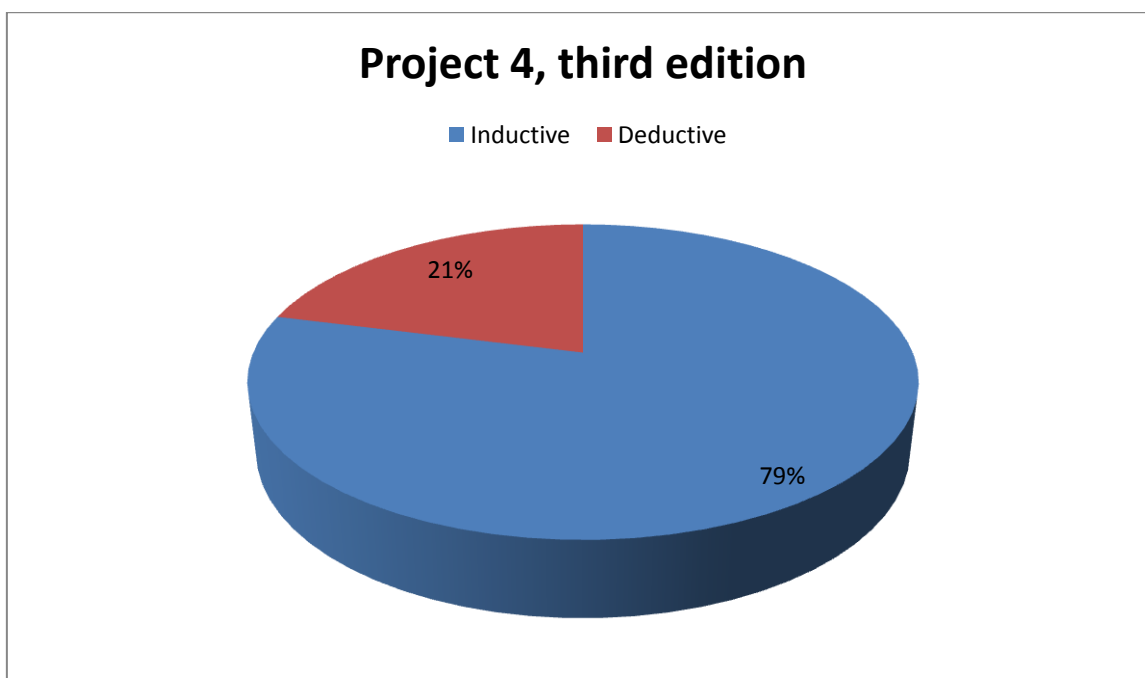
Table 16: The approaches in *Project 2*



Graph 1: The approaches in *Project 2*

The approaches in <i>Project 4</i>	Inductive	Deductive
4		
Number	12	5

Table 17: The approaches in *Project 4*



Graph 2: The approaches in *Project 4*

In both volumes of the course books the inductive approach is used much more than the deductive one. On the other hand, it is possible to say that the choice is up to the teacher. The usage of the approach is only recommended in the Teacher's Book nevertheless the teachers can choose the approach which fits them or their class more. In this respect it is possible to say that the presenting of new grammar is flexible in these course books. To sum up, this chapter presents and comments on the results of the research. In the following chapter there are the final implications of the research.

V. IMPLICATIONS

The main purpose of this chapter is to mention the final implications of the research. The chapter is divided into three parts. The first part explains how I think the research can be useful or important for the teachers or the learners. The second part discusses the problems or weaknesses which I discovered in the process of doing the research and analyzing the data. In the third part of this chapter there are some suggestions for further research.

Implications for Teaching

This research could be seen as very useful for the teachers. The first part of the research shows which course books are used the most frequently in Pilsen and in the Pilsen region. As it has been already mentioned I used the questionnaire to find this piece of information. Fifteen of eighteen schools, which answer my email, use the course books *Project* by Tom Hutchinson, Oxford University Press. It is possible to say that this course book is used the most typically in Pilsen and in the smaller towns in its surrounding. The second part provides the detailed analysis of these course books, namely of their volumes two and four. The Student's Books as well as the Teacher's Books were analysed. The research shows that the inductive approach is used more in the course books but on the other hand there are also many cases where the deductive approach is used. As it has been already mentioned both of the approaches have their pros and cons. So it is good that both of them can be found in the course books. Sometimes it is advantageous to use one approach while sometimes it is better to use the second one. The fact that the approaches alternate in these course books make the lessons more interesting and entertaining. It could be boring if there was only one of them. Maybe this is the reason why the course books *Project* by Tom Hutchinson are the most common in the schools in Pilsen and its surrounding towns.

The teacher should be familiar with the approach which he or she uses in the lesson. So this research can help them to realize which approaches occur in these course books and in which units or section it is possible to find them. This research provides the detailed analysis of each section of the course books. In my opinion, the teachers should be familiar with this piece of information.

Limitations of the Research

The only and the biggest limitation of my research was the fact that many schools did not cooperate with me. I have sent the emails to thirty- five schools in Pilsen and in the surrounding towns and only eighteen of them answered the email. I had to send it many times because for the first time only nine schools answered.

In the case of the second part of my research I am able to find no limitations. I analysed the course books *Project* by Tom Hutchinson, Oxford University Press. These course books are clearly structured so there was no problem with the analysis. These course books are also well available in the Czech Republic so there was no problem to get them.

Suggestions for Further Research

The first part of this subchapter can be seen as a proposal for solving the limitations. As it has been already mentioned the only problem was the communication and cooperation with the teachers and the headmasters of the schools which I asked to help me with the research. I have sent the emails to thirty- five schools and only eighteen of them gave me the answer even though I have asked them for the answers many times. There exist a few suggestions to solve this problem. The first one is that it would be better to send the emails much more frequently in a longer time period, maybe during the whole year. I have sent the emails from February to March 2014 and only half of the schools answered. The second recommendation could be to telephone teachers and headmasters of the schools and gain the needed information orally. On the other hand this solution is very expensive. The third suggestion could be to visit all of the schools and ask them for help personally. But this way is also expensive and it is very time- consuming, too.

The second part of this subchapter deals with the suggestions how the thesis could be expanded or improved. I think it could be interesting and useful to make the first part of my research in the whole country. Then it would be possible to find which course books are used the most typically in the Czech Republic as the whole. It could be also interesting to divide the country into regions and discover which course books are used mostly in the individuals regions. I have researched only Pilsen and the Pilsen region because I live there and I have the experience only with schools in this region. This research would be of course much more time- consuming. Also if I consider the fact that half of the school did not answer my email with the request for help. In this case the visiting of all the schools in the Czech Republic personally would be really time- consuming. Another suggestion for

improving or expanding the thesis could be seen in doing the analysis of more course books. As it has been already mentioned, *Project* by Tom Hutchinson, Oxford University Press, are used most typically and frequently in Pilsen and its surrounding smaller towns according to the research. Fifteen of eighteen schools which answered my email use these course books and it is really the overwhelming majority. If the research was done at more schools it would be possible to determine which course books are also used typically. It would be possible to determine the second place. In this case it was not possible because the rest of the mentioned course books, *Challenges* by Cynthia A. Boardman and Laurie Barton, university of Michigan Press, *Way to Win* by Lucie Běťáková and Kateřina Dvořáková, Fraus and the textbooks *More!* by Herbert Puchta and Jeff Stranks, Cambridge, were used only by one school. So if the second place were determined it would be possible to analyse also these course books and compare them with *Project* by Tom Hutchinson, Oxford University Press.

To sum up, in my opinion my research could be very useful for the teachers because it is important to know these approaches to teaching grammar and to know how to use them. It could be also necessary to alternate them in the lessons to make them more attractive for the students. In the case of the course books, this could be one of the criteria for choosing the appropriate one. The only problem which I have met was the fact that half of the teachers or the headmasters, who I asked for the help with my research, were not able to answer me. Only eighteen schools of thirty- five answered my email. There are also many other suggestions for further research; the thesis could be expanded a lot. The following chapter will offer the main ideas of the whole thesis.

VI. CONCLUSION

The thesis dealt with the grammar and the approaches to teaching it. The main question of the thesis was which of two mentioned approaches prevails in the most typically used course books in Pilsen and in the Pilsen region. The thesis dealt with two main approaches to teaching grammar, with the inductive and the deductive approach. It explained the main differences between these two approaches to teaching grammar. The deductive approach means that the rule is firstly presented to the pupils and then they practise it. The inductive approach on the other hand means that the pupils derive the rule from the given examples themselves.

On the basis on my research I have come in my thesis to the following conclusions. With the aid of questionnaires I have found which course books are typically used in schools in Pilsen and in the Pilsen region. I have found that majority of schools use the course book *Project* by Tom Hutchinson, Oxford University Press. The most actual edition which is typically used is the third one. Another part of the research was the analysis of these course books. The aim of the analysis was to find which of the mentioned approaches is used more in these course books, if the inductive or the deductive one. I have analysed two course books, *Project 2*, third edition which is typically used in 6th grades and *Project 4*, third edition which is typically used in 9th grade. I have come to the conclusion that in both volumes of the course books the inductive approach is used more. In the case of *Project 2*, 68% of presenting new grammar is done by the inductive approach and in the case of *Project 4* it is 79%.

To sum up, the thesis clarified the important role of grammar in second language teaching. It dealt with two main approaches to teaching grammar. It clarified the difference between the inductive and the deductive approach. The thesis offered the answer for the stated question. The research showed that the course book which is used typically in Pilsen and its surroundings is *Project* by Tom Hutchinson, Oxford University Press. The second part of the research, which was the analysis of the course books, showed that the inductive approach is used more in these course books.

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APPENDIX A

Questionnaire

Dobrý den,

jmenuji se Lenka Šebová a jsem studentkou pedagogické fakulty ZČU v Plzni. Ráda bych Vás požádala o krátkou pomoc s diplomovou prací. Píšu ji na téma Různé přístupy k výuce gramatiky (induktivní a deduktivní přístup). Budu zkoumat, který z těchto přístupů je v učebnicích pro 2. stupeň ZŠ více využíván. Proto bych od Vás ráda touto cestou získala informaci o tom, jakou učebnici používáte v hodinách angličtiny 6. a 9. tříd na Vaší škole. V diplomové práci nebudu uvádět název Vaší školy, budu pracovat pouze s údaji o učebnici.

Stačí mi krátká odpověď, pouze typ učebnice, díl a vydání.

Předem moc děkuji za odpověď a pomoc.

Se srdečným pozdravem

Lenka Šebová

Good morning,

my name is Lenka Šebová and I am a student of pedagogical faculty of West Bohemian University in Pilsen. I would like to ask you for a small assistance with my thesis. I write about the topic Teaching grammar- different approaches (inductive and deductive approaches). I will research which of these approaches is used more in the course books typically used at the lower- secondary schools. Because of this I would like to gain the information which course book you use during the lessons of English language in 6th and 9th grades at your school. In the thesis I won't state the name of your school, I will work with the data about the course book only.

The short answer will be appropriate, only the type of the course book, volume and edition.

Thank you for the answer and assistance.

Regards

Lenka Šebová

APPENDIX B

The table for the analysis of *Project 2*, third edition

Unit	Section	Grammar	Approach	Criterion
1	A	present simple	inductive	the students discover the rule themselves
	B	ordinal numbers	deductive	the teacher presents the rule
	C	present simple questions	inductive	the students discover the rule themselves
	D	adverbs of frequency	inductive	the students discover the rule themselves
2	A	present continuous	inductive	the students discover the rule themselves
	B	questions and short answers in present continuous	inductive	the students discover the rule themselves
	C	present continuous vs. present simple	inductive	the students discover the rule themselves
	D	subject and object pronouns	deductive	the teacher present the rule
3	A	past simple	inductive	the students discover the rule themselves
	B	past simple of regular verbs	inductive	the students discover the rule themselves
	C	past simple of irregular verbs	inductive	the students discover the rule themselves
4	A	countable vs. uncountable nouns	deductive	the teacher presents the rule
	B	some vs. any	inductive+ deductive	the students discover the rule themselves+ then the teacher presents the rule
	C	how much vs. how	inductive	the students discover the

		many		rule themselves
	D	definite vs. indefinite article	inductive	the students discover the rule themselves
5	A	questions with high, long, wide and deep	deductive	the teacher presents the rule
	B	comparative adjectives	deductive	the teacher presents the rule
	C	comparatives and superlatives	deductive	the teacher presents the rule
	D	comparative and superlative forms of irregular words good and bad	inductive	the students discover the rule themselves
6	A	future tense- going to	inductive	the students discover the rule themselves
	B	adverbs with -ly	inductive	the students discover the rule themselves
	C	have to	inductive+ deductive	the teacher explains what the word have to means and how it is used but then the students create its forms themselves
	D	making the suggestion	inductive	the students discover the rule themselves

APPENDIX C

The table for the analysis of *Project 4*, third edition

Unit	Section	Grammar	Approach	Criterion
1	A	past simple vs. past continuous	inductive	the students discover the rule themselves
	B	used to	deductive	the teacher presents the rule
	C	too vs. enough	inductive or deductive	it is not recommended
	D	past modals	inductive	the students discover the rule themselves
2	A	present perfect	deductive+ inductive	the rule is stated in the course book+ the students discover the rule
	B	using present perfect	deductive	the rule is stated in the course book
3	A	subject relative clauses	deductive	the rule is stated in the course book
	B	object relative clauses	inductive+ deductive	the students discover the rule themselves+ the teacher presents the rule
	D	expressing agreement and disagreement	inductive	the students discover the rule themselves
4	A	verb patterns with –ing and the infinitive	inductive	the students discover the rule themselves
	B	verb phrases used with the –ing form	inductive	the students discover the rule themselves
5	A	passive voice in present	inductive	the students discover the rule themselves

	B	passive voice in other tenses	inductive	the students discover the rule themselves
6	A	first conditional	inductive	the students discover the rule themselves
	B	time clauses	inductive	the students discover the rule themselves
	D	expressing purpose	inductive	the students discover the rule themselves

SHRNUTÍ

Diplomová práce se zabývá výukou gramatiky a různými přístupy k její výuce. První kapitola poskytuje teoretické pozadí diplomové práce. Zabývá se důležitou rolí gramatiky v osvojování si druhého jazyka, konkrétně ve výuce anglického jazyka. Také poskytuje definici gramatiky a různých přístupů k její výuce. Jsou zde prezentovány dva hlavní přístupy k výuce gramatiky, induktivní a deduktivní. Hlavním cílem diplomové práce je zjistit, který z přístupů je více využíván v učebnicích, které jsou obvykle užívány na druhém stupni základních škol. Z tohoto důvodu teoretická část diplomové práce také nabízí obecný popis materiálů, které jsou v hodinách využívány, a také se zabývá výukou žáků na druhém stupni základních škol. Samotný výzkum je popsán v druhé části diplomové práce. Výzkum byl proveden pomocí dotazníků a analýzy učebnic. Na základě tohoto výzkumu je vyvozeno, které učebnice jsou obvykle užívány v Plzni a jejím okolí, a který přístup je zpravidla v těchto učebnicích používán. Dle výzkumu, učebnice, které jsou typicky užívány ve zmíněné oblasti, jsou Projecty od Toma Hutchinsona, vydané nakladatelstvím Oxford University Press. V těchto učebnicích je častěji využíván induktivní přístup.