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PREZENTACE GRAMATIKY VE VÝUCE
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Thesis
PRESENTING GRAMMAR IN ENGLISH LESSONS

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

V Plzni dne 31. března 2014   …………………………

Jméno Příjmení

ABSTRACT

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The thesis deals with the topic of grammar presentation during the lessons of English language. The background part of the work deals with contemporary tendencies in teaching grammar. Deductive, inductive and guided-discovery approaches are analyzed and overt teaching is compared with covert teaching. Certain not mainstream attitudes (for example that of Stephen D. Krashen) are presented as well to illustrate the diversity and difficulty of the topic. Specific problems of grammar presentation to lower-secondary school students are also described and solutions are suggested. The second part of the thesis is dedicated to the research done in two countries that tries to find answer to two questions: How effective the guided-discovery approach is and whether Czech and Russian students like this approach. At the end of the lesson all the research data were gathered by questionnaires which have two parts. The first one reflects whether students understood the theory that was presented to them and the second one analyzes students' feelings about the research lesson, in other words whether students enjoyed the lesson and whether they managed to recognize the grammatical form and meaning (use) of the presented topic. Some students managed to find out the rule when to use the feature but they were less successful in this task compared to noticing form (Russian students showed better results compared to Czech students). Teachers should use this approach because, as proved by the research, it carries many advantages, for example, motivation, attractiveness for students, involvement of students and it supports learners' autonomy.

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I. INTRODUCTION

The topic of this thesis is presentation of English grammar. This chapter includes a brief description of particular parts of the thesis. The reason why it was decided to analyze this aspect of pedagogy is that grammar presentation is questioned a lot and there are theories that contradict each other. The theoretical part of the thesis provides explanation of what it means to teach grammar, what a grammatical rule is and how relation between grammar and vocabulary works. Importance of context is also demonstrated. Possible approaches (deductive, inductive and guided-discovery) of how to introduce new grammatical features are described. The guided-discovery approach was chosen to undergo research because it limits main disadvantages of the two other approaches - time-consuming inductive approach that expects students to extract grammar on their own and deductive approach that supports the idea that grammar should be presented explicitly by the teacher (thus it does not support learner's autonomy). The thesis provides also description of possible channels that can be used to introduce new grammar (texts, visuals, recordings etc.). To demonstrate how diverse opinions about English grammar presentation are, attention is paid also to David Krashen and his theory of language acquisition that is compared to language teaching.

Lessons should be easily related to students' personalities. It is one of the ways of preventing possible problems connected with lack of students' motivation. It is related to the theory of defensive and receptive learning that is mentioned as well as productive and reflexive performances.

The second part of the thesis describes research that was realized in two countries. Czech and Russian students involved in the research were exposed to the experimental lesson that used the potential of guided-discovery approach. The research was done with the aim to find out answers for two basic questions - how effective this method is and whether students like it (and compare Czech students with Russian students).

The description of how this research was done is elaborated in the chapter called Methods. It includes information about when it was done, who were the subjects, where it was done and explanation of why two countries were included. All data were gathered by questionnaire given to students at the end of each research lesson.

The following fourth chapter deals with the results of the experiment and provides graphs accompanied with commentaries. All the subjects are divided into four groups and analyzed individually. The comparison amongst particular groups is also provided.

Implications are elaborated in the fifth chapter that is focused on the practical aspects

of the research's results. Conclusions are transformed into the form of particular pieces of advice for teachers. This chapter also mentions limits of the research (only one lesson per class, limited number of classes, students cribbing their answers etc.). All weaknesses are restated into advice for how to do the research again and in a more effective way. A suggestion for different research study dealing with the same topic is provided as well. The sixth part of the thesis provides conclusion where the main and the most important ideas of the work are summarized. The thesis includes three appendices. The first one includes a detailed description of the experimental lesson. The second one includes copies of the questionnaires answered by students and the third one includes the fictitious program that was used during the experimental lesson.

II. THEORETICAL BACKGROUND

This part of dissertation deals with the theory of grammar presentation. At the beginning the definition of grammar and explanation of what it means to teach grammar are provided. Then this chapter describes the relation between grammar presentation and vocabulary. The role of context during introduction of new grammatical features is also explained. Successful understanding of a new rule is pictured as understanding of form, pronunciation and meaning. Characteristics of good grammatical rules are given. Attention is paid also to the question of whether to even teach grammar, and the theory of language acquisition. Overt and covert teaching is described and inductive, deductive and guided-discovery approaches are elaborated. Possible channels (texts, recordings, visuals etc.) that can be used to deliver new features to students are described and analyzed. Examples of good feedback questions are provided. The role of teacher and specifics of teaching pubescents are elaborated. The end of the chapter presents expected outcomes of students at the end of their lower-secondary school study.

Definitions of Grammar and Grammar Presentation

Collins English Dictionary (2013) defines grammar as "branch of linguistics dealing with the form, function, and order of words; use of words; book on the rules of grammar" (p. 121). In another words it is a principle according to which words get their form and create sentences (Harmer, 1991, p. 1). According to the provided definitions, presentation of grammar can be seen as teaching rules about form and function (meaning) of particular a grammatical feature.

In the book "Learning Teaching" Scrivener argues that memorizing rules by heart does not necessarily lead to learning grammar and presenting these memorized rules does not have to mean understanding grammar (Scrivener, 2005, p. 253). Thornbury suggests treating the word "grammar" not only as a noun but also as a verb (Scrivener, 2005, p. 253). Jeremy Harmer points out that certain courses teach functions of language instead of grammar. Leaders of such courses argue that just knowledge of grammar does not help us to invite someone, to ask a question, to apologize etc. (Harmer, 1991, p. 4 & 5). Rutherford believes we should limit technical jargon so the language is easy to understand when presenting a new feature (Yip, editor Odlin, 1994, p. 124). All these authors deal with the questions of how to teach grammar and we distinguish them from those, in this thesis represented by Stephen

Krashen, who promotes theories that effective permanent study of foreign language does not need teaching of grammar at all.

One of the arguments that teaching of grammar is an inevitable part of a language study, provided by Thornbury, is based on certain research showing that students who are not exposed to the explanations of grammar have a tendency to stop their language development sooner than those who are exposed to language rules in more direct way: their grammar suffers from early fossilization (Thornbury, 2003, p. 16).

Scrivener points out, that students learn grammar through 4 stages. The first one is about noticing (students should know the feature from texts, conversation etc.). Understanding its meaning, use (when the feature is used) and form (what parts does the feature consist of) is the second one. The third stage is based on trying to use new item and the last one is focused on the usage, it means that students use new item in their communication, they sometimes use it correctly and sometimes incorrectly. This process may take very long time (Scrivener, 2003, p. 2).

Modern language teaching methods try to combine a communicative approach with grammar teaching. Contemporary courses often teach grammar and then practice it in functional conversation – apologizing, inviting, criticizing etc. (Harmer, 1991, p. 5). We can distinguish four kinds of grammar: spoken, written, study book and authentic grammar. Scott Thornbury mentions in his book "How to teach grammar" one example that illustrates the difference between study book grammar and authentic language (2003, p. 3) - according to the taught grammar we say: "We are not at home" but he argues that there are many contexts where the majority of native speakers would say a phrase that is not usually mentioned in study books: "We ain't at home". Sometimes in spoken grammar the subject of a sentence is omitted despite the basic rule known to all the students that the subject is one of the necessary elements when creating sentence in English.

Relationship between Grammar Presentation and Vocabulary

Unlike vocabulary, grammar has one big disadvantage as it depends on vocabulary more than vice versa. If we do not know words there is no chance to communicate in sufficient way. If we do not know grammar, but we know vocabulary, there is still high possibility to receive information (or action) we need. Another advantage of vocabulary is that if we understand context of a text (or conversation) well, we can go beyond our word stock and guess the meaning of unknown words quite easily.

Nevertheless if we want to say something more complex we need to use grammar (Scrivener, 2003, p. 1). Also when precision is important the more limited our vocabulary is the more precise (grammatically correct) our sentences must be. Especially written language must be more precise because of the lack of gestures and non verbal factors of communication.

Relationship between Grammar Presentation and Context

Context is very important for language. The more context the less grammar we need to use to deliver the right meaning. Thornbury points out that we need to distinguish three different kinds of context. The first one, the co-text, gives meaning to individual words: it is basically the remaining text that surrounds words. The second one - the context of situation - is based on the roles (attitudes) of speakers and the mode of communication (formal – informal). The third one is the context of culture (Thornbury, 2003, p. 70). Despite a theory saying that when presenting grammar it seems better (except for beginners) not to use just example sentences on their own but to use them in the context, this does not always happen. The possible reason is that isolation of a feature makes the analysis easier but at the same time there is a risk that language will not be clear enough, e.g. "going to France" has different meanings: Are you going to France? Tomorrow afternoon he is going to France. I am going to France often etc. (Thornbury, 2003, p. 71). Sometimes to be able to decide whether something is grammatically correct we need to know the context, otherwise it is impossible (Thornbury, 2003, p. 72).

When preparing the context for the explanation of a feature we need to think also about the topic of the context. It seems useful to prepare emotional or controversial topics that can be easily related to students. One of the useful tools for doing it is to ask questions that provoke students' interest (Stevick, 1976, p. 119). Example questions when presenting conditionals could be: If there was a war and you had an option to save one person in your shelter would it be either a pregnant woman or a teenage girl? Puchta and Schatz argue that it is easier to talk about certain topics in foreign language than in native language (Puchta & Schatz, 1997, p. 66).

Learnability, Teachability and Grammatical Rules

When teaching grammar we should take into account E-Factor: Efficiency=economy,

ease, and efficacy described in *How to teach grammar* by Thornbury. It means that the presentation of grammar should not be long. Practice should take more time than presentation. Also the time spent on preparation of activities should be reasonable. Efficacy means how well we expect the activity to work (Thornbury, 2003, p. 25 & 26). If we decide to present a grammar rule, it seems good to work with the contrast of grammar features (e.g. definite vs. indefinite article). Such features are called minimal grammar pairs (Thornbury, 2003, p. 37).

It is important to keep in mind the usefulness of what is taught. Certain aspects of grammar seem to be more important than others, because they are necessary for verbal communication in its simplest way (Thornbury, 2003, p. 8). An example can be the structure of present tense: subject + verb + object in comparison to articles. Even if articles are also important part of grammar and their wrong usage can cause misunderstanding, they do not seem to have the same level of importance as, for example, the structure of present tense. Usefulness is also connected with frequency. Teacher should firstly pay attention to grammatical features that are the most frequent. These two criteria should be perceived from the point of view of complexity. By complexity it is meant, for example, the number of components that need to be used to create an item (Thornbury, 2003, p. 8 & 9). E.g. Present Continuous Tense demands two components – the auxiliary verb "be" and a second verb with –ing ending but passive of Present Perfect Continuous Tense demands four components – auxiliary verbs: had, been, being and a verb in past participle. It is usually better to start with less complex features. The difficulty of remembering rules does not depend on the time when they were taught (early rules or the latest rules) or their importance, but on their complexity. We remember the simplest rules (simple to describe, easy to remember) (Krashen, 1987, p. 97).

The next important factor is learnability. This means how difficult/easy it is for students to understand new items. The students' native language might have an impact on the factor of learnability, but Thornbury mentions certain studies suggesting that it is rather affected by natural order. It means that there is a particular hierarchical way in which people acquire a foreign language regardless their mother language (Thornbury, 2003, p. 10). The other factor is called teachability that means how difficult it is to explain new grammatical feature (Thornbury, 2003, p. 10). When preparing the presentation of a new grammatical feature, the teacher can know when to expect problems (it is based on the native language and experience) and prepare definitions or examples how to make it clear (Harmer, 1991, p. 14).

These factors are concluded in the rules written by Michael Swan who said that a good grammar rule must follow these criteria:

- Truth – but it can be simplified for the sake of clarity.
- Limitation – explain the difference between similar grammatical features.
- Clarity – rules must clearly state their definition.
- Simplicity – sometimes it is not very effective to cover all exceptions and subcategories. Simple rule saves time.
- Familiarity – ideally there should be connection with rules already known to students.
- Relevance – a rule should cover only what is necessary and nothing more.

Thornbury also pointed out couple of rules that could be added to these rules (Thornbury, 2003, p.153): The first one is the rule of use – no artificial language. As explained before, the reason for studying language is to deal with everyday situations and real life problems. The second one is the rule of nurture – teaching is not learning, the condition for learning must be optimal. Good conditions for teaching do not necessarily mean good conditions for learning. The third one is the rule of context. We should teach grammar in context and keep grammatical items in the context as much as possible.

Grammar Presentation – Meaning, Pronunciation and Form

The system of discreet items (topics to be covered in class, e.g. modal verbs…) should help us to make language a little bit more logical. The reason why it makes language more logical is that discreet items are specific enough so we can separate them from the rest of the language (Thornbury, 2003, p. 17). Thanks to this we see certain regularities (rules) that we automatize and prepare for personalization. Personalization means that students use new grammar to express their ideas, they create their own sentences and talk about themselves. It can also take place not at the end but at the beginning of the presentation, teacher uses example sentences based on the life of students (Harmer, 1991, p. 17).

Students need to know three aspects of a particular language feature: meaning, pronunciation and form in order to understand it. Thornbury mentions that we can distinguish two kinds of grammatical meaning: representational and interpersonal. The first one reflects the world that surrounds us and is connected with the structure of sentence (all the necessary components of a sentence and their correct forms). The second one is connected with stylistics, particularly politeness (Thornbury, 2003, p. 5 & 6).

Harmer also distinguishes teaching of meaning and use. He describes meaning as an example action such as, for example, the teacher says "I am holding a pen" and he then can

perform an act of holding the pen in his hand. But this does not say much about the "use". The "use" means to show to students that the expression of Present Continuous Tense is used for giving instructions when demonstrating, sport commentary, when something irritates us, future events etc. (Harmer, 1991, p. 10 & 11).

The relationship between form and meaning is complicated because one form can express more meanings (Harmer, 1991, p. 9). E.g. the verb "to have" means to posses something but in the sentence: "Have you been to America?" the function is different. When explaining form, Harmer suggests using common patterns rather than particular patterns: the example presented by Harmer on page 12 is: "X has never + past participle, She´s always + past participle". Students then practice these patterns. Patterns that have the form of particular sentence, for example, "Tom has been living in America for 15 years." are not as good. This example pattern distracts students from the tense itself as they must pay attention to other features, eg. adverb of time etc. (Harmer, 1991, p. 11 & 12).

What Is the Ideal Presentation of Grammar?

Opinions about ideal teaching have been changing and particularly in the 20th century many new methods arose (even if certain ideas are much older). The possible reason why development of new methodologies and approaches has intensified might be connected not just with the development of psychology, but also with globalization. The need to speak foreign languages is becoming more important as the world is getting smaller, and contact between foreigners rapidly intensifies. It seems quite useful to mention certain methods/approaches (that are or used to be popular) to illustrate how many opinions about effective grammar presentation there are. The difference between method and approach is that approach is a theory how and why things are done in the classroom, describes conditions necessary for successful learning (how people learn), and mentions how language works. Method is the practical realization of approach, activities, material, role of teacher etc. (Harmer, 2007, p. 62).

The Illustrative List of Different Methods and Approaches (Related to Grammar Presentation):

Grammar-translation methodology was used mainly in the 19th and the 20th century (1840-1940) but is still being practiced today (Richards &Rodgers, 1991, p.4). Grammar is presented explicitly by teacher (deductive approach) and practiced in the way of sentence translation. No attention is given to spoken language and verbal communication in the classroom is in the native language. This approach is can be seen as time saving.

The Direct Method was created at the end of the 19th century as a result of criticism of the previous method. Grammar rules are not explicitly mentioned or there is only limited explanation. This method is more focused on speaking. The sentence is still main unit used during classes and careful attention is paid to accuracy. The only language used during lessons is the target language (Harmer, 2007, p. 63).

Audiolingualism/Audiovisualism is a transformation of the Direct Method under the influence of behaviorism. Grammar is presented via conversation. There is no explicit study of grammar. Nevertheless this method is more focused on grammar study in comparison to the Direct Method. The method is strictly based on drills and there is very limited real life context (Harmer, 2007, p. 64). As mentioned in Stevick (1976, p. 121) the difference between the audioligual and cognitive methods is that the latter is focused on mental understanding (quality) unlike the first one that pays attention to oral activity (quantity). Scrivener (2005, p. 38) mentions that the theory that stands behind this method has been discredited.

The Natural Approach was created at the end of the 1970s by Tracy Terrell in cooperation with Stephen Krashen. Grammar is not in the centre of study. It is based on the maximal exposure to the language. Input is changed into output naturally. This method is elaborated later in this chapter.

The Communicative Approach (CLT) is widely used nowadays. It promotes the idea that students learn effectively if they are included in meaningful conversation. Scrivener distinguishes weak and strong forms of CLT. The latter one has limited explicit grammar. Weak form includes explicit grammar presentation (2005, p. 38 & 39).

The TPR (Total Physical Response) method does not present grammar explicitly (inductive approach). Meaning plays important role (in comparison to form). Grammatical features to be learned are chosen according to the ease of learning and usage in classroom (Richards & Rodgers, 1991, p. 92).

The Silent Way method uses an inductive approach: the teacher tries to be silent and

let students talk. Grammar is related to vocabulary. Grammatical features are presented by teacher according to complexity and already known features (Richards & Rodgers, 1991, p. 104).

Suggestopedia is a method where presented grammar is mentioned by teacher and students are exposed to it via listening/text activities. Dialogue usually consists of 1200 words and list of grammatical remarks is provided (Richards & Rodgers, 1991, p. 147).

There is constant development of methods and approaches that can contradict each other and it seems probable that today's most popular methods/approaches will be also replaced in future.

Overt and Covert Teaching

Covert presentation of grammar means implicit presentation of grammar. The grammatical feature is hidden behind another non-grammatical topic. When using this approach, the teacher can deal with the grammatical issues as they appear during the lesson (Thornbury, 2003, p. 23). Harmer's definition is to present grammar in the form of exercises and activities that do not look like grammar activities at all. Students are distracted from grammar. It can be, for example a fill-in activity or reading something. Students are focused on the activity but not on the grammar (Harmer, 1991, p. 3). Covert teaching is the best for beginners (Harmer, 1991, p. 7).

Overt teaching means to explicitly mention grammatical rules that are organized in grammatical syllabus. In other words teaching grammar as it is, not hidden behind any topic (Thotnbury, 2003, 23).

Inductive, Deductive, Guided-discovery Approaches

When teaching grammar we can pick one of the three approaches. We can use either deductive, inductive or guided-discovery approach. If we want students to extract rules on their own we use the inductive approach. Students see certain extracts of language containing a particular piece of grammar and try to extract the rule on their own. Essentially it is based on trial and error that is controlled by the teacher (Thornbury, 2003, p. 52). An advantage of this approach is that students can easily fit the new rule into their private language structure. Students are more involved during the explanation process and thus it can help to fix new rules in their mind. Also students' autonomy is increased (Thornbury, 2003, p. 54). However

sometimes it is difficult to provide obvious rules picturing a grammatical feature in this way (Thornbury, 2003, p. 55).

A disadvantage is that students can feel like rules are the main outcome of the lesson. This approach is very time consuming and demanding for teachers. There is a risk that students understand rule in wrong way. Some students are not used to this approach and it may be inconvenient for them (Thornbury, 2003, p. 54 & 55). Krashen compares inductive approach to acquisition and comes to the conclusion that inductive learning is focused on form and acquisition is more focused on the message. In other words, inductive is still more conscious learning than acquisition that is based on subconscious learning (Krashen, 1987, p. 114).

In opposition to that is the deductive approach. It means that the teacher presents rules and students just practice them. Practicing can have the form of sentence translation or fill in activities. This method is very teacher-centered and thus time saving (Thornbury, 2003, p. 30). A disadvantage of this method is no support of learners' autonomy.

There is a discussion of whether it is more effective to use the deductive or inductive approach, but no obvious evidence which one is better is provided. It probably depends on the particular grammar topic as mentioned by Hammerly (Krashen, 1987, p. 114). Basically the deductive approach seems to be better for more advanced students (Harmer, 2007, p. 208). Harnett's research mentioned in Principles and Practice in Second Language Acquisition (Krashen, 1987, p. 114) indicates that the appropriateness of either inductive or deductive approaches depends on what part of our brain we use. Deductive learners use left part of the brain and inductive learners use right part of brain.

People who favor explicit study of grammar (deductive teaching) often use as an argument the experience from bilingual countries, e.g. Canada, Belgium, Switzerland that despite the fact that students are exposed to the environment of the target language they have significant problems in certain aspects of language, so it is obvious that just an exposure to the language is not enough and there should be some system of rules (Thornbury, 2003, p. 50). In the book written by Celce-Murcia and Hilles it is also mentioned that certain works suggest that relevant input on its own is not enough (1988, p. 4). Virginia Yip (editor Odlin, 1994, p. 125) argues that input on its own does not provide demonstrable evidence, we need also negative evidence of a feature, e.g. clear demonstration when we can use simple form of a tense and when progressive form.

Attempts to limit disadvantages of these two approaches let to the creation of guided-discovery approach. It is based on idea that students are expected to discover new rules on

their own, but teacher is ready to tell them the rule in case students are stuck. The teacher is supposed to prepare adequate material, give clear instructions for what to do with it and set up questions that enable students to extract the rule (Scrivener, 2005, p. 268).

Presenting Grammar via Texts and Recordings, Jigsaw, Visuals, Test-Teach-Test Approach and Lexical Approach

As previously mentioned good presentation is clear and efficient (students can personalize new item as soon as possible). If a lesson is dynamic and interesting there is a higher chance that students will remember it. Topic should be easily used to demonstrate the usage of new item and students should be productive, which means that lesson and patterns should enable them to use new item on their own (Harmer, 1991, p. 18).

Texts and Recordings

The idea of teaching grammar through reading texts is quite old. It goes at least into 1622 (Thornbury, 2003, p. 14). Text gives us the possibility to present new grammar in a particular context highlighting the meaning. Material used as a source of new grammar can be made up or adapted authentic texts but the best option is the usage of authentic materials, because artificial texts can suffer from unnatural usage of language (Riddell, 2003, p. 47). The choice of proper material is very important. When using authentic texts teachers must pay attention to the phrases/words/expression that may look similar to the discussed topic, but they mean something different (e.g. present continuous tense and verbs with –ing behaving like a noun). We can erase such expressions or explain them (Thornbury, 2003, p. 78 & 79). Other possible risks are the following: such a lesson should not become reading lesson, material can be too long and include an inappropriate level of language and students should not be distracted by unknown expressions (Riddell, 2003, p. 46). This method is more challenging so it is better for more advanced students (Riddell, 2003, p. 46).

Pre-teaching of vocabulary is important and the teacher is also supposed to set up an atmosphere (Riddell, 2003, p. 39). Riddell divided this activity into a couple of stages. The first one is to set up students' interest. For example, start to talk about something interesting, e.g. Australia and show some pictures, ask students if they would like to go to Australia etc. The second stage is reading. Students then quickly read an article that deals with the topic (in this case Australia) and it is followed by short discussion. Students answer a couple of

questions related to the content of the article. The third part means that teacher points out a sentence that includes particular grammatical feature (attention is given to meaning, form, pronunciation). The last stage is creation of sentences with similar structure (Riddell, 2003, p.43).

The usage of contrasting texts is described by Harmer. We use a piece of text where the difference between two features is demonstrated. There are two actions described and visually distinguished from the rest of the text (that is supposed to set up context), e.g. by italics, and students try to identify the difference between the sentences written in italics (Harmer, 1991, p. 21). Thornbury suggests that teachers can use themselves as a character in a text that explains new grammar. It is more interesting than fictive anonymous characters (2003, p. 73).

It is possible to use also recordings in similar way. Listening exercises should be focused on form rather than meaning (Thornbury, 2003, p. 76). Transcribed conversation is good for demonstration of differences between spoken and written grammar (Celce-Murcia & Hilles, 1988, p. 67).

We can use dictogloss, that is basically dictation. We can create a short story that includes the new grammatical feature students are supposed study. After we read the story we ask students to reconstruct it. They will try it and they will omit the unknown feature. Then we allow them to compare the original story with their version (Thornbury, 2003, p. 82 & 84).

According to Celce-Murcia and Hilles, songs can be also used for presentation of grammar if accompanied with other grammar activities. Hulquist mentions some advantages of such channel: it includes authentic language, it provides contrast between known and unknown structures, and it raises cultural awareness (Celce-Murcia & Hilles, 1988, p. 117).

Jigsaw

Another channel for how to deliver grammar to students represents jigsaw study described by Thornbury (2003, p. 43). It means that students work in pairs (or groups). One group studies particular part of a grammar topic (e.g. the usage of indefinite article) and the other group another particular part of grammar (e.g. the usage of definite article). Then students work together to complete the picture of the grammatical feature. This method is quite risky and requires a responsible attitude from all the students involved. Some students can feel neglected by the teacher as they do not trust this kind of work with people who are on the same level of language.

Visuals

Visuals motivate students in different ways than, for example, texts (Celce-Murcia, Hilles & 1988, p. 73). Visuals can be used also with students with lower level of language knowledge because there is not the barrier that carries, for example, written or spoken piece of language (Celce-Murcia & Hilles, 1988, p. 73). Pictures also offer good opportunity to make students move around the class and it is also important for students' attention (Celce-Murcia & Hilles, 1988, p. 74). Harmer also talks about the usage of pictures to demonstrate mini-situations, it means we talk about other people/events/objects according to a picture (Harmer, 1991, p. 20).

Test-Teach-Test

Test-teach-test approach mentioned, for example, by Riddell is a concept that works with three stages. The purpose of the first stage is to find out what students already know about the topic. They can work in pairs. A teacher should pay attention to deal only with intentional aspects of the grammar. This stage tells you what kind of problems you have to deal with in the second stage. The variety of problems can occur. For example students can provide correct answers but they cannot provide sufficient reasons for their answer. The first test is discovery without teacher's involvement (Riddell, 2003, p. 49). The teach part is the most difficult because teacher cannot prepare himself for it in detail. He/she cannot know what will be the biggest problem on the first stage but it is what influences the second stage dealing with clarification, form, pronunciation. If there are no problems in the first stage than this stage can be very brief, if there are problems it can take quite long time. This difficulty could be solved by separating the first stage from the rest so students do it at the end of one lesson and start the next lesson with the stage two. Practice of what has been taught is done during the last stage. This stage is similar to the first one, but it has different purpose (to practice) (Riddell, 2003, p. 50 & 52). This approach is very student-centered. The main responsibility of the teacher is to give instructions and check students answers and reasoning (then if necessary provide correct answers). The approach is the best for more advanced students. Learners' autonomy is very high during this activity (Riddell, 2003, p. 53).

Lexical Approach

It suggests learning of phrases or expressions instead of sentence structures. Students are then expected to analyze these phrases (for example, phrase: I have never seen…). Grammar is less abstract. Main argument that favors this style is that it is more natural (Thornbury, 2003, p. 20).

David Riddell (2003, p. 39) suggests that we should use more than just one method in classroom. He argues that usage of exclusively one method can be boring and predictable. On the other hand we could argue that there are also many students who like routine and changes can stress them.

Feedback during Grammar Presentation

It is important for us to receive feedback from students. "Do you understand?" question is not very good impetus for feedback. Its relevance is low and the answer for this question does not really say anything. Scrivener suggests using concept questions instead. They should provide relevant feedback that indicates whether students really understand. Concept questions have these characteristics: their form and complexity are simpler than the topics they are checking. It is possible to answer these questions with a simple sentence and it can confirm student's correct understanding. It shows misunderstandings immediately and students can be sure they understand it correctly. These questions are usually part of the explanation of new item. Unfortunately not all topics can be easily checked by conceptual questions (Scrivener, 2010, p.12).

When asking these questions we should give time to all students to prepare their answers. We need to ask more students before we confirm what answer is the correct one. An example is: "Tim prefers history to chemistry". Conceptual questions: 1) Does he like all the subjects in school to the same extent? Correct answer is: "No." 2) Which book would he appreciated more, "British Kings and Queens" or "The Usage of Acids". Correct answer is: "British Kings and Queens." 3) Try to recreate the sentence with the expression "doesn´t like". It is better to ask students to create a sentence based on the information provided, because it gives context. Just creation of random sentences often leads to unnatural sentences (Scrivener, 2010, p. 12 & 13). Wrong answers to conceptual questions mean that we need to continue in the teaching of new feature (Scrivener, 2010, p. 13).

Why Not to Present Grammar

Thornbury describes an example of a class where it is reasonable to think about not presenting grammar explicitly. It is when teaching adult students who have been studying English for a longer time. Permanent repetition of rules they had studied many time before and that are not acquired is pointless. Such students know grammar theoretically and they need simulation of real life conversation (Thornbury, 2003, p. 20).

Completely different situation when not to present grammar is described by some linguists (for example: Stephen Krashen) who say that when studying foreign language we should copy the way how we learn our native language. Exposure to language in relaxed environment is more effective than learning. It led to the idea that the language learning process is different from the language acquisition process. Krashen argues that knowledge that is learnt is not of the same quality as the knowledge that is acquired (the acquired one is of higher quality). This argument is background of Krashen´s Natural Approach method of studying foreign languages. It reflects also the idea of universal grammar, created by Noam Chomsky. It means that all humans possess something we can call principles of universal grammar, in other words humans are predisposed to study foreign languages (Thornbury, 2003, p. 19).

Intentional teaching is not necessarily completely rejected, but it might just control the progress and correct mistakes that appear in the student's output (Krashen, 1987, p. 83). Nevertheless, according to Krashen, acquisition comes from intelligible input and does not necessarily depend on correction of mistake (1987, page 92). Moreover he suggests we should not insist on accuracy at the beginning of language acquisition because it is not possible, little children also do not use language accurately (Thornbury, 2003, p. 19).

Successful acquisition means that the person does not have to think about what he/she writes/ says. Such student creates correct output without ability to analyze it grammatically. Pupil uses correct tenses, articles, verbs etc. but does not know why (Krashen, 1987, p. 85, from Stafford and Covitt, 1978). Krashen's main criticism of rule driven teaching is based on experiments (for example, done by Dušková) with advanced students of English. Despite the fact they know rules very well they sometimes make basic mistakes, which Krashen calls "careless" mistakes/errors (1987, p. 86 & 100). Students are able to identify and correct them when you point out that they made a mistake, but the fact that they made such mistakes means that these grammar features are not acquired (Krashen, 1987, p. 99 & 100). He also points out that even if we present certain rule that is acquired later, it can be just coincidence and it does

not mean that it would not be acquired without studying it on the first place (Krashen, 1987, p. 87). The disadvantage of Krashen's theory is that language acquisition process is very slow and it might be the reason why students prefer overt teaching (Krashen, 1987, p. 114). As discussed above, other theorists do not agree that just input is sufficient enough for effective studying of foreign language.

Grammar Presentation – the Role of Teacher

Methodologists often question the role of teacher during the process of grammar presentation. The contemporary tendency is to minimize the role of teacher and pass not only activity but also the part of responsibility for progress on to students. Scrivener (Learning Teaching) points out the difference between teaching and learning. Teaching does not mean that students learn something. In other words teacher is a coordinator who controls that learning is happening (2005, p. 17 & 19).

Teacher-centered education (also called transmission approach) is very popular in institutional education. It has proven very useful in big classes where students are not really motivated and it also corresponds with typical students' expectations of how an effective lesson should look (Thornbury, 2003, p. 17). We need to take in account students' expectations (at least partly), otherwise students can be unmotivated and their trust in the teacher can be at risk (Thornbury, 2003, p. 17). The other reason for teacher-centered lesson is time (as mentioned above). This kind of lesson is not as time consuming as a student-centered lesson. To create an effective lesson where the teacher is just an observer who occasionally helps is time consuming.

Productive and Reflective Performance

Teachers can use two kinds of performance. Earl Stevick calls them reflective and productive performances. The reflective one means that students' activity is quite restricted. Particularly it means, for example, drills (either substitution or transformation), retelling of stories, answering questions based on particular conversation etc. In other words this performance is in answer to the broad question: "how (our brain works) and what (to say)" (Stevick, 1976, p. 107 & 108).

On the contrary productive performance is focused on different broad questions like when (to say it), where (to say it), why (to say it). This performance is focused on the students

desire to say something to someone, and there is no language model provided (Stevick, 1976, p. 107 & 108). Productivity is about making many different choices (Stevick, 1976, p. 116). Nevertheless Scrivener, for example, favors drills and recommends them (2005, p. 255).

Presenting Grammar to Pubescent Students

The beginning of pubescence varies according to the individual development of physical body and mental abilities. Girls usually reach pubescence sooner, approximately at the age of 10-11 (and reach adolescence at the age of 15-16). Boys become pubescent approximately at the age of 11-12 and it lasts until the age of 16-17. According to Harmer these students have very good abstract thinking and they can be very passionate about things if they are motivated (2007, p. 83). Unfortunately teenagers are often less motivated compared to adults and children but it might be partly the fault of teachers (Puchta & Schratz, 1997, p. 4). On the other hand these students have problems with their identity and often overvalue their position in the class hierarchy (Harmer, 2007, p. 83) and generally teenagers usually have bad social skills (Puchta & Schratz, 1997, p. 1). Teachers must take into account the fact that students at this age test the limits of human interaction and try to find the borders of behavior tolerated by society. This may include insults to the teacher but these should not be taken personally.

There are several possible ways to soften students' behavior. One of them is to let students know something personal about their teacher, for example, his/her hobbies (Puchta & Schratz, 1997, p. 12). Also according to the theory created by Erick Berne, a certain level of intimacy is necessary for receptive learning (Stevick, 1976, p. 121). Puchta snd Schratz mention other reasons for bad behavior, which is the gap between students' world and curriculums, but on the other hand students have different interests and it is very important not to provide judgmental feedback (Puchta & Schratz, 1997, p. 4). Another reason for misbehavior might be caused by defensive learning that is based on the principle of copying. The theories in students' books are replicated in students' minds and any break of these rules (mistake) is perceived as painful (Stevick, 1976, p. 110). The teacher is seen as an opponent who is trying to attack and good knowledge of these rules can protect pupils against him, but they forget the knowledge when they feel themselves to be "safe" (Stevick, 1976, p. 110).

Receptive learning is the opposite of defensive learning. It means that during grammar presentation we should take into account students' egos and limit all the possible barriers

between the grammar (presented by the teacher) and student (Stevick, 1976, p. 112). We should lower threats, so students' instincts do not have to be activated in protective mode. We need them to feel they want to be part of the community (that speaks English). In other words, a relaxed atmosphere and low-anxiety environment are important for effective learning; one of the tools that lowers stress is also the mother language, which should not be fully omitted (Puchta, Schratz, 1997, p. 7 & 8).

We should also promote teenagers' empathy. Brainstorming seems to be a good way to do it. Students express their feelings evoked by a particular word or picture and it demonstrates diversity - different feelings, opinions, attitudes toward one thing (Puchta, Schratz, 1997, p. 3 & 27 & 30).

Lessons are not influenced just by age. Thornbury (2003, p. 26) talks about the A-factor, which means appropriacy. He points out that every class has individual preferences depending on the level of proficiency, number of students in class, their motivation, interests, culture and also materials that are available.

Presenting grammar is basically a process of communication and efficiency of teaching depends on the quality of communication (Puchta, Schratz, 1997, p. 3). If we present grammar via conversation, it is always better to use real information instead of fictive information. There is a risk that such a conversation might become too personal for some students (Stevick, 1976, p. 119), but it is fine too, because then they have a reason to express why they are feeling uncomfortable and thus one of the desirable things in the lesson is reached. Students speak because of their own will and desire to express what they feel. They might come across certain grammatical structures that might be unknown to them so the teacher can help them to express themselves.

Expected Students' Results at the End of Elementary School

The Czech Republic

Czech students are expected to reach level A2 in the Common European Framework of Reference for Languages (CEFR) at the end of their mandatory school attendance (in the 9th grade). The school curriculum depends on the Framework Educational Program for Elementary Education published by the Ministry of Education, Youth and Sports. Every school amends this document and creates a school framework that must be followed by

teachers. They have a certain degree freedom to make little changes (e.g. the order in which they teach what).

Russia

Russian students studying at state elementary schools are also expected to reach level A2 (CEFR) at the end of their elementary school study. Russian curriculum is influenced by a document published by the Russian Academy of Education called Стандарты второго поколения, примерные программы по учебным предметам - иностранный язык 5-9 кдассы. This document is becoming mandatory for teachers of English language at elementary schools at the time of this writing (2014). Right now Russian schools are in the process of unification, so all of them are becoming bound by this document. Teachers in schools where this document has already been approved as mandatory can teach the chosen material in the order that fits them (Примерные программы по учебным предметам, 2010, p.3). Teachers can also make their curriculums more detailed than demanded by the document. This document takes into account personal development of students and their social and communicative competences. Basically all the competences mentioned in the Czech curriculum are supposed to be reflected in this document. Russian schools are expected to use only officially recommended study books and they vary region from region. Different study books are recommended for Moscow than are used, for example, in Novosibirsk.

This chapter deals with the theory of teaching grammar. There is no obvious answer for the question of what methodology is the best. Individual students and teachers prefer different approaches. Whether we prefer teacher-centered or student-centered lessons, covert or overt teaching, inductive or deductive or guided-discovery approach we need to take into account the topic and level of pupil's proficiency. Context is always very important for new grammar. A relaxed atmosphere supports receptive learning that is better for classroom harmony. The approach promoted by Stephen Krashen, suggesting that language should be more focused on natural authentic input, is underlaid by the way how we acquire our mother language. The following chapter is focused on methods that were used during research and hypothetical questions that are answered by the research.

III. METHODS

This chapter deals with the experimental lesson and subsequent methods used to analyze it. The intention of the research was to find out the student's response to the guided-discovery approach. The most basic questions were, whether students would be able to understand a new topic presented in this way (how effective the lesson was) and whether they would like this style of teaching.

This section of the thesis is divided in two parts. The first part deals with the idea of experiment, subjects of study, place and time of the research. The experiment was based on the presentation of the Past Perfect Tense with the usage of guided-discovery approach. Subjects of the study were divided into four groups for better clarity and comparison. The second part deals with the analysis of the questionnaire that was created to collect important data. Students were asked 12 questions. The questions were divided in two groups according to their subjective or objective character.

Subjects and Places of Research

Students who participated in this research attended eighth and ninth grades of lower-secondary schools. The research took place in two countries: in the Czech Republic (Pilsen) and Russia (Moscow). The age of majority of the subjects was between 14 and 15. The youngest students were 13 years old and the oldest student was 16 years old. The overall number of boys was 33 and the overall number of girls was 50 (83 students altogether). Mother languages of all the students were either Czech or Russian. All the subjects were divided into four groups. Group A1 consisted of the Russian students from ninth classes, group A2 included the Russian students from eight classes. Group B1 represented the Czech students from ninth classes and Group B2 stood for the Czech students from eight classes.

The reason why it seemed relevant to involve another country in this research was objectivity and comparison. The background idea was that if Czech students completely rejected this approach it would not automatically mean that this approach is bad, but students might simply not be used to working in this way. Russia seemed more relevant than, for example, schools from other parts of the Czech Republic for one speculation. Both languages are of Slavic origins (so interference was expected to be similar) but there is completely different position of Russian and Czech languages in the world and it could affect the way in which speakers of these languages treat the problem of studying foreign languages. Russian is

treated as lingua franca (like English) unlike Czech language, which is basically spoken only in the territory of the Czech Republic (students' results are compared in the next chapter). A previously established contact with the elementary school in Moscow made it possible.

The research in Russia was done in the period between 11.02.2013 to 11.03.2013 during a study internship at Lomonosov Moscow State University. All the Russian students attended School No 554, Bolotnikovskaya ulitsa 47, korp. 2, Moscow. This school is focused on study of Slavic languages (Czech and Polish). The equipment of Russian classrooms was comparable to standard Czech elementary schools. The research was done in classes where students had no access to computers, but the teacher had a computer with internet access at his disposal (in the majority of classes). Classrooms were smaller in comparison to Czech classrooms and the number of students was approximately 8,5 students per class.

Research in the Czech Republic took place in two schools during March 2013. The first school was 17th Elementary School and Kindergarden Pilsen, Malická 1, Contributory Organization and the second one was done in 7th Elementary School and Kindergarden Pilsen, Contributory Organization, Brněnská 36. The both schools had similar equipment, similar sizes of classrooms and the average number of students was approximately 10,3 per class. One lesson was done in a class were every student had computer at his/her disposal. Nevertheless in the majority of classes students had no access to computers during the lesson.

Experiment

When preparing the experimental lesson based on the guided-discovery approach, it was important to pick an ideal topic for the demonstration of the method. The guided-discovery approach was chosen as a promising compromise standing between the inductive and deductive approaches. Their disadvantages are discussed in the chapter 2. It was decided that a good option for the grammatical feature used for the purpose of the experiment is the Past Perfect Tense. It was ideal because it met following criteria: this grammatical feature was supposed to be unknown to the students (they had not discussed it at school with their teachers) at the time of the research, but it made direct connection to the Present Perfect Tense, that was supposed to be well known to the students. There was background knowledge that was used during the explanation (past participle and the auxiliary verb "have →had"). The next step was to create a proper context for the explanation of the tense. Firstly the topic had to be non-controversial, as particularly in Russia it is not very desirable to use controversial topics (for example, topics connected with homosexuality). Secondly when

possible topics were discussed with the Russian teachers, they welcomed talking about something that was not included in their curriculum. Australia was chosen for three reasons. It was ideal for its non controversial character, it was something that students were not supposed to discuss during English lessons and it can be easily related to students (see Appendix I). The lesson included visuals – a poster (fictive programme) of a travelling festival that that was supposed to set up the context and to promote the connection of the topic with real life (see Appendix III).

There was careful attention paid to limit all the possible factors that could somehow make one group of students favorable. For that reason all the lessons were prepared completely in English so the Russian students were not disadvantaged by the fact that the teacher's mother language is Czech. Even though the Russian lessons were only 40 minutes, in the majority of cases of the experimental lessons it was possible to prolong the lesson for five minutes so even this inequality was reduced. After every lesson there was feedback from teachers.

The Questionnaire

The questionnaire followed rules described by Čábalová in her book Pedagogika (2011). The questionnaire had two parts and it was written in students' mother languages. One part was focused on the lesson's grammatical content. The second part asked questions related to students' opinions about the lesson. The questionnaire was anonymous and students were told to write down just their age and sex (see Appendix II).

The part dealing with students' understanding of the Past Perfect Tense consisted of two simple questions. How do you create the Past Perfect Tense? When do you use the Past Perfect Tense? The part dealing with students' opinions included 10 questions. The majority of questions were yes/no questions. This made students' answers clear and students did not have to spend a long time with the questionnaire. The aim of the first question was to find out whether students liked the lesson (Did you enjoy today's lesson?). The second question tried to find out whether students felt themselves to be active contributors to the lesson, which is important because it helps to remember new information. Students were not taught by the guided-discovery approach regularly and maybe had never been taught this way before. (Did you feel yourself more active during the lesson then usually?). The next question was supposed to find out whether students felt they understand the Past Perfect Tense. Basically this question theoretically repeated the first part of the questionnaire but unlike the first part, that provided factual evidence, this was based on internal feelings (Did you find this lesson

effective? Do you think you understand the Past Perfect Tense?). If there was not concord between this question and the first part of the questionnaire, it might have meant that students rather wished to know it (probably to please the teacher) or they considered the lesson effective despite not fully understanding "the message" hidden behind the Australia topic. The fourth question was connected with the teacher's aim to pay attention to all the students in the class equally and not to work only with the advanced students (Did you feel that teacher did not pay sufficient attention to you during the lesson?). The fifth question was about the clarity and difficulty of the presentation from the students' point of view (Did you find the lesson clear and easy to understand?). The next question included a sub-question. Students were asked: "Do you want to be taught in this style regularly and why?" Question number seven was regarding the students' books. The importance of study books in class is one of the big issues in methodology (Did you mind the absence of a student's book during the lesson?). The following question was related to the language of the lesson. Students were asked if they thought it was beneficial to use only the target language during the lesson (Did you find it beneficial to use only the target language during the lesson?). Question number nine tried to find out whether students had studied the tense before (Have you studied the Past Perfect Tense, the topic of today's lesson, before?). And the very last question was reserved for commentaries (Would you like to comment on the lesson?).

This chapter described how the research looked and who the subjects of the study were. The description of the presentation of new grammatical feature was provided as well as information about how the feedback (research data) was received. The data collection had the form of a questionnaire where all questions were carefully picked and written in the mother language so it was sure that students would understand it. The next chapter describes results of this research and provides graphs with commentaries.

IV. RESULTS AND COMMENTARIES

This chapter presents the results of the research described in the previous chapter. The research was supposed to find answers for two questions: how effective the guided-discovery approach is and how popular it is amongst Czech and Russian students. All the data are analyzed and accompanied with graphs. The most interesting and unexpected findings are pointed out in the text under the graphs. Possible explanations are provided. All the analyzed subjects are divided into four groups according to their nationality and grade they study (either 9th or 8th grade). "A" groups consist of Russian pupils studying at lower-secondary school. A1 group includes students from 9th grade and A2 group deals with 8th grade pupils. These groups were studied first. "B" groups represent Czech students of lower-secondary schools. B1 group consists of Czech students studying 9th grade and B2 group includes Czech students studying 8th grade. Every group is analyzed separately and then the Russian classes are compared to the Czech ones when analyzing Czech students. The first two questions are about student's ability to abstract the form and the rule of the usage of the Past Perfect Tense. We can consider these questions objective, they provide either correct or incorrect answers. Then the following 8 questions are focused on subjective feelings about the experimental lesson. The original questionnaire included one more question about the previous knowledge of the Past Perfect Tense (whether students had studied it before). Nevertheless despite the teachers' assurances they did not study it they often replied "yes" (they had studied it before). When analyzing questionnaires it became obvious, that they confused the Present Perfect Tense with the Past Perfect Tense. This question was not analyzed and taken in account due to students' confusion with the Present Perfect Tense.

The original questionnaire also included an open question where students had the possibility to comment the lesson, to add some information that was not asked in previous questions, but majority of students just repeated what had already been answered before or left the question unanswered. So in the original questionnaire that students received and that is attached to this thesis, 12 is the overall number of questions.

The results of the research are analyzed question by question (except for those two mentioned above). Graphs illustrate answers for a particular question per group. Except for questions 1, 2 and 10, students could pick only between yes or no answers. Sometimes students added certain options to a yes/no reply. These additional replies were taken under consideration when creating graphs.

Group A1

This group consisted of students from Russian 9th grade. The majority of students were in the age of 15 and 16. All the classes were mixed classes, with boys and girls. In one class there was a student who did not take part in the research because he was new to school and the class teacher mentioned that his language skills were well below the class standard and he is just a beginner. During the research student's regular teacher wanted to work with that student individually.

Students were told that the new teacher cannot speak Russian so they had to communicate only in English. Some students thought that the person standing in front of them was a native speaker of English. It promoted their curiosity.

There was a girl with advanced knowledge of English who decided to boycott the lesson. She kept talking to her classmate and only reluctantly responded to questions. In the part of lesson when students were supposed to practice the grammatical feature she refused to do so. When she was directly asked to do the exercise she refused and only after some time of insistence she reluctantly did what she was told to do. Despite all this she enjoyed the lesson – according to the questionnaire she filled in.

When the questionnaires were collected some students appreciated the effort invested into her doing the activity. It was necessary because if she was allowed not to do this and other students would notice it they would probably also refuse to do it or they would not try hard. Nevertheless the authority of the teacher would be lost in the eyes of other students.

The following two graphs demonstrate how successfully students understood the topic presented.
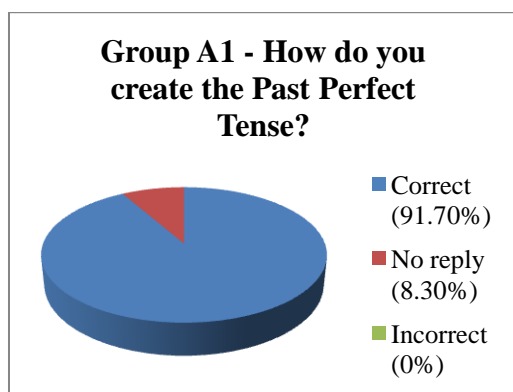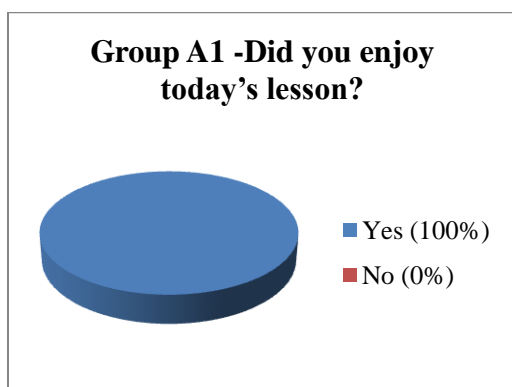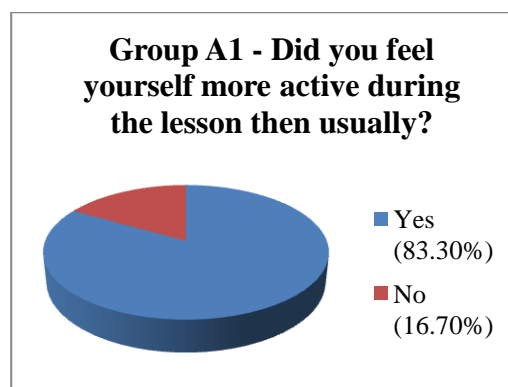
Graph 1
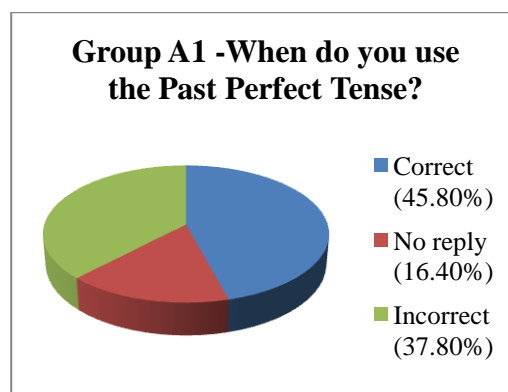
Graph 2

These two graphs are supposed to demonstrate factual, objective, evaluation of the lesson. Questions were open, so students had to provide full answers without any options. Graph 1 shows that 91.70 % answered correctly to the question how to create the tense and the rest left the question unanswered, there were no incorrect answers. Only 45.80 % of students answered correctly the question of when to use it, 16.40 % of students left the question unanswered and 37.80 % provided wrong answer (Graph 2).

The wrong answers usually included definition of the usage of the Present Perfect Tense. They also often said that we use this tense when we want to express that something happened at a vague time in the past. Certain answers also included the definition of the Past Continuous Tense. It was obvious that some students cribbed their answers because they were the same word by word, but often these replies were not correct.

The two graphs below analyze students' overall feeling about the lesson and whether they felt involved during the lesson.

Group A1 -Did you enjoy today's lesson?	**Group A1 - Did you feel yourself more active during the lesson then usually?**
■ Yes (100%) ■ No (0%)	■ Yes (83.30%) ■ No (16.70%)

Graph 3   Graph 4

Graph 3 is the first graph that shows students subjective feelings about the lesson. Students had a yes/no option when answering this question. All the students (100 %) enjoyed the lesson. It was probably connected with their level of English, which was quite high, and the fact that the material was a little bit challenging but not beyond their possibilities. It is also possible that the reason students enjoyed this lesson was that they believed the teacher is a native speaker and it was refreshing to see someone new in the class. It would be interesting if the same method was used by their regular teacher and repeatedly (with different context and grammatical features) within, for example, half a year.

Graph 4 shows students' feelings about their involvement. Only 83.30 % of students felt themselves more active than usually. This was not quite surprising because some students might have had a problem to following the lesson that was done in a different style and thus they might have been feeling a little bit like passive participants in the lesson. No student left the question unanswered.

The next two graphs show students' feelings about the effectiveness of the lesson and teacher's attention.
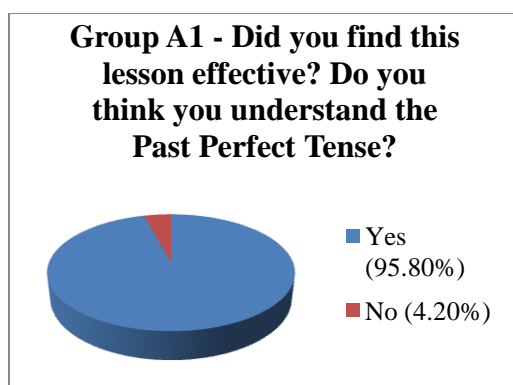
Graph 5
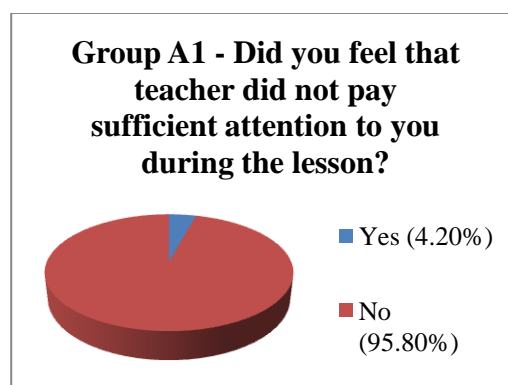
Graph 6

Graph 5 shows that 95.80 % of students considered the lesson effective. 4.20 % of students think that the lesson was not effective. The difference between Graphs 1 and 2 on one side with the Graph 5 shows that the effectiveness from students' point of view does not correspond with their actual knowledge. Those students who think that the lesson was not effective probably did not understand the language sufficiently or preferred deductive style of teaching.

Graph 6 shows that 95.80 % of students did not feel neglected by the teacher and 4.20 % of students did. The possible reason might be the same as for the question regarding effectiveness (they did not understand) or on the contrary they might have been advanced students who are used to a lot of attention from the teacher.

The following two graphs show whether students considered the lesson clear and easy to understand and if they want to be taught in this style regularly.
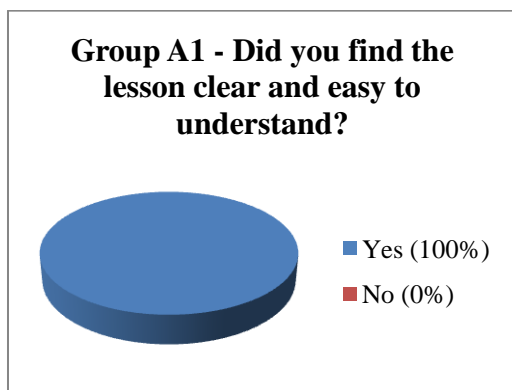
Graph 7
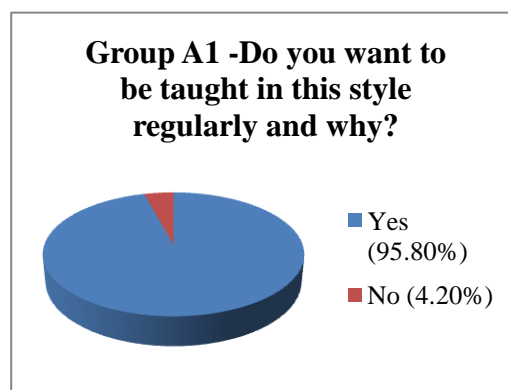
Graph 8

The minimal difference between Graphs 7 and 5 means that students really considered lesson effective (95.80 %), clear, easy to understand (100 %) despite the fact mentioned above (that they confused two tenses).

Graph 8 shows that the majority of the students (95.80 %), would like to be taught in this style regularly. The main argument they often used was that the lesson helped them to develop their general knowledge of English, the lesson was interesting for them and they learnt new vocabulary. The students who said "no" (4.20 %) mentioned that their bad knowledge of English prevented them from understanding the lesson.

The next two graphs indicate students' feeling about the absence of a study book during the lesson and their opinion about the usage of the target language during the lesson.
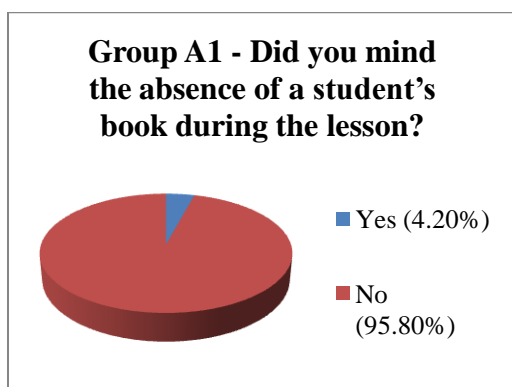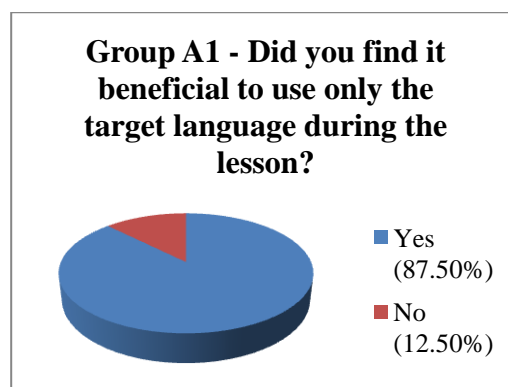
Graph 9

Graph 10

The same number of students (4.20 %) who did not want to be taught by the guided-discovery approach (Graph 8) mentioned that they mind not using study books during the lesson (Graph 9). A majority 85.50 % agree that it is beneficial to use only English during their lessons and 12.50 % of students think it is good to use also the native language (Graph 10).

As in the case of the other groups, the question related to the students' previous study of the Past Perfect Tense was not analyzed because students often replied "yes" to this question, but provided completely wrong answers that fit exactly for the Present Perfect Tense and they often provided wrong answers during practice.

Group A2

This group consisted of students studying 8th grade of a Russian school. The majority of students was 13-14 years old. They were from the same school as students studying in the 9th grade but their English teachers were different. All classes were mixed with boys and girls studying together.

These students also believed that the teacher is a native speaker. Compared to the 9th grade, it seems that only a slightly higher number of them perceived the guided-discovery approach not as a positive challenge but as an unpleasant obstacle. Teaching was noticeably more difficult and slower. Some students gave up when they noticed that the entire lesson is in English. All of the students were aware of the existence of the Present Perfect Tense (they had studied it before).

The following two graphs demonstrate how successfully students understood the presented topic.
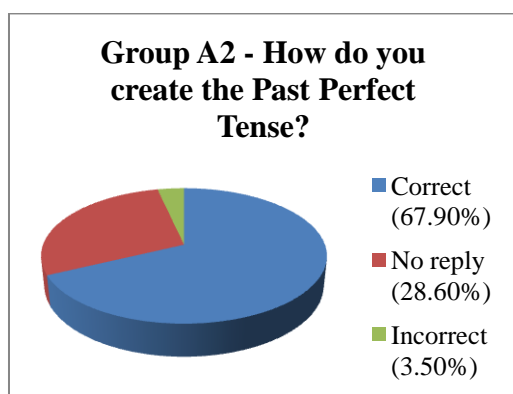
Graph 11
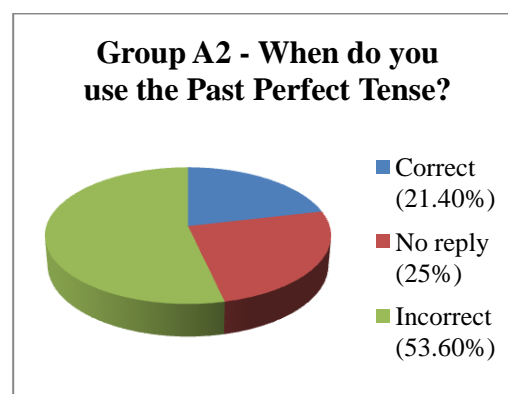
Graph 12

Graph 11 shows that only 67.90 % of students managed to answer correctly the question how to create the tense, 3.50 % of students answered incorrectly and 28.60 % of students did not reply at all. To understand the usage of the tense represented an even worse problem. Only 21.40 % of students replied correctly, no reply was provided by 25 % of students and incorrectly answered 53.60 % of pupils (Graph 12).

The number of incorrect answers for the question regarding the usage is surprising, because the structure of the lesson was exactly the same as in the case of the previous group. The possible explanation is the general knowledge of language that was lower than expected. These two graphs indicate that the effectiveness of this method in the eighth grade of Russian schools seems to be smaller from the point of view of grammar presentation.
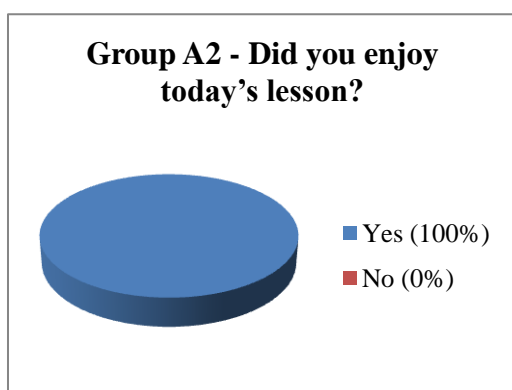
The two graphs below analyze students' overall feeling about the lesson and whether they felt involved during the lesson.
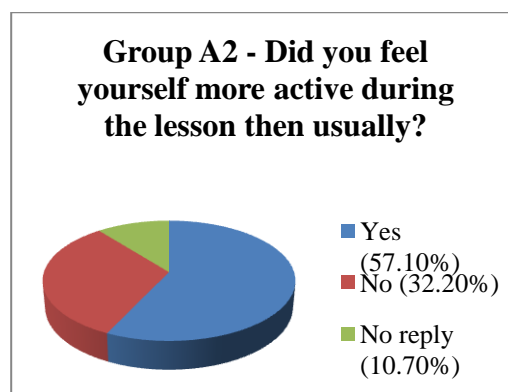
Group A2 - Did you enjoy today's lesson? ■ Yes (100%) ■ No (0%)	**Group A2 - Did you feel yourself more active during the lesson then usually?** ■ Yes (57.10%) ■ No (32.20%) ■ No reply (10.70%)
Graph 13	Graph 14

All the students enjoyed the lesson (100 % - Graph 13) but not all of them felt more involved then usually. Only 57.10 % of student replied "yes", and 10.70 % of students left the question unanswered, the rest picked the answer "no" (Graph 14). A possible interpretation of not answering this question is that they could see this question as criticism of their regular teacher they either liked or feared. Teachers were not shown the results of the questionnaire unless they asked for it. Although they were supposed to be anonymous, unfortunately some students signed them. They probably did it automatically or they did not understand instructions. None of the teachers asked for the results.

The next two graphs show students' feeling about the effectiveness of the lesson and teacher's attention.

Group A2 - Did you find this lesson effective? Do you think you understand the Past Perfect Tense?

■ Yes (96.40%)
■ No (0%)
■ Partly (3.60%)

Graph 15

Group A2 - Did you feel that teacher did not pay sufficient attention to you during the lesson?

■ Yes (0%)
■ No (100%)
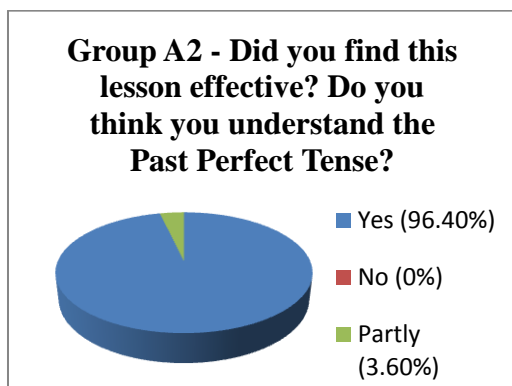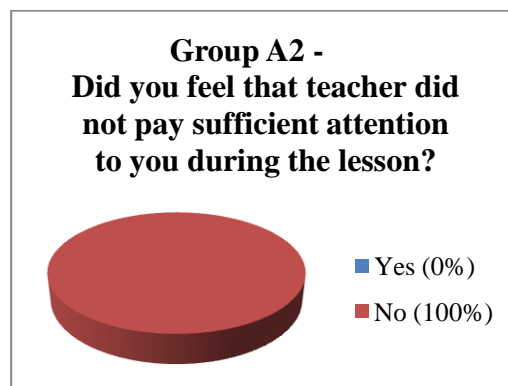
Graph 16

The number of students who considered the lesson effective was 96.40 %. Some students (3.60 %) added a third option, not written in the questionnaire, "partly" (Graph 15). This graph demonstrates the same interesting result mentioned in the group A1 (actual knowledge does not correspond with students' subjective feelings about the effectiveness of the lesson). Graph 16 illustrates that all the students considered teacher's attention sufficient despite the fact that not all the students felt themselves more active during this lesson than usually (Graph 14).

The following two graphs show whether students considered the lesson clear and easy to understand and if they want to be taught in this style regularly.

Group A2 - Did you find the lesson clear and easy to understand?

■ Yes (64.30%)
■ No (32.10%)
■ No answer (3.60%)

Graph 17

Group A2 - Do you want to be taught in this style regularly and why?

■ Yes (78.60%)
■ No (21.40%)
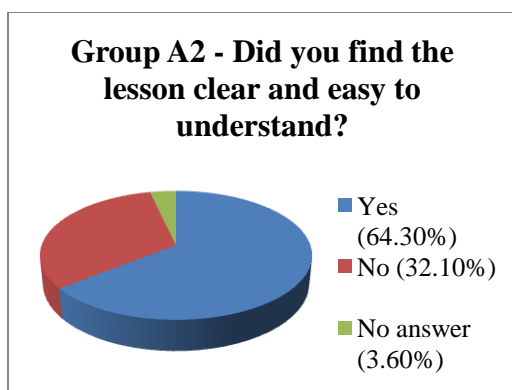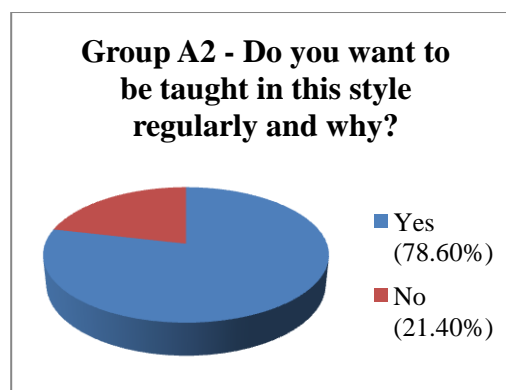
Graph 18

The number of students who found the lesson clear and easy to understand was 64.30 % and 3.60 % of participants left this question unanswered (Graph 17) a majority of students (78.60 %) would like to be taught in this style regularly, and the rest answered "no" (Graph 18). The majority of students who picked "yes" pointed out that the lesson was interesting. Some mentioned it was easy to understand and it is good for their vocabulary and it was easier to remember new words. The topic of an Anglophone country also met approval by many students, which argues for the advantage of studying realia and grammar at the same time. Some students also mention that the explanation was clearer than usually. Students who picked "no" argued that they did not understand and prefer their original lessons.

The next two graphs indicate students' feeling about the absence of a study book during the lesson and their opinion about the usage of the target language during the lesson.
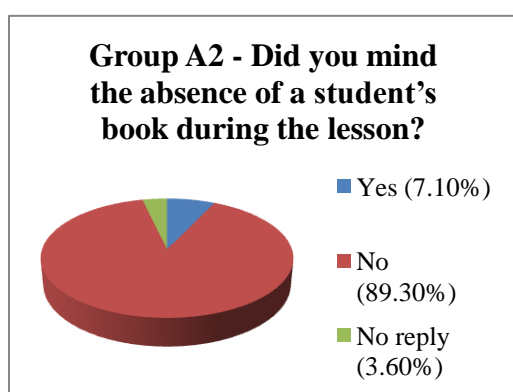
Group A2 - Did you mind the absence of a student's book during the lesson?

- Yes (7.10%)
- No (89.30%)
- No reply (3.60%)

Graph 19

Group A2 - Did you find it beneficial to use only the target language during the lesson?

- Yes (78.60%)
- No (21.40%)
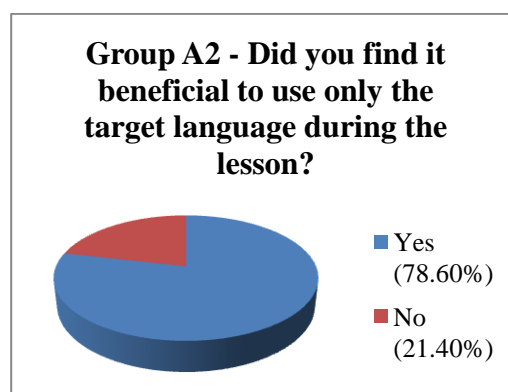
Graph 20

The number of students who did not mind the absence of student book was 89.30 %, whilst 7.10 % of students minded the absence. A small amount of students left this question unanswered (3.60 %) as shown in the Graph 19. It is obvious that students appreciate authentic English input even at lower levels of their study. It probably demonstrates the practical purpose of their study and they feel they do not study only for abstract knowledge, but for real communication.

The number of students who does not think that it is beneficial to use only English during the lesson was 21.40 %, whilst a majority (78.60 %) of students considered it beneficial (Graph 20).

Group B1

The group B1 consisted of Czech students studying 9th grade. The age of pupils was between 14-16 years. The research was done at two schools in Pilsen (as described in the previous chapter). Unfortunately Czech students were aware of the fact that the teacher is a Czech so they could not experience the feeling of being taught by a foreigner. Students did not know about the experimental lesson in advance (unlike students did in some Russian classes). From the beginning of the lesson the only language used was English. When commenting on the graphs related to the research done at Czech schools, comparison with the Russian groups is provided, so certain differences are more obvious.

The following two graphs demonstrate how successfully students understood the presented topic.
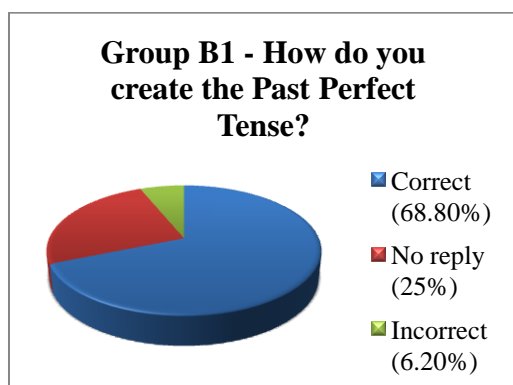
Graph 21
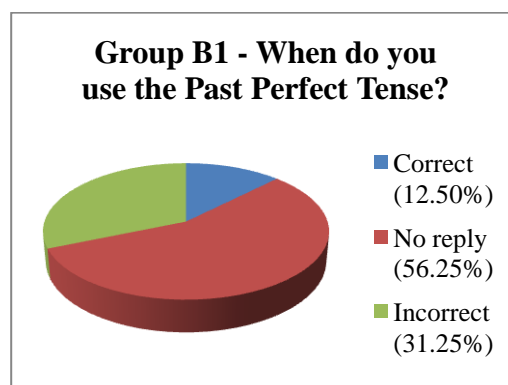
Graph 22

If we compare Graphs 21 and 22 with Graphs 1 and 2 we can see that the number of Czech students who replied correctly is lower. Those who successfully identified the form of the Past Perfect Tense represent 68.80 % (correct answers in Group A1 – 91.70 %), those who did not reply are represented by 25 % and incorrect answer was provided by 6.20 % of students (Graph 21). Those who answered wrongly often forgot to realize that the third form of the verb is used (they often mentioned just the "–ed" ending). It was not accepted as a correct answer as it did not show whether they know that they need to use the past participle.

It is difficult to say what caused the difference in correct answers between A1 and B1 groups. Both lessons were done at similar times of the day. Certain Russian students mentioned that they study English not only at school but they also visit additional courses of the language privately. They are thus probably in more frequent touch with English. The other

possible explanation is that Czech students were less focused during the lesson, because this question was just about noticing something that was explicitly mentioned during the explanation and then drilled.

Only 12.50 % (in group A1 – 48.80 %) of pupils managed to find out when we use the tense, 56.25 % of students did not reply and 31.25 % of students replied incorrectly (Graph 22). The majority of incorrect answers included these explanations: when there are two actions at the same time, when we talk about our experience, when we narrate something, when there are two actions in the past happening at the same time. The high number of those who did not answer possibly can be explained by students' uncertainty about the right answer and they rather left the question unanswered than risk a mistake.

The two graphs below analyze students' overall feeling about the lesson and whether they felt involved during the lesson.

Group B1 - Did you enjoy today's lesson?

■ Yes (100%)
■ No (0%)

Graph 23

Group B1 - Did you feel yourself more active during the lesson then usually?

■ Yes (81.25%)
■ No (12.50%)
■ No reply (6.25%)
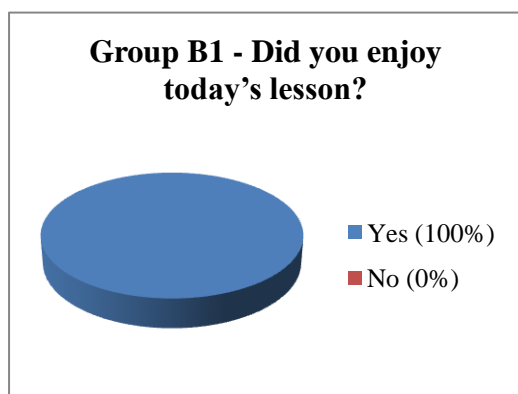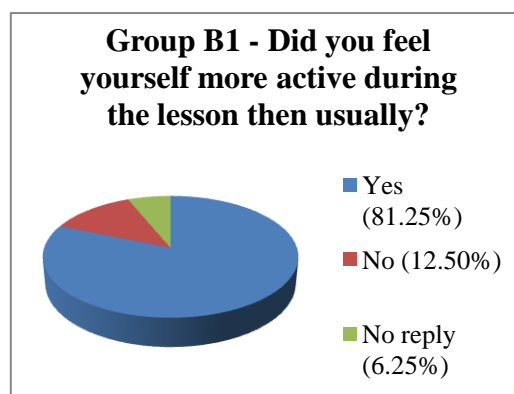
Graph 24

Graph 23 shows that 100 % of students enjoyed the lesson. The result is the same as in the case of Russian students (Graph 3). The number of students who felt themselves more active was 81.25 % (A1 – 83.30 %) of students and 6.25 % of students left this question unanswered, 12.50 % of students did not feel themselves more active than usual (Graph 24).

The next two graphs show students' feeling about the effectiveness of the lesson and teacher's attention.

Group B1 - Did you find this lesson effective? Do you think you understand the Past Perfect Tense?

- Yes (93.75%)
- No (6.25%)

Graph 25

Group B1 - Did you feel that teacher did not pay sufficient attention to you during the lesson?

- Yes (0%)
- No (100%)
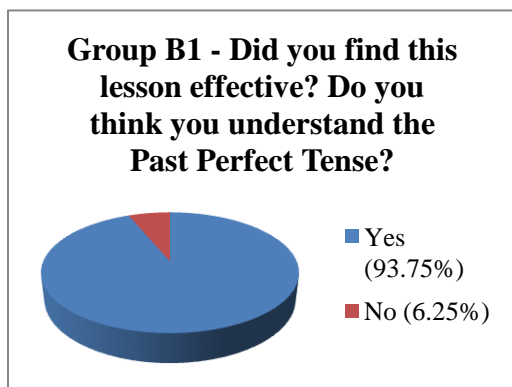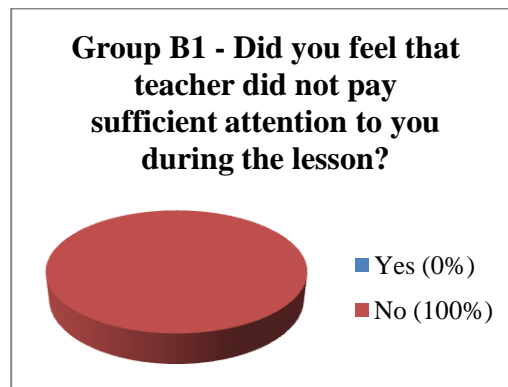
Graph 26

Graphs regarding efficacy and attention from the teacher are very similar for the both nationalities. 93.75 % of Czech students considered the lesson effective (95.80 % of students in A1) and only 6.25 % of students considered the lesson not effective (Graph 25). It is very surprising because as mentioned above only 12.50 % of students answered question 2 correctly. None of Czech students in this group felt that the teacher paid insufficient attention to him/her (Graph 26). 4.20 % of Russian students from 9th grade felt neglected by the teacher (Graph 6).

The following two graphs show whether students considered the lesson clear and easy to understand and if they want to be taught in this style regularly.

Group B1 - Did you find the lesson clear and easy to understand?

- Yes (93.75%)
- No (6.25%)

Graph 27

Group B1 - Do you want to be taught in this style regularly and why?

- Yes (62.50%)
- No (31.25%)
- Sometimes (6.25%)
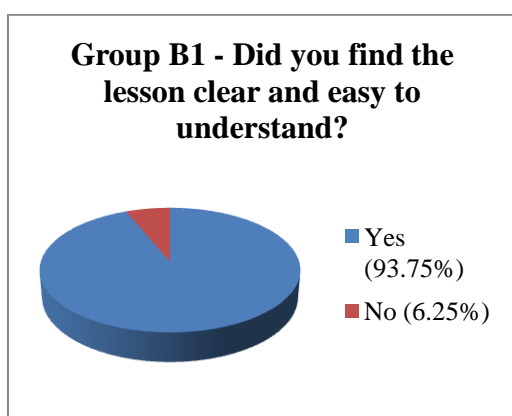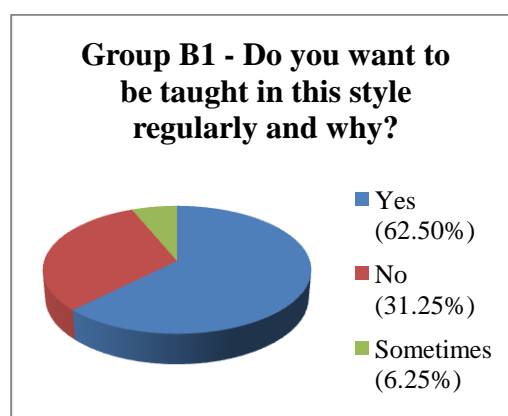
Graph 28

In the case of this group, Graph 27 corresponds with Graph 25. The same amount of students considered the lesson clear and easy to understand (93.75 %, Graph 27) as effective (93.75 %, Graph 25). Czech students showed greater resistance to this style showing that only 62.50 % of students would like to be taught by this style regularly (in A1 group - 95.80 %) and 6.25 % of students added the answer "sometimes" (Graph 28). The most frequent answers to the question why "yes" were: it is more interesting, effective, usage of English. The most frequent answers to the question why "no" were: they did not understand English very well and Czech students often mentioned that they like their regular teacher.

The next two graphs indicate students' feelings about the absence of a study book during the lesson and their opinion about the usage of the target language during the lesson.
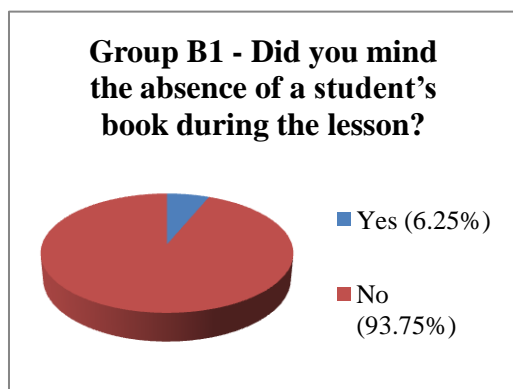
Graph 29
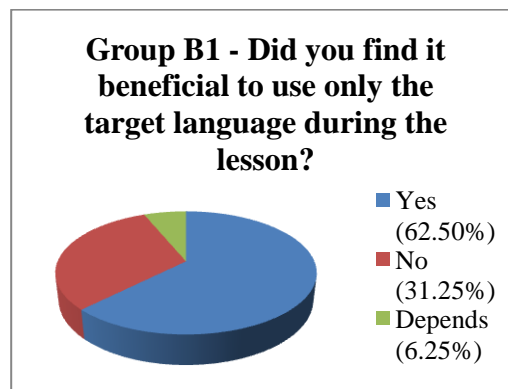
Graph 30

There is a similar attitude regarding study books between Czechs and the Russian equivalent group. A majority, 93.75 %, of Czech students did not mind the absence of their study book (A1 - 95.80 %) and a minority of 6.25 % did (Graph 29). Both classes used study books done in the similar style. Czech students used Project (Oxford University Press) and Russian students used New Opportunities (Longman).

Exclusive usage of English during lessons is seen as beneficial by 62.50 % (A1 – 87.50 %) and 6.25 % students added the option "depends (sometimes)", whilst 31.25 % of students did not think it is beneficial. This confirms the idea that Czech students had a bigger problem understanding the explanation in English and it might also explain why the number of correct answers was lower in comparison to Russian students. B1 students had to deal with more barriers to understand a new grammatical topic.

Group B2

This group consisted of students studying 8th grades of Czech schools. Their age was between 13-15 years old. As in the case of Russian students this teaching was more difficult and students obviously had to struggle more with the grammar presented. One particular class was very challenging. There were certain students who had expressed their reluctance even before the lesson started. Probably the most relevant reason for that was that the class was taught by a teacher who won the prize for the best teacher according to the students. He is very popular and thus his group was the most critical about the lesson that was done in a style that did not correspond with their teacher's style. They expressed their mistrust in a method that was not introduced by him. It was an interesting demonstration of the importance of teachers' personalities on students' perception of the subject of study. Some pupils cribbed their answers because certain wrong answers were the same word by word.

The following two graphs demonstrate how successfully students understood the presented topic.
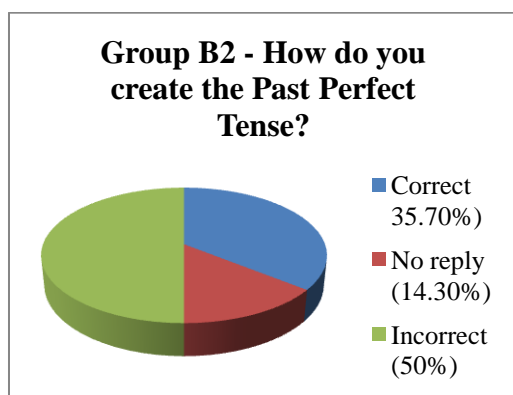
Graph 31
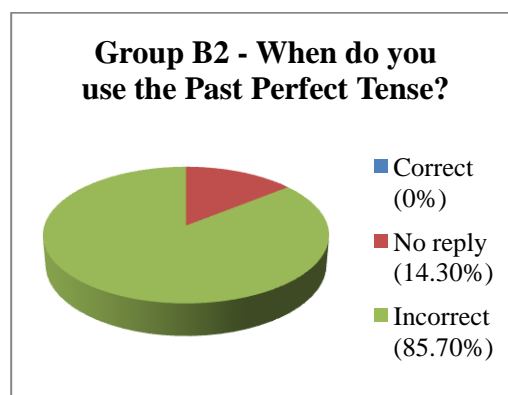
Graph 32

Graph 31 shows that half of the students replied incorrectly the question about the form of the tense, 14.30 % students left this question unanswered, 35.70 % of Czech eight grade students managed to answer correctly (Group A2 - 67.90 % replied correctly, Graph 11). Some incorrect answers included misleading information about the verb "have", 3 students realized that we use past participle but they mentioned that the form of the auxiliary verb is "have", it was decided to consider these answers as wrong because the description fits the Present Perfect Tense.

No Czech student of the eighth grade managed to answer correctly the question regarding the usage of the Past Perfect Tense (Graph 32). In the Group A2 - 21.40 % answered correctly (Graph 12). Certain incorrect answers included these definitions: something happened in past and ended in past (they did not mention that it happened before another act in past), if something happened and we can still see consequences, two things happened at one time.

The two graphs below analyze students' overall feeling about the lesson and whether they felt involved during the lesson.
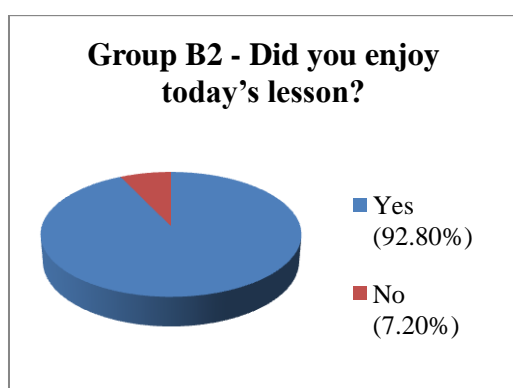
Graph 33
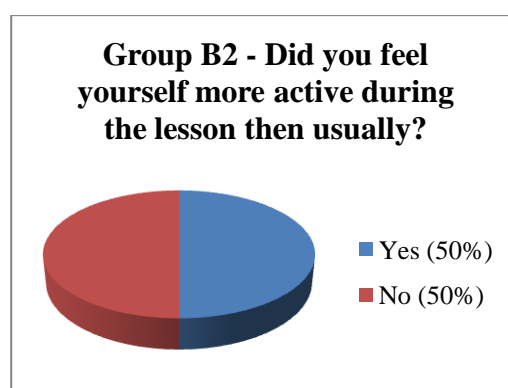
Graph 34

Only 92.80 % of Czech students enjoyed the lesson (Graph 33), which is slightly less in comparison to A2 classes (100 %, Graph 13). This result is considered good because the number of those who did not enjoy the lesson (who rejected something new not explicitly approved by their popular teacher) was expected to be much higher. Half of all the Czech eighth grade students felt more active and half felt less active (Graph 34). In the case of A2 group, it was 57.10 % who felt more active (Graph 14).

The next two graphs show students' feelings about the effectiveness of the lesson and teacher's attention.

Group B2 - Did you find this lesson effective? Do you think you understand the Past Perfect Tense?

- Yes (85.70%)
- No (14.30%)

Graph 35

Group B2 - Did you feel that teacher did not pay sufficient attention to you during the lesson?

- Yes (7.20%)
- No (92.80%)
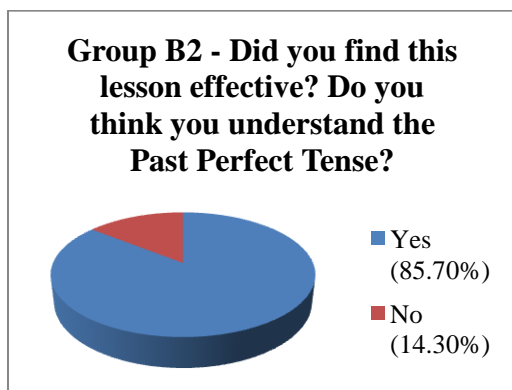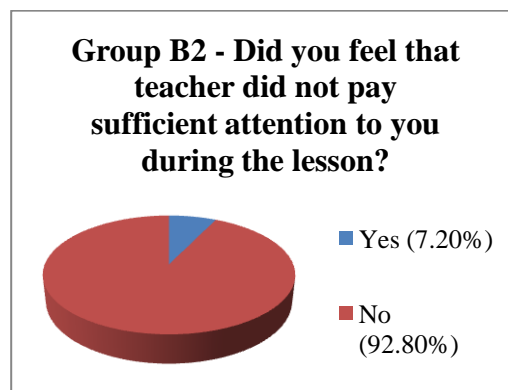
Graph 36

Graph 35 indicates that a majority of students believed that the lesson was effective (85.70 %), whilst the rest thought that the lesson was not effective (A2 – 96.40 % said yes). The number of students who felt that teacher did not pay sufficient attention to them was 7.20 % (Graph 36). All the students of Group A2 considered the teacher's attention sufficient.

The following two graphs show whether students considered the lesson clear and easy to understand and if they want to be taught in this style regularly.

Group B2 - Did you find the lesson clear and easy to understand?

- Yes (85.70%)
- No (14.30%)

Graph 37

Group B2 - Do you want to be taught in this style regularly and why?

- Yes (71.40%)
- No (21.40%)
- Sometimes (7.25%)
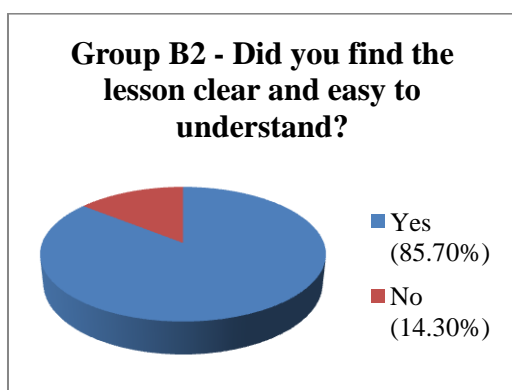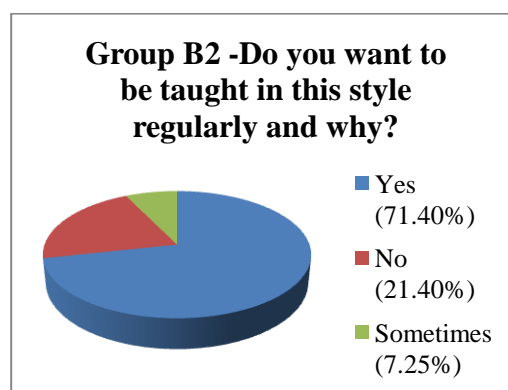
Graph 38

The same numbers in the Graphs 37 and 35 indicates that the same number of students who found the lesson effective also considered it easy to understand and clear (85.70 %). It is more compared to A2 group students where the number was only 64.30 % (Graph 17). The

number of Czech pupils who would like to be taught in this style regularly was 71.40 % (Graph 38). It is slightly less compared to the group A2 (78.60 %). The most frequent answers, including the answer "yes", were explained by the exclusive usage of English and by more entertaining content. The most frequent answers including "no" were explained by popularity of the original teacher and some students mentioned that they did not understand.

The next two graphs indicate students' feelings about the absence of a study book during the lesson and their opinion about the usage of the target language during the lesson.

Group B2 - Did you mind the absence of a student's book during the lesson?

- Yes (21.40%)
- No (78.60%)

Graph 39

Group B2 - Did you find it beneficial to use only the target language during the lesson?

- Yes (71.40%)
- No (28.60%)
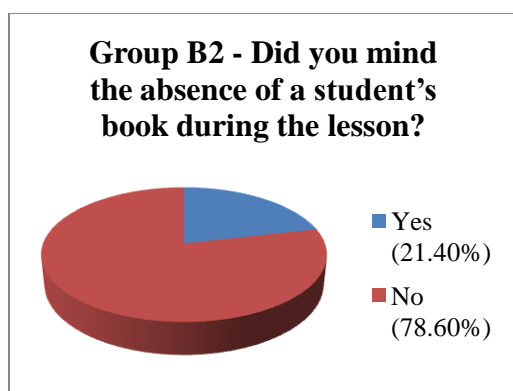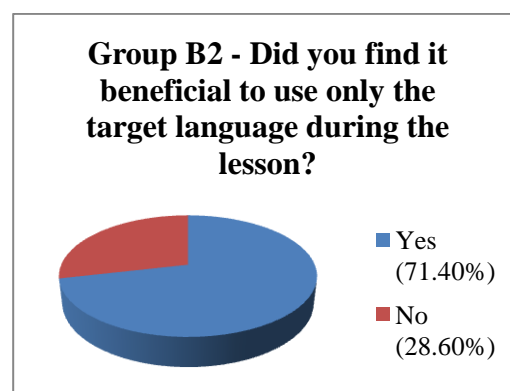
Graph 40

The number of those who did not mind the absence of a study book was 78.60 % (Graph 39). It is 10.70 % less in comparison to the group A2 (Graph 19). The number of students who chose the option "yes" to the question of whether it is beneficial to use English exclusively during classes was 71.40 % (Graph 40). In the case of the group A2 the number was 78.60 %.

Summary of the Research

The answer to the first hypothesis is that a majority of students were able to recognize the form but some of them had problems with the usage. From the point of view of grammatical content, this approach seems to be more effective in ninth grade than in eighth grade. The answer for the second hypothesis of the research is clear. Students enjoyed the lesson. Possible explanations for why some students did not like the approach might be that they liked routine. In more detail with regards to subjective feelings, A1 and A2 groups showed results more in favor of the guided-discovery approach. There can be a variety of

possible explanations. One of the reasons is overall understanding of the language. Particularly A1 students did not have to struggle so much with the channel via which the grammatical information was received. They might have been better motivated by the fact that the lecturer was from abroad and thus the lesson was more interesting and they paid better attention.

Results showed a couple of interesting findings that were not part of the hypothesis. The research demonstrated how important the teacher's personality is. Students of the popular teacher showed greater resistance to accepting something new but it is important to point out that their results in the first part were not better than the results of the other students.

Students are positive about the exclusive usage of English during their lessons. Pupils felt themselves more involved than usually with sufficient attention from the teacher's side. Feedback for the experimental lesson provided by original teachers was usually very good and no criticism was provided in Russia. Suggestions of how to improve a few aspects of the lesson were made by one Czech teacher, who regarded the size of pictures that were recommended to be bigger (over A4 format) and speed of speech was advised to be slower.

This chapter presented the results of the research and the following chapter mentions pieces of advice for teachers resulting from the research. Certain weaknesses of the research are mentioned. Possible ideas for how this research could be improved in the future are also mentioned as well as other research studies dealing with similar questions.

V. IMPLICATIONS

This chapter is divided into three parts. The first part is called Implications for Teaching and deals with pieces of advice for teachers that emerged from the results of the research. The next part mentions limitations of the research. Certain weaknesses that were discovered during the research and data analysis are discussed in that part. The last part of this chapter is called Suggestions for Further Research. It includes suggestions for the improvement of similar research done in the future and an idea for new research dealing with the same topic.

Implications for Teaching

There are 5 conclusions based on the research and consequent analysis of the questionnaires. The first conclusion is based on the difference between the numbers of students who replied correctly to the factual questions. Students of the ninth grade did obviously better in comparison to the students of eighth grade. It might seem to be more effective to use the guided-discovery approach with more advanced students of the ninth grade. Students who have not reached a certain level of language experience struggle with such presentations to the extent that distracts them from the grammatical content.

On the other hand it does not mean that this approach would not be useful even with less advanced students. Nevertheless to use this approach with these students means that the content of the lesson will probably need to be revised again in the form of the guided approach. This approach improves students' overall work with language so the additional time invested into the revision of the same grammatical feature is not wasted.

Then second implementation is based on students overall opinion about the lesson. A majority of students liked this lesson so it seems to be a good motivational tool. As proved in the previous chapter, the teacher's motivation of students is very important. It improves the teacher's authority in the eyes of students.

The third conclusion supporting the usage of the guided-discovery approach at least from time to time is based on the fact that it provides a very good opportunity for the introduction of topics that would not be discussed with pupils otherwise (because they are not covered in curriculum).

The fourth conclusion is that students like challenges. Even if pupils had problems understanding the content of the lesson, a majority of them perceived the lesson as effective.

Challenging does not mean stressful. The relaxed atmosphere that is important was secured by topic that could be directly related to the students. It means that every student could contribute to the discussion about this topic and relate it to his/her personality.

The fifth conclusion is that students pay very good attention to the way the teacher treats their classmates. They seem to be very sensitive about the teacher being fair. The last two conclusions were gained unintentionally but became obvious by students remarks.

To these five conclusions it is possible to add a sixth indirect conclusion. It seems not very effective to use the inductive approach at lower-secondary schools. Students who have problems with the guided-discovery approach will probably struggle with a lesson where they are expected to discover the entire topic on their own.

Limitation of the Research

The research would definitely need much more students to participate (the total number of students involved was 83). Particularly in Moscow it was difficult to get contacts for more schools, so the research was done just at one school. The main reason why this school agreed to the research was that they teach Czech language and they know students from The University of West Bohemia in Pilsen. They regularly come to Moscow within the Freemovers study program and do their teaching practice at the school. In the Czech Republic the research was done at two schools.

One of the other weaknesses of the research was that a lot of students failed to recognize the difference between the Past Perfect Tense and the Present Perfect Tense. The difference between these tenses was not pointed out because it was not presumed that such a mistake might appear. It was not possible to change the plan of the lesson when this was discovered, because there were not many classes where the research could have been done and any change in the plan would have disqualified all the previous classes. On the other hand it is possible that comparison of these two tenses could have caused even more serious confusion.

Another limitation was caused by students cribbing their answers. It was very difficult to prevent it, because the questionnaire was done at the end of the lesson under time pressure. There is a possibility that students did not evaluate the lesson as much as they evaluated the change of the routine. Nevertheless we can argue that this could be at the same time a reason for incorrect factual answers: students were exposed not only to a completely new method but they were also exposed to the lesson done completely in a foreign language. One possible

explanation for Russian students showing better results in the first part of the questionnaire is that they have additional private lessons of English (as some of them mentioned at the end of the lesson). The reasons why Russian students spent their free time studying English might be caused by a variety of reasons (the school supports them, the bigger city, the bigger the competitiveness amongst students etc.). On the other hand it does not mean that Czech students do not spend free time by additional private lessons of English. This question was not examined.

To be sure that those students who understood really remember the feature it would be necessary to practice it after some time. If the grammatical feature was reviewed after some time and student failed to remember it (or recall it easily) it still could be used, as mentioned above, for a different purpose - as a feature that makes lessons more interesting and motivates students. Another fact that makes the research weaker is that in two cases two classes were taught by the same teacher and the teacher's abilities might also influence the results of the research. Students' autonomy depends on the way in which they are taught and autonomy is important for the guided-discovery approach.

Suggestions for Further Research

For higher relevance it would be necessary to prepare more grammatical topics with the guided-discovery approach. Students should be exposed to this method more often and there should be chance to verify the durability of knowledge gained in this way. Students used to this method would be expected to reach better results also in vocabulary and understanding. It would be very interesting to connect grammatical knowledge with knowledge of either history or geography (or biology etc.) and prepare guided-discovery lessons where students study grammatical features and subconsciously historical / geographical topics at the same time. Unlike in CLIL methodology, where attention is equally distributed between language and another subject, the main attention would be kept on the grammar. The questionnaire given to students afterwards would include questions related to non-grammatical facts that appeared during the presentation (students would not know that non-grammatical facts will be questioned later so it would be just a test of students' subconscious memory to remember non-grammatical content whose purpose they believed was just to be a channel for the grammatical content). The results of such research could be used when creating drill sentences. It could verify that an example sentence such as "India had become a British colony by 1858." might be easier to remember than just a vague sentence "Tom had arrived

by 5pm."

If doing the same research again, students would not work with the partner sitting next to them during the drilling part of the lesson but they would be divided into pairs according to their abilities – weaker students with more advanced students. The information about students' abilities would be obtained from their regular teacher. The ideal amount of time for sufficient explanation and drill of the new rule in a relaxed atmosphere seem to be at least 2 lessons (45+45 minutes). It would give enough time to make the topic more personal to students and also the questionnaire could be more detailed. Explanation done in the limit of 40 minutes (plus 5 minutes approximate time for the questionnaire) is very limiting and the teacher is distracted by checking the time during the entire lesson.

The main criticism of the lesson provided regarded the size of the pictures used at the beginning of the lesson being too small. Their A4 format was considered as insufficient. Next time it would be better to either use bigger pictures or prepare more copies of the same pictures. Another reproach concerned the speed of speaking. Despite the attempt to speak slowly it was probably still too quick for certain students (particularly in the 8th grade).

Many authors suggest role play as an effective method of teaching grammar (e.g. Scrivener, Teaching Grammar, page 18). In that book Scrivener suggests pre-teaching a grammatical feature and using roles to practice it. The research could be done in a slightly different way. Students would receive scripts of a scene. Certain new unknown words that would appear in the script would be pre-taught. Each student would play a certain role. They would receive a card with dialogs and description of their role. For example: You are a customer and you come to the shop to buy a loaf of bread. You go into the shop. There you realize you do not have your valet….etc.

Then the dialogues would include phrases with the Past Perfect Tense – the unknown grammatical structure. At the end of the role play the teacher would ask how we express when we want to point out that two actions happened in the past but the one of the mentioned ones happened first. It means that the main problem – the usage of the tense - would be pointed out by the teacher and students would be left just to identify the form.

This chapter pointed out the most important findings and suggested how this information can be used during lessons (the teacher's personality, motivation, working with overall language – listening, speaking, reading and writing). This chapter also mentioned weak points of the research (an insufficient number of students and schools involved, longer period of time needed for the research). Possible improvements and similar research done without these limitations is suggested at the end. There is also mentioned completely new

research that could be done. The next chapter is the conclusion of what this thesis is about. The main ideas of the theory and the research are presented.

VI. CONCLUSION

The thesis deals with the possible approaches for treating grammar during its presentation to students. Grammar should not be presented just for the sake of grammar itself, because from the practical point of view vocabulary seems to be more important. Nevertheless when we reach a certain level of language, grammar is an inevitable part of our study.

When teaching grammar we need to think about whether to teach grammar explicitly (overt teaching) or implicitly (covert teaching - grammar is hidden behind another non-grammar related topic). The reason why there are attempts to "hide" grammar behind some other topic is that it is quite difficult to relate, for example, articles to students' personalities. It is much easier to relate, for example, the topic of travelling around Australia (Would you like to go to Australia? Why? What do you need to do before you depart?). The contemporary tendency is to more involve student's personality in the lesson as it helps to remember the topics discussed. It is also one of the motivational tools.

There are 3 major approaches for how to work with students (inductive, deductive, guided-discovery). The inductive approach applied to grammar presentation seems to be the most challenging compared to other approaches. Students are expected to extract grammar on their own. The disadvantage of this way of studying is that it is very time consuming and progress is slow (but more permanent). It is the opposite of the deductive approach, which is very teacher-centered. This approach is time saving and thus popular in institutional education, but the efficiency of this approach is being questioned nowadays. The compromise between these two approaches is the guided-discovery approach. This method seems to have great potential because it limits disadvantages of the previous ones. For this reason the guided-discovery approach became a tool of the research.

Theorists like, for example, Krashen promote the idea that grammar teaching should be limited to organization and clarification of what is already in students' minds. His concept of language acquisition is in opposition to intentional learning of individual language items. Acquisition should copy the way we learn our mother language. In reality a student is exposed to the input materials and outcome is supposed come naturally. This idea is questioned many other theorists.

The research was supposed find answers for two questions: whether the presentation of a new grammatical feature via the guided-discovery approach is effective and whether students like this method (and to find out if there are differences between Czech and Russian

students). The Past Perfect Tense was chosen as the feature to be taught by this method. The research had certain weaknesses (for example, only one lesson per class – no possibility to check whether students remember the discussed topic after some time, students cribbing their answers) but despite this, it proved that students liked this style of presentation and they like challenges. Russian students involved in the experiment showed better results when identifying form and use of the tense in compare with Czech students. The research also proved how important the teacher's personality is during the teaching process. Students who had a very popular teacher showed more obvious reluctance to try a new method introduced by someone unknown.

A teacher presenting grammar needs to pay careful attention to context of his/her lesson. Context can make the presentation much easier and is necessary for good introduction of new grammatical rules. The environment in the classroom should be relaxing because stress and anxiety cause walls not just between teachers' and students' personalities but that wall also blocks the flux of information. Lessons should try to limit the difference between students' real lives and curriculums as much as possible.

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APPENDIX I

Lesson Procedure

The lesson had six parts. The first one was review of irregular/regular verbs. Students were shown pictures of people doing certain activities and they were expected to write down (individually) the infinitive, past tense and past participle of verbs that came to their minds when they saw the picture. There were 7 pictures that had A4 paper format.

The context of the lesson was introduced after this activity. Students were shown 5 pictures where they could see symbols of Australia (they were not told that we would talk about Australia, they were told they would see some pictures). Students were asked if they could identify what is in the pictures. The pictures showed things such as a koala bear, Uluru/Ayers Rock, a kangaroo, a boomerang and the opera house in Sydney. Students had no problem identifying what is in the pictures except for the Uluru/Ayers Rock. Then students successfully identified that the topic of the lesson was Australia. This "misleading" information about the topic was supposed to make students think that the lesson will be about something they can relate to themselves. The presumption was that if they were told that the topic is grammar, they would become less interested because they cannot relate this topic directly to themselves so easily. For the sake of personal involvement they were asked basic questions related to them and Australia (Have you been to Australia? Would you like to go to Australia? Why? Why not?).

Then the next set of questions was based on the discussion where we can get necessary information when going abroad. Students usually mentioned classic sources of information (books, internet, magazines, friends…). Then they were introduced the idea of Travelling Festival.

Fictive Story

The teacher introduced fictive story about two friends of his who live in Manchester. They wanted to visit Australia but they had never been there before, so they had a lot of questions. They decided to visit the Travelling Festival to collect all the useful information. At this point students received fictive programmes of the festival. The programme included information about the date, address and schedule of the event (Appendix III). There were four presentations (Australia and New Zealand, The United Kingdom and Ireland, the USA, Canada). The vast majority of students was able to answer the question: what do these

countries have in common? (All of them are English speaking countries). Students also answered a couple of questions related to the programme so the lecturer was sure they understand it (Where and when did the festival take place? What countries were presented? At what time did the presentation about Australia start?).

The story of two friends went on about them being late for the presentation. The reason was they could not find their car key. It was explained to the students that their intention was to leave their home at 2pm because the journey to the festival took 1 hour. Unfortunately they spent 1 hour just looking for their key. Students were asked: "What was the time of their arrival at the event?" They answered correctly at 4 pm. At this point the lesson got to the eliciting part. Students tried to think about possible ways to express that the presentation about Australia was in progress at the time when they arrived. The teacher tried to help them and told them (and wrote on the board) the beginning of the sentence. The sentence started with "When they arrived…" and students were expected to finish it. It was presumed that those students who had never heard of the Past Perfect Tense would not be able to answer it. The lecturer was prepared after some time to tell them the ending "…the presentation about Australia had started". One of the students wrote the ending down on the board. Students then tried to analyze the form of the words written down (had + past participle).

Drill

Then the class drilled this sentence. Oral repetition was done individually. Each student repeated the sentence from the board. When approximately half of all the students had said the sentence, the board was covered and the second part of the class had to say the sentence by heart.

After this students worked in pairs. They were given a set of 10 sentence fragments (each sentence was divided in two parts). Fragments were on colored paper and students' first task was to put the fragments of particular sentences together according to the color. Then the pair of matching sentence fragments was turned into a sentence including the Past Perfect Tense. The reason why the fragments were on colored paper was that it made the checking easier and more interesting. Students just said one of the colors and everyone in the class knew what fragments they were talking about. Students were given time to work in pairs and they were supposed to write down sentences they had created. The teacher walked around the class, checked their answers and helped to those who had problem to create a proper sentence

in the Past Perfect Tense. Then all the sentences were checked together. It was the end of the lesson. Then students received a questionnaire with the questions related to the lesson.

Time Plan

Time	Activity	Teacher does	Students do	Board, materials	Commentary
7 min	Irregular verbs - revision	Teacher shows 7 pictures of people doing different activities	Students write down verb that comes on their mind, when they see the picture	First picture is done together. Teacher writes "infinitive, past, past participle" on the board	Pictures are displayed on the board after being shown to the students. Then pictures are removed as class together check the answers (verbs). Students go to the board and write the verbs on the board.
3 min	Introduction to the topic	Teacher displays the pictures of Australia on the board and asks questions connected with the pictures (what is on the pictures, what country are they connected with)	Students reply to the teacher's questions	Display the pictures.	Questions teacher asks: What is in the pictures? What country is it typical for? Have you been to Australia? Would you like to visit Australia?
3 min	Questions about travelling	Teacher asks questions about travelling.	Reply to teacher's questions.	-------	Questions teacher asks: When you travel abroad, what do you need to know? Where can you find these pieces of information?
5 min	Travelling Festival Programme	Teacher shows programme of the festival about travelling and asks questions connected with the programme	Reply to teacher's questions	Travelling Festival programme	Questions teacher asks: What are the countries presented at the festival? What do these countries have in common? At what time did the presentation about Australia start? Where was the festival? When was the festival?
10 min	Story about fictive friends	Teacher tells story about his friends who	Students listen and reply to	Teacher writes all the times that	Questions that teacher asks: At what time did the

		decided to visit the festival about travelling because they wanted to visit Australia. The story is in the Past Tense and includes questions.	questions.	occur in the story on the board.	festival start? At what time did they want to leave their home? How long did they look for keys from the car? How long did a journey from their home to Green Hall take? At what time did they arrive? When they arrived, did they hear presentation about Australia? *When they arrived…..*finish the sentence with words "start" and "festival"
4 min	Drill	Teacher checks students drill.	Students repeat the sentence: When they arrived, the festival had started.	After all the students repeat the sentence, the teacher asks one student to write the sentence on the board.	Teacher points out that the form of the verb that follows "had" is past participle and asks students to imagine the situation and tell what happened first and what happened next.
8 min	Practice	Teacher distributes pieces of paper with two parts of sentences (each piece includes verb in infinitive and subject)	Students put pieces together. Each piece includes number that indicates what action happened first.	Pieces of sentences.	The first sentence is done together. The rest is checked after students' work in pairs.
5 min	Questionnaire about content and form of the lesson	Teacher hands out questionnaire.	Students individually reply the questions.		

Sentence Fragments:

Every fragment included a small number that indicates what part of the sentence happened first:

[1]PARTY/START   [2]I/COME/HOME

[1]THE/CRIMINALS/ROB/BANK   [2]POLICE/COME

[1]LESSON/START   [2]I/COME/TO SCHOOL

[1]SOMEONE/REPAIR/LIFT   [2]I/RETURN/HOME

[1]WE/EAT/SOUP   [2]HE/EAT/DESSERT

APPENDIX II

The Czech Version of the Questionnaire

1. Jak se tvoří Past Perfect Tense?

2. Kdy se používá Past Perfect Tense?

----

3. Líbila se Vám tato hodina?

    Ano   Ne

4. Cítili jsme se během vyučování více aktivní (více zapojeni do dění ve třídě) než obvykle?

    Ano   Ne

5. Máte pocit, že tato hodina byla efektivní? (Pochopili jste téma hodiny?)

    Ano   Ne

6. Cítili jste se během hodiny opomíjeni učitelem?

    Ano   Ne

7. Přišla Vám hodina přehledná a výklad srozumitelný?

    Ano   Ne

8. Chtěli byste se tímto způsobem učit pravidelně? Proč?

    Ano   Ne

    Důvod:

9. Vadila Vám absence učebnice při výkladu?

Ano   Ne

10. Považujete za výhodné vést hodinu pouze v anglickém jazyce?

Ano   Ne

11. Učili jste se již v minulosti Past Perfect Tense?

Ano   Ne

12. Co byste hodině vytkli?

The Russian Version of the Questionnaire:

1. Как образуется Past Perfect Tense?

2. Когда употребляется Past Perfect Tense?

----

3. Вам понравился этот урок?

Да   Нет

4. Чувствовали ли вы себя более активными (более включёнными в урок), чем обычно?

Да   Нет

5. Вы считаете этот урок эффективным? Вы хорошо поняли Past Perfect Tense?

Да   Нет

6. У вас возникло впечатление, что в течении урока учитель не уделял вам достаточного внимания?

Да   Нет

7. Вы считаете прошедший урок наглядным и объяснение понятным?

   Да   Нет

8. Хотели бы вы учиться этим способом постоянно? Почему?

   Да   Нет

9. Вам мешало отсутствие учебника во время урока?

   Да   Нет

10. Вы считаете выгодным, вести урок только на английском языке?

    Да   Нет

11. Вы изучили заранее Past Perfect Tense (о чем мы сегодня говоиили на уроке)?

    Да   Нет

12. У вас какие то примечания к уроку?

The English Version of the Questionnaire:

1. How do you create the Past Perfect Tense?

2. When do you use the Past Perfect Tense?

----

3. Did you like the lesson?

Yes   No

4. Did you feel yourself more active in the lesson than usually?

Yes   No

5. Did you find the lesson effective? Do you understand the Past Perfect Tense?

Yes   No

6. Did you feel, that teacher did not pay sufficient attention to you during the lesson?

Yes   No

7. Did you find the lesson clear and easy to understand?

Yes   No

8. Do you want to be taught in this style regularly and why?

Yes   No

Why:

9. Did you mind the absence of a student's book during the lesson?

Yes   No

10. Did you find it beneficial to use only the target language during the lesson?

Yes   No

11. Have you studied the Past Perfect Tense, the topic of today's lesson, before?

Yes   No

12. Would you like on comment the lesson?

Poster (Programme)

Travelling Festival

15th of January 2013

Manchester,the UK

Green Hall

Oxford Street 214

- ➤ **How to get there...**
- ➤ **Practical information...**
- ➤ **What not to do...**
- ➤ **Alternative palces to visit...**
- ➤ **Health issues...**

::::::::::::::::::::Programme::::::::::::::::::

3:00pm   **Australia and New Zealand**

5:00pm   **The United Kingdom and Ireland**

7:00pm   **The USA**

9:00pm   **Canada**

SHRNUTÍ

Tato diplomová práce pojednává o teorii prezentace gramatiky při hodině anglického jazyka. Uvedeny jsou různé přístupy, metody a názory, jakým způsobem zacházet s danou problematikou v procesu výuky. Explicitní výuka gramatiky je porovnána s implicitní výukou a jsou zmíněny i argumenty teoretiků, kteří zastávají názor, že není nutné se při výuce cizího jazyka zabývat gramatikou vůbec. V tomto směru je pozornost věnována Stephenu D. Krashenovi. Část teoretické kapitoly je věnována také konkrétní skupině žáků, na níž byla zaměřena výzkumná část této práce, tedy pubescentů. Jsou popsány teoretické poznatky o tom, jak konkrétně u těchto žáku dosáhnout efektivní prezentace gramatiky a eliminovat nejčastější problémy, tedy nepozornost a nespolupráci s učitelem. Výzkumná část měla za úkol najít odpověď na otázky, jak efektivní je výuka metodou guided-discovery a jak je tato metoda studenty přijímána (výsledky českých studentů jsou porovnány s výsledky ruských studentů). Data byla shromážděna formou dotazníku, který zjišťoval jak faktické, tak emocionální pohledy na hodinu vedenou stylem guided-discovery. Výsledky jsou analyzovány a doprovázeny grafy. V závěru je konstatováno, že tato metoda je efektivní a studenti tuto metodu přijímají kladně. Práce zmiňuje i skutečnosti, které mohly vést ke zkreslení výzkumné části. Rozbor výzkumu a jeho výsledků vedl k doporučením pro učitele, která by se dala shrnout do tvrzení, že je vhodné zařadit tuto metodu do výuky alespoň občas.