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METHODS IN TEACHING ENGLISH GRAMMAR

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

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ABSTRACT

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This diploma thesis deals with grammar. Further it deals with the importance of teaching grammar and its current position in language teaching with arguments for teaching it. Further, the work focuses on the possible ways of grammar presentation and practice. Considering grammar presentation, it provides explanations, advantages, and disadvantages of deductive and inductive approach. In addition, it offers trends in teaching grammar with supporting grammar presentation and practicing at different levels of education. The actual research attempts to map the situation of using methods in grammar teaching and learning based on the answers of a chosen sample of the Czech students as well as the Czech teachers of English language and make teachers more conscious of how they assess their teaching process when they teach grammar. This paper compares two different questionnaires of students and teachers in which nowadays methods used in grammar teaching in English lessons are examined. The results suggest that the deductive approach is used more than inductive approach.

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I. INTRODUCTION

Grammar is a term that is connected with something that is difficult and problematic to learn. To understand grammar rules and to be able to use them especially after puberty it is needed to learn and practice them in different activities and situations.

Nowadays a lot of different modern educational methods exist that are more enjoyable and more interactive. Grammar should not be isolated from context, the language is taught completely and communicatively. Current methods of education involve procedures which progressively support English language teaching at all levels of education.

This diploma thesis is focused on methods in teaching English grammar. It deals with grammar and it offers possible ways of teaching it in the form of its presentation and practice.

The theoretical part of this thesis is dedicated to the explanation of the term 'grammar', the current position of grammar in teaching from the point of view of second language acquisition. Furthermore, it deals with basic principles of grammar teaching as explicit and implicit processes and differences between both. Next, there are described possible ways of grammar presentation, specifically, the deductive and inductive approaches with their advantages and disadvantages. The theoretical part also introduces many ways of presenting and practicing grammar with factors that influence learning languages. Moreover, different teaching methods of grammar are presented with examples of practice activities in English language classes.

The findings from the theoretical part are later applied in the analysis of the research.

In the practical part, included in the chapters Methods and Findings and Discussion, there are presented possible ways of teaching grammar, its presentation, practice, and testing which are used in English lessons. There are named, tools, materials and equipment, which help to present and use grammatical structures at lessons. Moreover, methods, participants and research questions are presented. The results of the research are demonstrated in graphs and charts with consequent commentaries. All results are taken down, assessed and evaluated.

In the following part, there are pedagogical implications, limitation of the research, and possible suggestions for any further research. The whole thesis is summarized in Conclusion.

II. THEORETICAL BACKGROUND

The beginning of the theoretical part deals with grammar. More specifically “grammar” is defined and explained by grammarians. Further it deals with the importance of teaching grammar and its current position in language teaching with arguments for teaching it. Grammar is also discussed from the point of view of second language acquisition. Then, the two key approaches to presenting grammar are outlined, with their advantages and disadvantages. Furthermore, there are offered many ways of presenting and practicing grammar. The theoretical part also introduces the issues of presenting and practicing grammar at different levels of education. Moreover this part is focused on factors that influence learning languages as motivation, age groups, teacher’s role and the process of effective learning, teaching and assessment. The theoretical part also introduces different teaching methods of grammar, different views of teaching grammar, examples of practice activities and work with mistakes. In sum up, this chapter is a comprehensive overview of topics around teaching grammar in English language classes.

Grammar

There are many theories of what grammar means. In books, dictionaries and other references, it is said that grammar is a systematic study and description of language. The whole system and structure of a language in general consists of syntax and morphology. Grammar structures give people the ability to express themselves and in generally grammar is the system of language. Sometimes grammar is described as rules of a language. According to Oxford Dictionary grammar is defined as ”the rules for standard use of words. A grammar is also a system for classifying and analyzing the elements of language” (p. 354). Further meaning about grammar is brought by Lock (1996) who says that “grammar is a set of rules which specify all the possible grammatical structure of the language” (p. 1). This description of grammar is according to grammarians the analysis of specific sentences which were made up to illustrate different grammatical rules. Another Lock’s (1996) point of view refers to it as “a system of communication and analyzes grammar to discover how it is organized to allow speakers and writers to make and exchange meanings” (p. 1). In this case grammarians take sentences from authentic texts in specific contexts.

The following definition of grammar is said by Thornbury (2009) who claims that

“Grammar is partly the study of what forms (or structures) are possible in language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of sentence. Thus a grammar is a description of the rules that govern a language’s sentences are formed” (p. 1).

For better understanding we can show Thornbury’s (2009) sentence as an example: *We are not at home right now.* or *Right now we are at home.* (p. 1). From this example of both sentences it is followed that the order of words in these sentences consists of rules which make a system called syntax. The words in this sentence are formed according to the system of rules which are called morphology. In general the whole system and structure of a language consists of syntax and morphology. Morphology deals with inflections and grammar helps to clarify the meaning of the written or spoken words, when there is a lack of context, and syntax deals with the order of words in a sentence. This meaning is supported by Hudleston (1995) who states that

“The term “grammar” is used in a number of different senses – the grammar of a language may be understood to be a full description of the form and meaning of the sentences of the language or else it may cover only certain, variously delimited, parts of such description. Here we shall use it in one of these narrower senses, embracing syntax and morphology” (p. 1).

Quirk, Greenbaum, Leech, and Svartvik (2004) come with a similar definition of the term grammar. They claim that grammar includes “both SYNTAX and that aspect of MORPHOLOGY (the internal structure of words) that deals with INFLECTIONS” (p. 12).

For instance, Ur (1997) calls a specific piece of grammar by the term ‘structure’ (p. 75). Each language contains its own set of grammatical structures. It means that one language includes particular grammatical structures and other languages do not. This statement can be supported by an example of the present perfect tense in the English language, but this tense does not exist in the Czech language. These differences can result in possible mistakes by foreign language students.

Furthermore, it is important to distinguish two kinds of grammar: prescriptive grammar and descriptive grammar. For instance, Huddleston (1995) claims that “descriptive grammar aims to present the grammar that underlines the actual usage of speakers of the language, while prescriptive grammar aims to tell its readers what grammatical rules they SHOULD follow” (p. 47).

Trends in teaching grammar

Grammar has been a very important part of language teaching and learning. While some give grammar a big importance in language teaching, others rank it into one of the less important aspects of language learning.

We can understand teaching grammar as the presentation and practice of particular grammatical structures. This view is stated in teacher handbooks written by many grammarians. For instance, Ur (1997), in the chapter called “Teaching grammar” (p. 30), integrated two subchapters as “Presenting and explaining grammar” (p. 32) and “Grammar practice activities (p. 33). Another author Jim Scrivener (2011) titled his chapter “Grammar” (p. 252) and similarly as Ur, he called his subchapter “Present and practice grammar” (p. 271). These divisions suggest areas that fall under teaching grammar.

For many years, language teaching was equated with teaching grammar. To teach a language meant to teach grammar rules, do grammar drills and translate sentences using the newly learnt grammar because teachers were persuaded that language was mainly composed of grammar rules. It was believed that it is sufficient to know these rules for students to acquire the knowledge of a language. They argued that if learners know grammar rules of the language they are able to use them for communication. The grammar developed together with the methods of teaching. In the past, there were methods which were based on teaching grammar while the use of language in communication was not brought with a big respect. Some such as Krashen (1993) or Krashen & Terrell (1983) claimed that grammar teaching did not develop communicative competences and had a little impact on learners’ grammatical development. Even Prabhu (1987) argued that grammar teaching does not help and also can be detrimental. He states that

“Attempts to systematize input to the learners through a linguistically organized syllabus or to maximize the practice of particular parts of language structure through activities deliberately planned for that purpose were regarded as being unhelpful and detrimental to the desired preoccupation with meaning in the classroom (p. 2).

In 1970s communicative teaching approaches started to extend and teaching grammar only was not regarded sufficient. In the last few decades the views of grammar teaching have been different. Some grammarians did not agree with teaching only grammar. They argued that students can study grammar at home and teachers should not spend much time with teaching grammar in their lessons. On the contrary, Ur (1997) finds grammar teaching positive. She also claims that “the important question is not whether

teaching and learning grammar is necessary and/or sufficient for language learning, but whether it helps or not” (p. 77). Her meaning is that it helps to improve the foreign language. Another state about positive view of teaching grammar comes from Bowen and Marks (1994) who even call that time as a ‘return to grammar’ (p. 82). They state that learners improve their abilities to understand the language via the knowledge of grammar and they are able to express, communicate and interpret the content of the discourse of their speaking partners. It means that grammar contributes to achieving meaning and communication.

Grammar nowadays

Nowadays the use of English is totally different from many years ago. People are in contact with the spoken or written English almost every day. Only grammatical analysis and translation are no longer sufficient and it is needed to redirect attention from grammar to the development of all four skills such as reading, writing, speaking and listening skills. Grammar works here only as one of the means through which these skills can be developed.

As mentioned in the previous part, grammar is logical. It describes the structures of a language and the relationships among the elements which build a language. Grammar and its rules define how to construct a sentence that expresses a particular thought with a truly intended meaning. This can be supported by Thornbury (2009) claiming that

“When we process language we are not only trying to make sense of the 'words and the grammar; we are also trying to infer the speaker's (or writer's) intention, or, to put it another way, the function of what they are saying or writing” (p. 6).

The relation between grammar and function has become an important issue. Writers of language teaching materials put emphasis on learning grammatical structures, how they function in a language, how to communicate to match forms with their functions.

Matching of certain form and function is identifiable. Thornbury (2009) states that “one function can be expressed by several different forms. In the same way one form can express a variety of functions” (p. 7). Moreover, he points out that “Teaching grammar out of context is likely to lead to misunderstandings (p. 7). It means that for teaching grammar it is important to know differences between the form and function. Matching the form and the function successfully, allows us to be able to read clues from the context to understand meaning. Thornbury (2009) mentions that one of the problem to understand a speaker can

be related to the use of spoken English with regional features. In view of the mutual intelligibility it is the best model of teaching grammar to use a standard English.

Thornbury (2009) recommends teaching grammar according to a syllabus. “Usefulness and frequency” (p. 8) are the criteria which should be essentially involved in a syllabus. He also adds that the grammar in the syllabus is organized according to criteria as “complexity, learnability, and teachability” (p. 9 – 10). Moreover, by making the certain teaching syllabus it is needed to take into account the specific needs of learners. Thornbury (2009) explains that a syllabus is “a pre-planned, itemized, account of the route: it tells the teacher (and the students, if they have access to it) what is to be covered and in what order” (p. 8).

Thornbury (2009) says that “grammar teaching can mean different things to different people” (p. 23). He speaks about simply teaching according to a grammar syllabus or a communicative syllabus. According to this which is called overt grammar teaching grammar syllabus where grammar rules are presented and explained explicitly by means of grammar terminology is used. This is known as presentation, practice and production. This model of PPP will be presented and explained in the next part of this paper. The other process, called covert grammar teaching, is concerned with a grammatical structure resulted from arising in a communicative activity. The focused is on the student’s activity and not the grammar rules. In this process the communicative learning is given a priority. In this case teachers teach according to the communicative syllabus. The main aim of teaching grammar is to get students to use language as much as possible and to use a certain process in teaching grammar depends on the age of learners (p. 23).

Furthermore, Harmer (1991) writes about grammar teaching similarly to Thornbury (2009). Overt grammar teaching and covert grammar teaching also take place according to grammar or communicative syllabus. The more typical grammar teaching that is known as overt (explanation) grammar teaching is a kind of grammar teaching in which grammar terminology for presenting grammar rules openly. The covert (indirect) grammar teaching incorporates a hidden grammar from learners and learners are not aware of any grammar learning.

To sum up, there is no doubt that grammar teaching methods are constantly developing. We distinguish two processes of teaching grammar: overt grammar teaching with teaching grammar rules and covert grammar teaching with communicative use of language. Grammar teaching takes place according to the content of syllabus at schools. The next part deals with basic principles of grammar teaching.

Grammar teaching

There are several models for presentation and organization of grammar teaching. Grammarians present some patterns for teachers which should focus on learners' understanding of grammar, its form, meaning and use. Most of them agree on patterns as presentation, explanation and practice. Scrivener (2011) calls it grammar "clarification or presentation" (p. 265). He explains the difference between presentation and clarification. In the presentation there is introduced a new grammar feature to learners. Clarification is interconnected with a teacher's explanation which helps learners to discovery new information via a process of asking questions or various activities. Moreover, Scrivener (2011) offers a present and practice model. Presentation part "involves exposure to language (usually in restricted form) alongside other language information via teacher explanation, elicitation and guided discovery" (p. 271). It means that the presentation is the first phase of the grammar teaching where students are familiar with a new item. The second phase is called practice in which learners practice presented features. The teacher's role, in this phase, is to regulate the activities, to provide learners with positive feedback, to correct mistakes and pattern the correct forms. Practice can also be a part of presentation.

Similarly, Ur (1997) and Hammer (2007) offer the traditional "PPP model" which means "Presentation – Practice – Production" (p. 32, 80) for teaching grammar structures. This model relates to methods which are dependent on the progress from presentation, via controlled practice, to free production. The learners first master the grammar forms to be able to produce them without mistakes and then they can move to the final phase, which is called production. In this phase, they use new learnt structures to produce them. In the practice phase the focus is on accuracy it means on the ability to produce the correct form whereas the production phase develops fluency that means the capability to produce more personalized language. Ur (1997) in her model PPP recommends presenting a new item (grammatical or lexical), then practice it in controlled contexts, and in the last phase to invite students to produce their own written or spoken discourse using it (p.32). This model is described as a flexible model for teachers how to present, lead the practice and set up the production. Further, Ur (1997) also mentions the parallelism where the phases are related to presentation-declarative, practice-proceduralization, and production-automatization (p.33). She underlines the important process from practice to production where a smooth continuum is necessary. Her recommendation for teachers is that they should not choose a particular method, but should select those processes that in their

opinions and particular context help their students to learn with a positive result. PPP model is a useful series of procedures that can support learning in many teaching situations. This model is discussed by many grammarians and sometimes replaced by the model PPU, where the letter U means ‘use for communication’. As Ur (1997) states “teachers now invite students to do some kind of communicative task which requires using the language point” (p. 20). This phase can help students to personalize the language point in the context and to remember it so that they can use it unconsciously in the future. It gives also feedback to teachers to respond to in the future lessons and what language area needs to be worked on.

Thornbury (2009) presents the model The “E-Factor and A-Factor”. The letter “E” refers to efficiency with further three subcategories: economy, easy, and efficacy. He speaks about economy in which particular grammar point is presented “the shorter, the better” (p. 25). That means that language teaching should be short. Easy is presented in this model as “the easier an activity is to set up, the better it is” (p. 26). Teachers should not spend much time on preparing materials but to prepare activities which are easy to set up. The third part of this model is efficiency which connects evaluation e.g. tests for providing a feedback of teaching and learning process. This model depends on optimal conditions for teaching grammar. The letter A in the named A-Factor presents appropriateness. Teachers have to take in consideration some factors in particular classes which include: the age, size and composition of the group, the level of learners’ skills and abilities, materials and resources, the learners’ previous experience and present expectations, their interests and needs, cultural factors and the educational context (p. 27).

Thornbury (2009) writes about the previous original model which included first two phases’ presentation and practice. The accuracy was achieved in the practice phase. To achieve the fluency the phase of production was added (p. 128). It follows that the learners first learn the accuracy and then they shift to the fluency in PPP model. On the contrary, if the learners start with fluency learning and then shift to accuracy we speak about a “task-based model”. It is consisted of three phases: “task-teach-task” (p. 129). Scrivener (2011) calls this model “test-teach-test” (p. 279) and Harmer (2007) calls it “pre-task, task cycle, language focus” (p. 86). We can say that the content of individual phases differs only slightly. According to Thornbury (2009) and Scrivener (2011) in the first phase the learners carry out a communicative task which was set by the teacher. To perform the communicative task effectively for students it is needed to present and clarify the language features. Learners become familiar with the particular feature through practice and in the

last phase the learners are able to identify these features in communication (p. 129, p. 279). Harmer's model (2007) differs from these. In the first phase there are performed useful words or phrases to help learners to understand this point. In the second phase the learners work in pairs or groups to perform the task to be familiar with and lastly they present it in speaking or writing. In the last phase specific features are identified which can be followed by several practice activities (p. 87).

In conclusion, grammar involves many different kinds of features which are needed for teaching or learning. Teachers can use the PPP model which can help them to shift from accuracy to fluency with following the set of presentation, practice and production or the task based model which shifts from fluency to accuracy with the set of task, teach, task. For preparing lessons teachers should deliberate using the E-factor and A-factor because of the economy function, easiness to set up, efficiency and applicability for particular learners.

Grammar and second language acquisition

Second language acquisition (SLA) is a process that brings various approaches to the teaching of grammar and communicative skills as components of second language (L2) instruction. Grammar belongs and it is underlined in this process including comprehension and production. Grammar instruction plays one of the most important roles in language teaching and learning. It follows that there are distinguished two types of grammatical knowledge. Hinkel (2001) speaks about "explicit and/or declarative knowledge" (p. 6). It means that learners have conscious knowledge about grammar rules and forms. Hinkel more writes about "implicit or procedural knowledge" which includes "the ability to speak language unconsciously developed through acts of meaning-focused communication". Nowadays these two types of grammatical knowledge are connected and learners' awareness of particular grammatical items is developed through instruction (Schmidt, 1990, p.227). Ellis (1997) adds that learners' consciousness raise not only through instruction but more through communicative presentation (p. 8).

Teaching grammar has gone through a lot of traditional grammar approaches to the one nowadays called by Wilkins (1976) as "synthetic approach" (p. 2). It means that language is separated into different parts which are taught one by one in isolation. Long and Crookes (1992) also call this structured syllabus "synthetic" (p. 29) in which are presented rules and drills for specific grammatical aspects from "easy" to "difficult" and emphasis on prompt production of correct forms. They point out on lots of English second

language textbooks which are based not only on functions and situations of dialogue structures, vocabulary and reading, but more on a formal explanation of grammar structures with exercises from controlled to free production of the grammar structures, and aiming on meaningful tasks which produce the use of structure during the performance. Grammar-based approach is still used, for instance, in PPP model: presentation, practice, production. Meaning and using this model was described in earlier. This model introduces a language instruction. According to Wallis (1996) this model of instruction is "so widely accepted that it now forms the basis of many teachers training courses" (p. 45). Different variants of the PPP model are known in various teacher training textbooks similarly (Harmer, 1996, Ur, 1997). Ur (1997) claims that presentation and practice hold a key role in the acquisition of second language and she says that "it is through practice, that the material is most thoroughly and permanently learn" (p. 10).

On the contrary, Ellis (2003) argues that PPP model is "questionable" because it is based on aiming that "practice makes perfect" because this process is influenced by a lot of "psychological constraints" (p. 96). He says more that this model has also its strengths. He claims that it is not possible to teach grammar only through presentation and practice of grammar forms but also it is possible to teach grammar "through presentation of rules alone without any practice, or through practice without presentation" (p. 98). Then he adds some more possibilities of learning grammar as "through discovering grammar rules, or even through corrective feedback provided on learner errors during communicative task". And in the end the claiming of Stern (1992) who points out that "there is no single answer as to how to treat grammar in second language classrooms" (p. 52).

Approaches to grammar instruction focused on teaching grammar are a set of rules and structures. Traditional grammar approach is that language is composed of a series of grammatical forms and structures that can be acquired successfully. Grammar teaching is viewed as presentation of these rules. Learners are able to develop knowledge through this presentation of grammar forms which they need for spontaneous language use.

Grammar is one of the sub-categories and a component of the second language acquisition. A new approach to grammar instruction combines formal instruction and communicative language use. It is called "focus on form" (Hinkel, 2001, p. 5). It is based on the differentiation between definite instruction of grammar forms and meaningful use of form in which the learners discern and then process the goal grammar structure in completely communicative input. According to Lock (1996) this concept is valid when "traditional structural syllabuses that teach specific sequences of grammar form do not

produce communicative competence, only formal knowledge of grammar rules” (p. 28). Ellis (2003) adds about methods of integrated grammar instruction with communicative language learning that they should run “in such a way that learners are able to recognize the properties of target structures in context and develop accuracy in their use” (p. 5).

Ellis (1997) points out that the learners often achieve advanced levels of grammatical competence only with grammar instruction. He further states to involve a grammar component in the language teaching curriculum together with the instructions focused on the communicative tasks. He emphasizes that grammar instruction can improve the quality of second language learning. Grammar instruction should be included in second language curriculum. He claims that the student - beginner who has a comparatively small language base does not have to be ready for explicit grammar instruction. First learners must have an opportunity to increase their lexical repertoire and language base and then they should be able to exposure the structural work (p. 14-15).

In conclusion, grammar teaching in second language acquisition is developmental process. There are many approaches in learning grammar with a lot of modifications and different individual variations. Some researchers discussed about advantages or disadvantages of PPP model the others preferred this model and supported it. But many grammarians agreed with teaching grammar communicatively with importance of grammar instructions for accuracy in the target language.

Deductive and inductive approaches

Both deductive and inductive approaches present grammar teaching and learning depending on learners’ aims, learning situations and experiences. Nunan (1991) states that

“deductive learning is an approach to language teaching in which learners are taught rules and given specific information about a language. They then apply these rules when they use the language” (p. 155).

According to this definition, the deductive approach is presenting grammar by a teacher based on explicit teaching of grammatical rules. Thorbury (2009) defines the deductive approach as it “starts with the presentation of a rule and is followed by examples in which the rule is applied (p. 29). He also calls it “rule-driven learning”, which means that learners are introduced some new grammar items. The deductive approach to teaching languages runs in the follow steps: first, giving rules to learners, then the examples are presented and at the end the practice is in motion. The deductive approach fits into the lesson structure known as PPP model. This is the approach where the teacher stands in the centre and

presents a new content. Moreover, Thornbury (2009) presents advantages as well as disadvantages of the deductive approach. One of the essential advantages is that it saves class time. It is connected with presentation and explanation of a grammar rule simply and quickly by teachers themselves. The time which is saved can be used for application and practice. Second, learners use existing knowledge about grammar forms and are able to generate new knowledge from the content of grammar features. Third, learners with the analytic learning style are able to give the rule simply. Finally the fourth advantage is that it allows the teachers to present a new feature when it comes up. The teacher's role in this type of approach is really essential and nowadays the deductive approach is adopted in many student grammar practice books with explanation and exercises for practice (p.30).

As it was said, the deductive approach has also its disadvantages. The first one is connected with motivation. A grammar presentation at the beginning of a lesson can be demotivating for some learners. They do not have to even understand the grammar rules which are presented by teachers because learners may not understand the "metalanguage". Second, the teacher presents the grammar features only by the frontal teaching. In this process learners have no opportunity to be involved in the teaching process. Third, the explanation, presentation and demonstration may not be memorable. And finally the fourth one is that this "approach encourages the belief that learning a language is simply a case of knowing the rules" (Thornbury, 2009, p. 30).

The deductive approach goes from general to specific rules, patterns, principles and then examples. It is not important only to understand the particular rule, but also the way how the rule is presented by the teacher. According to Ur (1997) the presentation should be clear, brief and completed with sufficient examples. Before the practice the teacher should verify the learners' understanding and give learners the opportunity "to encounter it within some kind of discourse, and do a task that focuses their attention on its form and/or meaning" (p. 34). Moreover, the teacher should be also sure if learners are able to produce examples of the particular structure. Furthermore, Ur points out that the most important assumption for teachers is to know the meaning of a particular grammar feature which is presented. Then the teachers are able to deal with possible learners' problems which can occur by acquiring of a particular structure (p. 32 - 34).

To sum up, the deductive approach presents explicit grammatical rules with their subsequent practice. The important benefit is saving the lesson time; but on the contrary, the learners accept the grammar rules passively which can be a less memorable technique

to them. This approach is especially proper for adult learners with the convenient analytic learning style.

Inductive approach starts with some examples presented by teachers and the students have to come to an intuitive understanding of the rule. Nunan (1991) describes this approach as the process in which learners achieve the knowledge and they “are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language” (p. 156). He also recommends the teacher to let learners discover the rule by themselves without any clue and in this way not to influence their thinking to reach the target. Hammer’s opinion (2007) is that this approach is not proper for learners of all proficiency levels. He mentions that this approach is not appropriate for beginners. The analysis of the grammar point with using the discovery procedure is more suitable for advanced students (p. 208).

Thornbury’s definition (2009) about the inductive approach is that it “starts with some examples from which a rule is inferred” and he also calls this approach “rule-discovery” (p.29).

Considering the inductive approach Thornbury (2009) speaks about its advantages and also disadvantages. One of the advantages is that if learners discover rules themselves than to be presented only by teachers then the rules are for themselves more “meaningful, memorable and serviceable” (p. 54). They are more “likely to fit their existing mental structures” (p.54). Learners are more mindful because they contribute actively in achieving the grammar point in the learning process. The mental effort brings bigger memorability. To find solution and to reach a target for learners it is a challenge and also a motivation for them. Moreover, if learners work collaboratively and practice the goal of the particular grammar structure then it develops their self-reliance and autonomy.

Thornbury (2009) presents also disadvantages of the inductive approach. To work out the grammar rules it means for students to spend much time and energy on them. This may mislead students to believe whether the rules are objective and the main purpose of language learning. If there is no control they may be uncertain whether the rule is correct. The disadvantages connect also with placing hard “demands on teachers in planning a lesson” (p. 55). The data must be organized carefully to guide learners to formulate the rules accurately. The learners can also feel frustrated on account of their learning style or learning experience because they prefer the simple explanation of the grammar rules.

To sum up, the inductive approach occurs via discovering a particular grammatical rule by the learners themselves. Therefore this learning style is memorable,

meaningful, and serviceable. On the other hand the inductive approach consumes a lot of class time.

To summarize, both the deductive and inductive approaches have their specific benefits. For deductive learning connected with some kinds of language peculiarities are better to be presented than to discover them. In this case the learners prefer deductive presentation of grammar structures. In the inductive learning process the students see the profits of solving language problems themselves. To distinguish the patterns and regularities in grammar structures is significant tool for self-directed learning.

Considering deductive and inductive approach it is important to mention the technique which is called guided discovery. It starts with specific instructions and moves to the general instruction. It is a learner-centered process and the learners are led toward the discovery of a particular grammatical structure by teachers, so the teacher's role is also significant and the teacher becomes a facilitator. The examples of a grammatical item are provided by teachers and they help learners to discover the rules themselves. Scrivener (2011) presents this learning from the teachers' point as they have to "select appropriate task; offer appropriate instructions, help, feedback and explanations; manage and structure the lesson so that all learners are involved and engaged, and draw the most possible from the activity" (p. 166).

The teacher guides learners with proper questions to discover the particular rule which refers to the meaning, the context, or the form. A series of questions steer learners in the right direction. The learners can analyze individual grammatical items in sentences, of errors or solve problems connecting with language patterns. They offer help when it is needed what can lead to encourage learners to their future. Each learner works with unique and personal way that gain from particular learning experiences and on prior knowledge and previous life experiences.

Learners participate actively during the presentation, for instance on presented sentences or sentences in context, and they are integrated in the phase in focusing and discovering the rules explicitly. It is closely connected with easier definition of rules and remembering them better. This style brings motivation to the learners and the presentation is more attractive than the only explication of the rule by the teacher. Then the learning is memorable and meaningful. Learners are led to analytic learning, problem solving and the development of critical thinking skills. The guided discovery relates to learners' autonomy, responsibility for their own learning and encourages learners' independence (p. 166 - 8).

On the other hand, this method consumes much time for preparing materials and for long information which should be acquired than in direct teaching. For discovery methods rich resources are needed. Effective learning depends upon learners who should have adequate language and independent study skills (Westwood, 2008).

To sum up, the guided discovery enables teachers to teach creativity, allow learners to experiment with trials and errors, give them time to think and reflect on the activity and reinforce their understanding. It is a direct way to more active form of learning that leads learners to be more creative. This process requires thoroughgoing and detailed preparation. The significant characteristic is proper leading through the questions from the point of view of the teacher and reaching the goal from the point of view of the learners.

Presenting and practicing grammar

Scrivener (2011) points out that the work in grammar lessons includes “just two categories: presentation and practicing” (271).

We can present grammatical structures in many ways. To present a particular structure it is needed to choose the most convenient way of presentation because not each way can be applicable for all structure presentations. To choose the appropriate way of grammar presentation it is also connected with the level and the quality of learners.

Scrivener (2011) states that presentation

“usually refers to ways of introducing supposedly new language to learners, and typically involves exposure to language (usually in restricted form) alongside other language information via teacher explanation, elicitation and guided discovery” (p. 271).

According to Scrivener (2011) practicing “involves the stages in which learners get to try using the language themselves (this may be integrated into the presentation stages)” (p. 271).

He emphasizes that to teach a basic series which is used, it must be first “present” and then “practice” (p. 272). He states a sequence of the language point in following as the teacher “presents/introduces/explains/clarifies/input” (p. 272). This sequence particular grammar structures and after move to practice.

One of the problems can be the balance of presentation and practice in the lesson. According to Scrivener many teachers spend much time on presentation because they want to give students help and much information about grammar. He recommends teachers that they should better encourage and help learners to try using the language themselves. Moreover, he claims that students do not need much information with a long explanation.

Learners should need more opportunities to use the language features themselves. To give learners a bigger challenge it would be more practical to spend more time on practice than on detailed extend information. Learners should get bigger opportunity for their production. Furthermore, he offers the lesson structure as test-teach –test which was already explained in one of the previous parts.

Ur (1997) speaks about grammar presentation and explanation in a sequence of seven points. She points out what teachers should realize when they prepare grammar presentations or explanation. Ur (1997) states that “a good presentation should include both oral and written forms, and both form and meaning” (p. 82). Teachers should present a grammatical structure in its context. In connection with the grammar presentation they should provide enough examples for the learners to be able to understand it. Visual materials are also instrumental. For instance, depending on a particular grammar structure, the level of the learners and their age teachers use or do not use terminology. Ur (1997) points out that the older or more analytically-minded learners are able to benefit when the terminology is used (p.82). For the presentation to be the most effective for learners it is need to choose the right language by teachers: the mother tongue, the use of the foreign language or the combination of both. The explanation should cover the grammatical features according to the learners’ needs and should include the particular features and exceptions. Teachers’ way of explanation should be clear definite and at appropriate speed. Teachers have some possibilities for grammar presentation; to tell the learners the rule or better not, or if teachers consider for learners to know the rule so let them to say on their own or to let them to discover it (p.83).

There are large numbers of activities which can be used for practicing. Many grammarians similarly Ur (1997), Scrivener (2011), Thornbury (2009) and many others offer didactic books with many useful activities which can help teachers to practice a particular piece of grammar structure.

Grammar presentation and practice should be presented according to the learners’ needs, attitudes, expectation and factors as age, level, group size, constitution of the group and many others.

Factors affecting learning

The main reason why to learn English is to need to communicate, understand the others and to be understood. To learn anything not only English is to need to have a motivation. However motivation factors change with age of learners. The age of learners,

their attitude to learn, learning style of teachers and motivation are the central to understand and improve students' learning.

It is widely known that motivation has a huge impact on student's learning. Everyone learns from a different reason. According to Schmidt (1996) there are recognized two different kinds of motivation internal and external. Intrinsic motivation comes from the student himself, who wants to learn because of self-education. These people are motivated internally, they learn because of themselves. Learning brings them inner satisfaction, because they deem important and morally correct for continuous self-improvement. Extrinsic motivation is the reason for learning and this person is motivated by external factors, such as praise or promotion. Extrinsic motivation clearly exceeds and it is possible to affect it (15 -16).

Ur (1997) speaks about the same arguments of the intrinsic motivation as engaging in learning activity from own motive and extrinsic motivation as obtaining the external reward (p. 126). As reasons for raising extrinsic motivation Ur presents, that learners who were successes in the past tasks they will be more willing to do next tasks to be more success and persist in their efforts. Students are also motivated by teachers who lead them to achieve their targets. The motivation by testing on specific materials can also motivate learners because of specific assignment. Further, the competition contributes to motivation as well. And in the end the most important motivation is learners' interest (p. 127- 128).

The motivation must be on both sides by students and teachers as well. For most teachers the motivation is the effect to understand and improve their students' classroom learning. The motivation is not identical on different levels of ages. Therefore the further part deals with the groups of learners of different ages.

Students' age is an important factor and significantly influences their approach to the study. Children are more flexible learners than adults in skilled activities of the second language acquisition. Krashen (1983) says that "Acquirers who begin natural exposure to second language during childhood generally achieve higher second language proficiency than those beginning as adults" (161).

Ur (1997) has the same opinion about the age of learners. She recommends that children should start to learn second language "at as early an age as possible". She adds more that "it is easier to interest and motivate children than adults" (p. 130).

DeKeyser (2000) states that "younger learners' use of implicit learning mechanism, that explains their advantage over older learners" (p. 518). It is quite easy to

interest and motivate children in the primary school. Children of the age 6 – 11 years are playful and enthusiastic about any new interesting activities. As Ur (1997) states to teach children the foreign language should take the form of games, pictures, stories and physical activities because children of this age learn by creative activities (p. 130). At this age, children acquire relationship to learning and therefore it is very important and positive individual teacher access to the child. The teacher in the primary school is the most important factor in the upbringing and education; teachers are model for children and a main source of motivation.

Teenager group of the age 12-17 has a huge potential for learning. According to the author Ormrod (2012), who found that it is very likely that our teens students are motivated mostly externally, which means that the source of motivation for learning are external factors such as to write test successfully. As teachers of teenagers have several options to increase external students' motivation and thus diversify the teaching of the language overall. Some tips on maintaining pupils' interest in the language they are for example the ability to understand the feelings of the pupil, the selection of topics of interest to this aged group, personalization tasks and positive attitude of teachers to students and to subject as well (p. 157). The practical part of this work will focus more precisely on this group of students.

Adults are the group who know what they want. If they decide to learn the language, they are already high motivated either by the prospect of a higher position at work, to get a new job or due to work or to move abroad. However, they may have different expectations or learning styles. Adult students are not so malleable, like school children, each one has his or her own style and different expectations from teaching. Some students want to more conversation, the others refuse to speak in front of the others and want to know all the rules and exceptions, because they do not like to make mistakes. Some of them can find childish to work in pairs or in a group. It follows that for teachers it is not easy to satisfy adults' individual educational needs, and therefore it depends on teacher' s personality and professional skills.

Teacher's role in education of foreign language is also very important. Personality of the teacher to pupil has undoubtedly considerable influence. Teacher's personality has in teaching and educational work still crucial, central role. A prerequisite for a positive impact on students is the authority of the teacher, his or her qualification and appeals of his or her personality. Educators particularly impress students with their positive and fair

attitude towards them, and with their knowledge and working abilities, calmness and objectivity.

Language teacher is the largest source of language that students receive in class. Apart from the audiovisual equipment, teacher and his or her speech are the most important material and a model of a foreign language for students. Teachers of foreign language must be aware of their important function in teaching and take it professionally, therefore, use the opportunity to speak a foreign language to children as often as possible. It means to give directions and instructions in the language and students' answers in the target language.

To teach a foreign language in the classroom it means to connect learners to a world with a different culture. Foreign language teachers are now encouraged to exploit this potential and promote the acquisition of intercultural competence a foreign learning. Teachers today are required by circumstances to teach intercultural communicative competence. According to Furstenberg (2001) "language and culture are widely accepted as an interrelated inseparable pair for the purpose of language teaching and learning" (p. 58). The new concept of teachers' education requires professional and personal development in many divisions. Sercu (1998) points out that "teachers change in their self concept, in their professional qualifications, in their attitudes and skills" (256). Teachers should anticipate and understand learners' needs and professionally focus on them and to "develop an understanding of the learners' investments in the target language and their changing identities"(Norton, 2000, p. 137).

Teacher's role and student's motivation are the most important for learning language. To learn and teach language more effectively especially in Europe is dealt in the document Common European Framework.

Effective language learning, teaching and assessment

The Common European Framework of Reference for Languages (CEFR) (2001) represents the process of language learning, teaching and assessment. The Common European Framework provides "a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe" (p.1). It describes in which way is need to learn language in order to use it for communication and what knowledge and skills are need to develop to be able to communicate effectively. There is described the cultural context of language in which it is set as well. It is connected with overcoming the barriers to communication among professionals who work in the field

of modern languages of different educational systems in Europe. This concept was made by many experts of language across the Europe and it says how to “improve the quality of communication among Europeans of different language and cultural backgrounds” (p. 1). This concept is in generally a guide line which leads to mobility with better communication and understanding. The aim is to help learners to build up their attitudes, knowledge and skills for becoming independent and responsible as well.

This document is used for effective language learning, teaching and assessment not only for learners of different professions but for language teaching profession as well. It was written with two main aims. The first aim says that “to encourage practitioners of all kinds in the language field, including language learners themselves” (p. 1). The other aim is concerned with making “it easier for practitioners to tell each other and their clientele what they wish to help learners to achieve, and how they attempt to do so” (p. 1).

There are also defined levels of learners’ knowledge. They are criterions of learners’ progress at each stage of learning. The language proficiency of users is determined in six levels which are labeled from lowest to the highest A1, A2, B1, B2, C1 and C2 (p. 24). Level A determinates basic users, level B independent and level C proficient users. Each level provides teachers and curriculum planner orientation points and criteria according to language skills of understanding, speaking, and writing. In the part of understanding are users evaluated in listening and reading. Speaking is evaluated according to spoken interaction and spoken production in range, accuracy, fluency, interaction and coherence (p. 26 - 29). This system is considered from lowest primary school education to the highest. In the document there are described user’s competences in detail points. There are described tasks, activities or strategy which is possible to use at the educational process and evaluating as well. The scale of knowledge and skills is distinguished according to examination. There is given specific criteria for evaluating for each level of learners according to their language proficiencies in order to get feedback of learning and teaching (p. 30 – 42).

The Common European Framework provides the achievement of unit language proficiency and its system of evaluating at each level of school education in all Europe.

Grammar practice

Thornbury (2009) claims that “no single method of grammar presentation is going to be appropriate for all grammar items nor, for all learners, no for all learning context” (p. 90). It is not only depended on the practice which is provided by teachers but on the

students' level of language as well. To find the balance is always difficult. He presents two objectives "precision at applying the system and automisation of the system" (p. 91). They are also called "accuracy" and "fluency". He speaks more about reorganization what means that learners are able to reorganize what they know "in order to make it more complex" (p.92). Learners accept situations which "force them to reorganize their current knowledge" through practicing grammar. Thornbury (2009) also mentions one more step, the third one is "restructuring" (p.92) that means to integrate new knowledge into old.

To achieve accuracy it is also need to pay attention on a language form. For learners is very difficult to concentrate on both the form and the meaning. So, Thornbury (2009) recommends first for learners to be familiar with the meanings and then to practice accuracy with enough time. Teachers should use activities for drilling of new presented material to improve accuracy and following feedback (p.92).

Fluency is the process of automation knowledge and using a language easily. So, the practice activities should be aimed on tasks with repetition and the focusing primary on meaning. It means that learners produce and interpret language with a communicative purpose.

In the last step restructuring, learners learn new rules which are integrated into their familiar knowledge. This phase can also occur during the activities. Learners produce a language which can be more difficult than their knowledge level is. So, learners are pushed to "out-perform their competence" (Thornbury, 2009, p. 94).

Ur (1997) puts emphasis on consolidation and automation of grammatical knowledge during the grammar practice. Activities are focused on producing learners' own sentences with keeping a grammatical accuracy (p. 82). Ur (1997) states that grammatical tasks should involve "practice in a range of grammatical features" with a control on accuracy to be the learning process effective. And then learners should be able to use the grammar in their own communication with "paying attention to both communicative purpose and linguistic form" (p. 82).

Harmer (2007) points out that it is made "distinction between accuracy and fluency" in connection with using "non-communicative or communicative activities" (p. 104). Before practice it is need to decide whether teachers put emphasis on accuracy or fluency. Harmer recommends not interrupting learners during the communicative activities because of flow production.

Both Thornbury (2009) and Ur (1997) have the same meaning that grammatical knowledge is atomized through practice that must be enough of quantity and also quality.

Thornbury (2009) speaks more about practice activities which lead to improve accuracy and fluency of language production and restructuring is a result of increasing learners' language production.

Work with mistakes

According to Ur (1997) making errors is “a natural and necessary component of the language/teaching process” (p. 88). To correct making the same mistakes leads to avoid making mistakes again in the future. But we can not expect immediate improvement in learners' production. Teachers should be patience to correct again the same mistakes as often as it is necessary.

Harmer (2007) divides mistakes into three categories such as “slips, errors and attempts” (96). He more explains that slips are mistakes which can be corrected by students themselves. Errors are mistakes that need to be explained and it is not possible to be corrected by students. Students make mistakes called attempts when they want to say something but they do not how to say it.

Both Thornbury (2009) and Harmer (2007) speak about developmental errors. These mistakes develop in accordance to students' knowledge develops and they occur naturally. The result is a wrong assumption about language working. The students learn about it during the learning process (p. 115, 97).

Thornbury (2009) more mentions systematic errors which are responded to be correct. Correction is connected with learners' feedback that helps them to confirm the applied rule in the learning process (p. 115).

Ur (1997) mentions that to correct learners it is needed to do it in a very sensitive way and it can influence a relationship between a teacher and learners. She points out that only to correct and not to praise the learners could be frustrated. What is convenient for one learner it does not have to be appropriate for another one. But the learners mostly accustomed to be corrected what are a normal way of teaching and learning process (p. 89). Correction points out learners' mistakes.

So far there have been introduced some kinds of errors now it is needed to decide when to correct. Scrivener (2011) recommends correcting immediately if we want to encourage accuracy. When it is practiced fluency an immediate correction is less appropriate because of diversion of speaking flow. It is better to save mistakes and correct them after speaking activity (p. 299).

Similarly Thornbury (2009), Scrivener (2011) and Ur (1997) talk about a few possible correction techniques. Self-correction and student-student correction can aim to encourage learners. The most obviously is correction teacher-student and the other techniques are correction in small groups, all class and some learners who use course books or reference books (p. 115, p. 300, p. 91). Teachers' job is to point out when learners make mistakes. After warning they can expect that learners correct themselves. Harmer (2007) adds that if students are not able to "put mistakes right on their own because they fall into the categories of errors or attempts" (p. 97) then teachers' help comes. It is possible to ask follow learners to help out or to be able to explain the problem. In this process it is very important not to humiliate a student who has just made a mistake and show that he was only one who did know the right form. The most effective is to draw many learners into the problem solution and correction around the class. Some students prefer to be corrected only by teacher. But on the other hand it is needed to have a pleasant atmosphere for everybody at learning process and make up enjoyable and familiar environment for each other.

According to Thornbury (2009) "many teachers believe that to correct errors is a form of interference, especially in fluency activities" (p. 116). But some teachers argue that to correct any types of errors can form a "stressful classroom atmosphere and should be avoided" (p 116). But nowadays opinion is that errors are as "evidence of developmental process rather than the result of bad habit formation" (Thornbury, 2009, p. 116).

Learners' making errors brings teachers a source of data with which teachers monitor their teaching and students' learning. Correcting mistakes also brings a positive feedback and clarification requests.

To summarize, the chapter deals with the matter of grammar, its current trends and possible ways of teaching it. Grammar teaching is connected with the organization of grammar lesson and its ways of grammar presentation and practice. Moreover, there are presented effective learning and teaching factors which influence the teaching process of grammar. Finally, mistakes as a natural process of learning are mentioned.

The aim of my diploma thesis is "Methods in teaching English grammar". In the practical part I explore methods which are used in grammar teaching at a selected grammar school. The actual research is described in the following chapter.

III. METHODS

The practical part of my diploma thesis deals with methods used in grammar teaching at a selected grammar school. This chapter describes methods and tools used in the research in more details.

Tools

For my research I decided to use a questionnaire as the most appropriate tool due to a quantitative method. This kind of method enables to compile a large amount of data from a large number of respondents. Two kinds of questionnaires were designed, one for students and another one for teachers. Both questionnaires are enclosed, for students in appendix 1 and for teachers in appendix 2.

The questionnaire for students was designed in the Czech language allow students to answer is as best as possible. The questionnaire was anonymous and it took approximately 10 minutes to complete it. The questions in the teachers' questionnaire were designed in the English language and took a maximum of 15 minutes.

The structure of the questionnaire as the research tool for students consisted of ten questions in three sections. The preliminary part of these sections focused only the background information about the students. The first five questions concentrated on choosing only one appropriate answer to find out whether English is spoken in English lessons and whether the teachers present grammar in the English language. Furthermore, it examined whether students consider grammar teaching important, whether it is appropriate to present grammar in English and what materials are appropriate for practicing grammar structures. The next four questions focused on methods which are used in presenting grammar structures, which way students practice grammar, what kinds of testing methods and technology equipments are used in English lessons. Each of these questions consisted of five, six, seven and eight possible answers and students had to choose how frequently they do an activity or use an appropriate equipment. They ticked the frequency on the scale of five offered possibilities as *never*, *rarely*, *sometimes*, *often* or *always*. In the last section students were supposed to answer whether they practice grammar beyond their English lessons.

The structure of the teachers' questionnaire about methods in teaching English grammar consisted of eleven questions. The questionnaire was divided into a few sections. The preliminary section is focused on obtaining information about each teacher as their

gender, age, the number of years they had been teaching and what subjects they were trained to teach. The first question in the questionnaire asked whether they use Czech or the English language when they introduce grammar structure in their lessons with their explanation why they use the certain language and what reason they have for it. The next two questions were the same as in the students' questionnaire, which ways of presenting grammar they use and how they practice grammar in their lessons. For this section teachers chose the frequency on the scale of five offered possibilities as *never*, *rarely*, *sometimes*, *often* or *always*. The next section of two questions offered to choose more than one answer and asked what types of technology they use in their English classes when teaching grammar and what authentic materials they use for practicing grammar. The next question was asked whether they use the model PPP (presentation, practice, production) when presenting grammar. The teachers' answers to the next question asked about their typical grammar lesson and their approach to teaching grammar. The last section consisted of four questions with the scale of four statements as *strongly agree*, *agree*, *disagree* or *strongly disagree*. The questions focused on whether grammar is important and it has to be taught, students need to know the grammar rules and how to apply them in their communicative skills, drilling is a useful tool in grammar teaching and whether teachers have to correct all grammar errors during lessons.

Participants

In order to find out the current situation of methods used in grammar teaching in L2 English lessons, it was needed to ask students and as well as teachers from the school "Gymnázium Mariánské Lázně" to compare their attitudes to grammar learning and teaching. The answers were gathered by the means of questionnaires which were given the students and as well as teachers. 78 questionnaires were filled out by students from the total number of 120 that were used to provide answers to the research questions and 3 questionnaires out of 4 were completed by teachers. One teacher refused to participate in this research for time constrains and in this connection her three groups of students also did not participate in this research.

Students who participated in this research attend 1st, 3rd and 4th grammar school grade. There were 28 students (15 girls) from the 1st grade, 15 (9 girls) from 3rd grade and 35 (21 girls) from 4th grade. According the higher number of female participants we can say that there is not a balance of gender representation.

Regarding teachers' qualification all three teachers were qualified. A man who is 48 years old has been teaching for 24 years and the one woman with her age of 42 has worked in this profession for 17 years. The last woman is 57 years old and has been working as a teacher for 32 years but as an English teacher for 20 years. The man is a teacher of the 4th grade with a group of 14 students. The teacher with 17 years long profession career has a group of 3rd grade of 15 students and the third teacher teaches three groups, two of 1st classes with a number of 28 students and one group of 4th grade with a group of 21 students.

Research Procedure

Each student received a printed version of the questionnaire and all student respondents were asked for objective and honest answers to all questions.

Teachers were given an electronic version of the questionnaire to allow more time flexibility when completing it. All data collected from both questionnaires are analyzed, presented in graphs or charts with provided comments in the following chapter.

IV. RESULTS AND COMMENTARIES

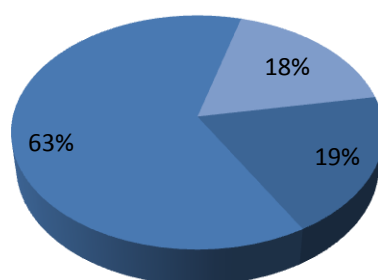
As it was outlined in the previous chapter, the diploma thesis aims at the current grammar teaching methods from the students' and teachers' point of view.

This chapter is focused on analyzing the data obtained from the questionnaires on the basis of the theoretical background chapter. First the students' results are presented, with the respect to individual groups according to their grades of the school, then the overall results are shown. Further, the teachers' results are presented with the respect to their individual teaching methods and groups they teach. The results of both groups are presented, the students' group in the form of graphs or charts, and they are followed by commentaries that explain the results in more depth and comments on what they signify. Finally, both results are summarized, confronted with the research questions and conclusions are drawn from it.

The first research question from the students' questionnaire was focused on determining students whether in their English lesson they speak only English, mostly English or mostly the Czech language in their English lesson. The following graph presents the results.

Graph 1. Language which students speak in their English lessons.

Students speak in the English lesson
■ only English ■ mostly English ■ mostly Czech



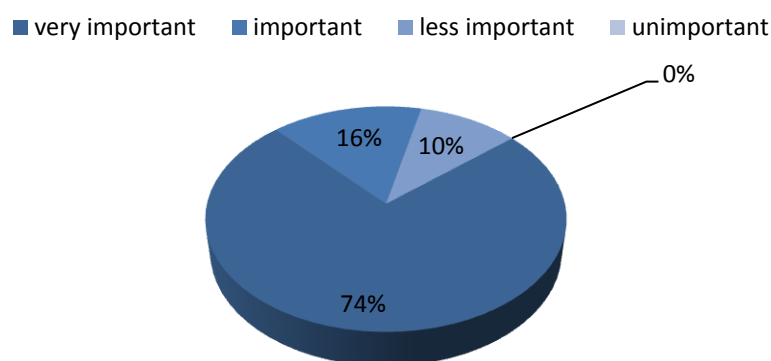
From results in Graph 1 above it is seen what language is spoken in the English lessons. The high number of 63 % (49 students) speaks mostly English. 19 % (15 students) speak only English and 18 % (14 students) mostly Czech. It can be assumed that in lessons in which is spoken mostly English, it is spoken also Czech when it is needed to explain some passages which can be misunderstanding for students. It follows from the theoretical background in which grammarians do not deny speaking the native language to be understood for all participants in the lesson. On the other side to speak mostly Czech in the

English lesson can not help to develop students' language skills in which grammar plays an important role.

The next question related to the importance of grammar teaching and students answered whether they consider grammar teaching very important, important, less important or unimportant. The results are presented in the graph below.

Graph 2. Students' consideration about grammar teaching in the English lesson.

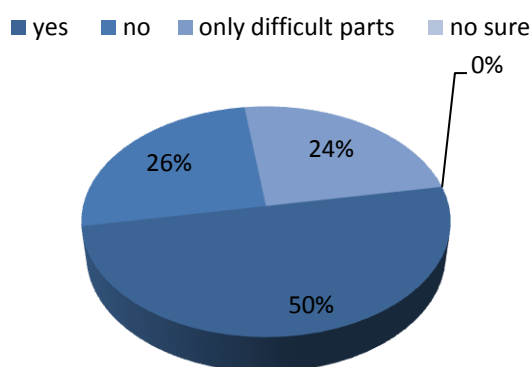
Students consider grammar teaching in English lesson



From Graph 2 above, we can infer that 74 % (58 students) regard teaching grammar very important. They perceive that grammar is one of the very important means of language knowledge. 16 % (12 students) have almost the same meaning because they answered that they consider the grammar important. 10 % (8 students) of respondents think that to know grammar is less important. However, none of students think that grammar is unimportant. The high number of positive answers can testify that students understand the importance of learning grammar and have a positive approach to learn English grammar.

Graph 3. Students' opinion on grammar introduction only in the English language.

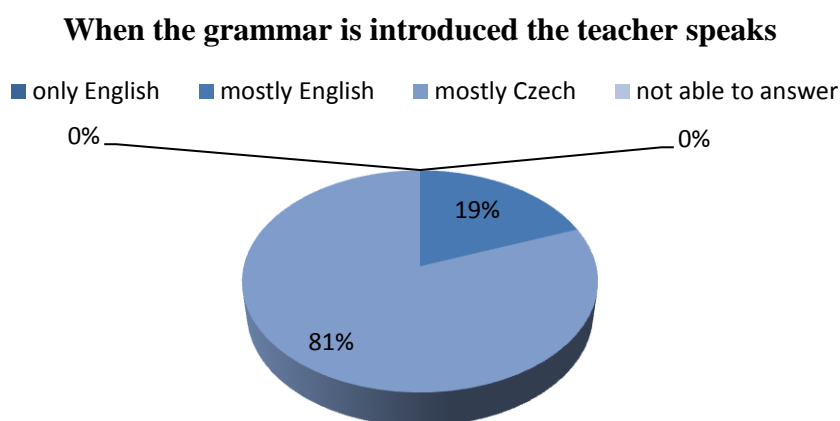
Students consider grammar introduction only in English language as appropriate



Graph 3 above describes students' opinion on grammar introduction only in the English language as appropriate with a positive answer of 50 % (39 students). 26 % (20 students) answered negatively and 24 % (19 respondents) had an opinion that it is appropriate to introduce grammar in Czech in the case that difficult parts have to be explained to understand. These students are not sure about their efficient English language knowledge and they want to understand a particular grammar structure completely. All of the students were certain about their answers therefore no one responded of not being sure what is more applicable.

Question number 4 included a response to what language a teacher use when introducing a grammar structure.

Graph 4. Teachers' language in which grammar is introduced.



From Graph 4 above is evident that teachers mostly speak the Czech language when introducing grammar, 81 % (63 students). The reason can be that they want students to understand the grammar structures completely and resulting in a fluent practice. Only 19 % (15 students) responded that teachers explain grammar mostly English. That can be the same reason of understanding the grammar structures completely. None of the teachers introduce grammar only in English and no respondent answered that is able to respond.

For answers of the following questions I decided to make a chart to have a better synoptic for analysis. These charts contain answers on questions number 5, 6, 7 and 8. The responses are made in the form of a scale with possibilities as *never*, *rarely*, *sometimes*, *often* and *always*.

In the next part there are presented following questions 5, 6, 7 and 8 in the charts with students' responses.

It has to be noted that all respondents who answered each possibility belong to the same group of students. Everyone in each group responded with the same answers, which shows that students know well their teachers' process of grammar introduction and practice. This agreement appears in all cases of all responses.

How it was mentioned in the theoretical background presenting new grammatical structures is a very important part of grammar teaching. It is depended on which way the grammar is presented and practiced. In the following chart five ways of presenting grammar are offered.

Chart 5. Which ways of presenting grammar do you use by grammar introduction?

	never	rarely	someti mes	often	always
a) Grammar structures are presented only by using examples in the textbooks.	0	0	49	0	29
b) We ourselves recognize a new grammar rule within the context e.g. in the text of the student book	14	0	49	15	0
c) We ourselves deduce a new grammatical structure from the presentation of a few examples.	63	0	0	0	15
d) Teacher presents the rules of a grammatical structure and then we make our own examples.	63	0	0	0	15
e) First, teacher explains grammatical forms and then we translate sentences with this grammatical structure from Czech into the English language.	49	0	15	14	0

In Chart 5 above there are results of five ways of grammar introduction.

a) 49 students responded that the grammar structures are sometimes presented with using only examples in the textbooks. Another answer was that 29 respondents admit that grammar structures are always presented in this way. These responses show that teachers use for their introduction of new grammar structures more information and not only examples from the textbook.

b) 14 students never recognize a new grammar rule within the context, 49 students sometimes and 15 respondents often. The success of this procedure reveals the students' language skills and ability to use particular grammar rule within different contexts.

c) 63 students never deduce a new grammatical structure themselves after the presentation. But on the other side 15 respondents always do this procedure. This

procedure takes time but also develops students' skills that enrich language knowledge as well.

d) The same number as previous response of 63 respondents never make their own examples after the grammar presentation but 15 students always make this procedure. To make own examples can lead the students to better memorize the particular grammar structure.

e) The experience with translating the Czech sentences into the English language was responded by 49 students that they never make it, 15 respondents make it sometimes and 14 students often. Despite the fact that fewer number of students confirmed that they sometimes or often translate Czech sentences into the English language this procedure does not belong among the most used. But some teachers prefer it.

In the next part a chart with six most possible means of practicing grammar is offered.

Chart 6. How do you practice grammar in your lesson?

	never	rarely	someti mes	often	always
a) We create our own examples according to the grammatical patterns.	14	49	0	0	15
b) We complete exercises in the textbooks or workbooks.	0	0	0	0	78
c) We complete exercises in different worksheets.	49	15	14	0	0
d) We only repeat the grammatical structures according to an audio sample.	64	0	14	0	0
e) We practice grammatical structures in communicative activities e.g. role-play, debate, etc.	0	0	29	49	0
f) We practice grammar structures by using games and quizzes.	15	0	14	49	0

Practicing grammar belongs to one of the most important means of grammar teaching. The Chart 6 above describes students' responses about their practicing it in their English lessons.

a) The most number of respondents, namely 49, answered that they create their own examples according to the grammatical patterns rarely. 14 students have no experience with this procedure and 15 students always create their own examples. It can be one of the positive experiences for practicing grammar structures for students. To make ones examples leads to remember and to be able to use these structures practically.

b) All of 78 students practice particular grammar structure in the exercises in the textbooks. This way of practicing is the easiest way because the textbooks and workbooks offer enough appropriate exercises.

c) Only 14 students have experience with practicing grammar in worksheets sometimes, 15 respondents rarely and the most number 49 students have never had this experience. It means that teachers rely only on exercises in the textbook and they are not willing to prepare some extra materials for practicing the grammar.

d) 64 respondents answered that they never repeat the grammatical structures according to an audio sample. And 14 students do this activity only sometimes. It follows that this activity of drilling is almost never used for grammar practicing.

e) To the point of practicing grammar within the role-plays or conversation the situation is more positive. 29 students do sometimes this activity and the rest of respondents, 49 students, often practice grammar in this way. These kinds of activities help students to gather experiences to closer to real situations.

f) In the last part of possible practicing grammar within games or quizzes, 15 students have no experience with this activity. 15 respondents sometimes play grammar games and surprisingly 49 students often play games and quizzes. This activity can also bring benefit to grammar knowledge.

How it was mentioned in the theoretical background a lot of testing methods of grammatical structures exist. Some of them are described in the following chart. The most used testing methods of grammatical structures in the English lessons were offered. Teachers prefer to use some testing methods which are appropriate to them. The seven methods are offered for grammar testing in the chart below.

Chart 7. What methods of grammar testing are used in your lesson?

	never	rarely	someti mes	often	always
a) Oral testing.	63	0	0	15	0
b) Written tests with completing the correct grammar form.	0	0	0	49	29
c) Written tests with multiply choices.	0	0	49	29	0
d) Written tests in which we translate Czech sentences into the English language.	0	49	0	29	0
e) Listening tests with completing the correct grammar structure.	0	14	0	15	49
f) Written tests with correction grammar structures.	0	0	63	15	0

g) Written assessment tests.	0	49	0	0	29
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In Chart 7 above are results in which respondents answered in seven ways of grammar testing.

a) 63 respondents have no experience of oral grammar testing. Only 15 respondents answered that this method is often used in their English lesson. Oral testing is not much popular for students but this method is still used by some teachers.

b) Written tests with completing the correct grammar form are one of the most used methods of all the ones mentioned above. 49 students often write these tests and 29 respondents answered that they always write them.

c) Tests with multiple choices are sometimes written in three groups of 49 students. And 29 respondents often write these tests.

d) Tests with translation from Czech into the English language are written rarely by 49 students and often by 29 students. It seems to be a type of old fashioned methods but the exploration showed that it is still used.

e) Listening tests are always done by 49 students and often by 15 students. 14 do these tests rarely. Testing due to listening belongs to one of the harder testing for students.

f) Tests with correction wrong grammar structures are sometimes written by 63 respondents and often by 15.

g) Two groups of 29 students write assessment tests for a control of remembering and using learnt grammatical structures which are contained in lesson unit. But 49 students write these tests rarely. This tool of testing brings the results about a progress of students' grammar knowledge.

Testing grammar belongs to an effective tool of students' knowledge. The chart above presents some of tests which are being used for testing grammar. Exploration shows what tests are more or less by teachers preferred. All these tests bring teachers feedbacks of students' storing and memorizing particular grammatical structures and also the feedback to students. Some of them seem to be old fashioned but teachers still use them. Assessment tests help teachers to expose the progress of students' knowledge.

The next question of questionnaire was related to using technology within practicing grammar. Nowadays there are many types of technology which can be used for teaching grammar as well as for practicing grammar. To use an appropriate kind of technology depends on each teacher.

The chart below shows using appropriate technology when the grammar is practiced.

Chart 8. What types of technology do you use in your English lesson when practicing grammar?

	never	rarely	someti mes	often	always
a) CD player.	0	49	0	14	15
b) Interactive Whiteboard.	78	0	0	0	0
c) TV, video, DVD.	62	14	2	0	0
d) Computer.	78	0	0	0	0
e) Certain Websites on the Internet.	78	0	0	0	0

The results of this question were easy to analyze. From Chart 8 above it is seen that technology is not much used for grammar practicing.

CD player is always used in 15 cases and 14 students answered that they often use it. 49 students responded to used CD player only rarely. All respondents answered that they never use these types of technology as Interactive Whiteboard, computers and certain Websites on the Internet. TV, video and DVD are also never used by 62 responders, only 14 students responded rarely and 2 students answered sometimes.

The results show that not many types of technology are used for practicing grammar that can be very surprising just in this time when many new kinds of technology are offered. To use them can enrich the grammar teaching.

The next part basically follows the previous question number 8. The students chose from eight offered possibilities of appropriate materials for grammar practicing. The results could bring teachers students' suggestions of using some more or extra materials for grammar learning and as well as practicing. Students could choose more than one possibility.

Chart 9. What materials do you consider as the most appropriate when practicing grammar?

a) Exercises in textbooks and workbooks.	78
b) Audio records.	12
c) Internet websites with appropriate exercises.	52
d) Newspaper and magazine articles.	32
e) Listening songs.	17

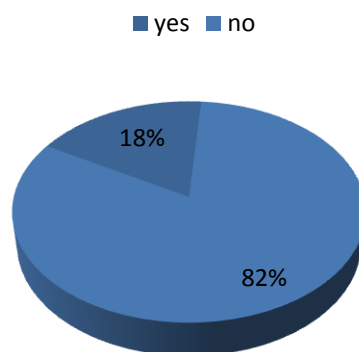
f) Readings books.	23
g) Watching films.	36
h) Conversation.	41

From results in Chart 9 above we can see what materials students would like to use for grammar practicing. All of 78 prefer to use exercises in the textbooks and workbooks. 52 respondents want to use Internet websites with appropriate exercises. On the Internet we can find a lot of tools which can enrich students' practicing and make it more enjoyable. To have conversation would be accepted by 41 students. They can see having conversation as useful for practicing grammar. 36 students find watching films as a helpful tool for their recognition in the real life conversation. 32 respondents would like to use newspaper and magazine articles and 23 students find books as interesting for grammar practicing. Reading books could be appropriate for more advanced students who could make it within the graduation reading. Storing grammar knowledge could be also helped by listening to songs and 17 students chose this activity. To practice grammar seems to be difficult for students in this way but on the other hand it can bring deeper knowledge. As the least interesting, 12 respondents chose audio records. Despite the fact that audio records are used in grammar teaching in English lesson, we can say that students do not prefer this technology.

The last question of students' questionnaire relates to their practicing grammar beyond their English lesson. When the students answered positively they should add how they practice grammar.

Graph 10. Students' practice grammar beyond their English lessons.

Students practice grammar beyond their English lessons.



The graph 10 above shows students' practicing grammar beyond their duty in English lesson. Only 18 % (14 students) work more than is their obligation. These respondents wrote about their devotion to English mostly within watching films or series, listening music and one student makes regularly conversation with her friend from England on Skype. They are excited about their improvement in speaking English, understanding grammar structures and using them correctly, and they have made their progress during few months.

In the previous part the students' questionnaire was presented with analyzed results from the students' point of view and their relationship to grammar learning. The next part deals with analysis of teachers' questionnaire. The results of teachers are outlined with the respect to their individuality. Answers on questions give us some information about their teaching methods. Some answers clearly showed their opinions which they consider important for grammar teaching.

Some questions from teachers' questionnaire are identical with questions from students' questionnaire from their separate point of view. These same types will be analyzed, compared and evaluated.

The first research question from the teachers' questionnaire was focused on Czech or the English language when they introduce new grammar structures. However, they should explain their reason why they use the certain language.

Two teachers answered that they speak mostly Czech and one speaks mostly English when they introduce new grammar structure. In fact all three teachers explained that the reason they use the Czech language is when it is difficult to show analogy for less advanced student. This question responds the same question of students' questionnaire number 4. From analysis it is seen that both groups of respondents answered the same. The teachers' approach to introduce the grammar showing the same evidence in the fact that the aim of all three teachers is students to understand all means of grammar structures they are introduced to.

One more students' answer is also considered with introduction of grammar. Compared to the previous commentary, a half number of students considers the grammar to be introduced only in English and only one quarter in English with Czech explanation. It follows that students would prefer grammar to be introduced in the English language. But teachers use the Czech language for better understanding.

The next teachers' answers related to different ways of presenting grammar they use. One teacher claims that he sometimes presents grammatical structures only by using

examples in the textbooks. And two respondents answered that grammar structures are often presented in this way. It follows that some teachers sometimes and some teachers often use examples from the textbook for their introduction of new grammar structures. Two teachers responded that their students sometimes recognize a new grammar rule within the context, and one student even often. Teachers lead students to develop their ability to recognize particular grammar rule in different contexts. According to two respondents their students sometimes deduct a new grammatical structure themselves after their presentation. One teacher often presents examples with students' deduction. This teaching procedure helps students to discover new grammatical structures themselves. Two respondents rarely let students to make their own examples after the grammar presentation but one teacher always does this procedure. When students do not make their own examples and obtain only teachers examples it can lead students to a worse memorizing of the particular grammar structure. One teacher explains grammatical forms and then the students translate sentences with these grammatical structures from Czech into the English language rarely, one sometimes a one often. Despite the fact that this teaching process belongs to old methods it is still used by some teachers.

It was shown that teachers use different methods when they introduce grammar. As the least appropriate method it is considered the translation method. As the most suitable is a method of deducting a new grammatical structure from the context and presenting students' examples after grammar rules introduction.

In the next question teachers were asked how they practice grammar in their lessons. Teachers should devote enough time for practicing grammar because it belongs to one of the most important means of grammar teaching.

Two respondents answered that they rarely let students create their own examples according to the presented grammatical patterns and one teacher always wants her students to create them. It belongs to one of the positive method for practicing grammar structures. To let students make their own examples it helps them to easier memorizing of a particular grammar structure. All of three teachers always use exercises in the textbooks and workbooks within the practicing particular grammatical structure. They claim that textbooks and workbooks offer enough number of exercises. Only one respondent sometimes practices grammar in worksheets but two of them only rarely. It means that only one teacher is willing to prepare some extra materials for practicing. Two respondents answered that they never use this type of practicing. Only one respondent sometimes does this activity. This activity is a type of drilling and not many teachers use it for grammar

practicing. The role-plays or conversation is used sometimes by one teacher and often by two teachers. This practicing activity helps to develop their communicative skills. Practicing grammar within games or quizzes is often prepared only by one teacher, one sometimes and one never plays grammar games and quizzes with her students. When the games and quizzes are chosen appropriately they can also bring benefit to student.

Both questionnaires are identical for students as well as for teachers in the question about practicing grammar in lessons. Teachers answered that more their students rarely create their own examples according to the grammatical patterns. But one group claims that they never do this activity. Surprising conformity appeared in the point of practicing grammar in the textbook or workbooks. They are the most used for practicing grammar from the teachers' point of view as the most appropriate. But more students have a little opportunity to practice grammar in specific materials as worksheets and never drill grammar structures by repeating to a record. Practicing grammatical structures by doing activities as role-plays or similar activities brings a positive experience of memorizing particular grammar structures for all students of this research and it is seen that teachers also prefer this method. Only one teacher with a few students never practices grammar structures in this way. To practice grammatical structures in communicative activities belongs to the most appropriate method for developing students' skills in the communicative area.

The question number 4 of questionnaire relates to using technology for practicing grammar. To use an appropriate kind of technology depends on each teacher.

Teachers do not use much technology for teaching grammar. All three teachers use CD player and only one teacher uses technology as TV, video or DVD. Nowadays students are familiar with technology and to use the appropriate technology can bring benefit within grammar teaching.

Following question deals with authentic materials which are used for grammar practicing. Three respondents use audio recording and only one uses magazine articles. The other authentic materials as Interactive Whiteboard, Internet websites, songs or books are not used as teaching materials. To choose appropriate materials can enrich grammar practicing and make lessons more enjoyable.

We can see very poor use of technology in English classes. Pitiably is also using authentic materials. Teachers are not willing to use some modern technology for teaching and practicing grammar, which is to their disposal in their school. But students suggest using more authentic materials which they can see as appropriate.

To have a lesson meaningful and memorable it is needed to plan it effectively. Teachers were asked about using PPP model when presenting grammar. All three teachers answered positively. It means that their lesson of presenting grammar runs in these following steps as the model shows. One respondent added that she also sometimes uses a procedure in which students first do a task. After this activity she tries to identify a type of problem and according to it to plan the practicing. Then her students do following task to practice the language. It is spoken about testing, teaching and testing that is called TTT model. This model helps teachers to recognize students' specific needs, in their language communicative areas. Then the teacher can solve students' specific needs. Teachers use PPP model for planning their lessons and one of them is sometimes more progressive with TTT model which is used for planning a target language.

In the following question I was interested in teachers' organizing their lessons more specifically. They should describe their typical organization of their lessons. One teacher responded very shortly that she explains the grammar structure and then students practice. The other two teachers answered similarly. They described their lesson in following steps. First they do the presentation on examples and then students are conducted to form the rule. Students write down some notes and explanation. Then they practice, one teacher ads from more control practice to less control practice. Then students produce their own sentences but this activity is productive only by one teacher. Revision and summary take place at the end of the lesson. All teachers mostly use model PPP. But the first respondent does not involve production into her lesson.

Last four following questions expressed teachers' opinions about grammar teaching. Two teachers strongly agreed and one teacher agreed that grammar is important and has to be taught. To know grammar is one of the most important items of a communicative area.

Three respondents agreed that students need to know the grammar rules to be able to apply them in their communicative skills. It means that the grammar rules have to be memorized students to be able to apply them in communication.

The following question related to the drill of grammar structures as a tool in grammar teaching. Two respondents agree with this statement because drilling can help to collocate grammar rules for right using in communication. One teacher does not agree she added that students already should know how to learn and practice grammar to be able to use it without making mistakes.

In the last question all three respondents agree to correct all grammar errors during the lesson. If teachers want students to use grammar structure correctly it is needed to correct them.

All three teachers agree with statements that students have to know grammar rules. Students have the same meaning about importance learning grammar. Moreover, teachers mostly agree with drilling technique. Drilling does not belong into the communicative area but it is still used by some teachers. Exception one teacher it is an agreement about correction grammar errors. Provided teachers emphasis on accuracy they have to correct students' errors in order for the students to have a flawless speech.

The results with the respect to individual groups according to classes indicate about agreement of students' responses. Answers on questions gave us some information about teaching methods and students' accepting them. Some answers on questions testified about students' opinions which they consider important for grammar teaching.

In this chapter were introduced both questionnaires of students and teachers as well. Both results from research were presented and analyzed according to the responses and the answers outlined into the graphs and charts with a commentary. The results, both the students' and teachers', were evaluated and their interpretation attempted. Some results are identical some differ. As it was said in the theoretical background we can recognize certain methods and activities which are used for introducing, presenting and practicing grammar structures.

The aim of this diploma thesis was to determinate whether deductive or inductive approach is used for grammar presentation and practicing. According to results from analysis we can say that all three teachers use for their grammar teaching deductive as well as inductive approach. After comparing answers of both groups of respondents it was recognized what type of methods is used. Deductive method reflects using introducing grammar by using examples in the textbook and presenting their own examples after presenting the rules of grammatical structures. Inductive approach appears in students' recognizing new grammar rule within the context and deducting a new grammatical structure from the presentation. More students have experience with deductive approach because more students, namely 63 out of 78 have no experience with deducting a new grammar structure and students of one group, namely 14 students, claim that they never recognize a grammatical structure within the context.

Despite the fact that research demonstrated using deductive approach more than inductive approach it can be suggested that teachers use PPP model with all its phases and presentation of grammar is being used by the deductive method.

V. IMPLICATION

This chapter consists of three parts – pedagogical implications for language teaching, especially grammar teaching, limitations of the research and suggestions for further research. The first part deals with findings of the research that may benefit language teachers as well as students. The following section shows some of the limitation of the research and the last section briefly provides suggestions for further research possibilities.

Implications for grammar teaching

As it was recognized, teachers in the grammar school use more deductive than inductive method. The reason can be that teachers prefer more methods which they have tried and rooted. These all findings may correspondent to their length of their teaching praxis that is more than 20 years and only one 17 years. They teach 5 groups but in each of them they use the same methods without distinguishing students' age or knowledge level.

As it is known from the theoretical background the deductive approach saves time but students accept the grammar rules passive and this technique can be less memorable. More effective is the inductive approach in which students try to discover a particular grammatical rule themselves and therefore it is more memorable, meaningful, and serviceable. From this follows that the inductive approach is much closer to the communicative approach which is preferred nowadays and reflects modern methods of grammar teaching and learning. The grammar should not be taught separately, any new grammar features should be incorporated into a large structure of the language and teachers shouldn't fully rely only on exercises in textbooks. Students need to understand not only grammar forms, but also meaning and the usage of it. The textbooks can be one of the beneficial materials but they should be also accompanied by other materials, especially authentic materials. As it is suggested by students who want to use more authentic materials in practicing grammar. The use of technology in English lessons has also deficiency. From research follows that students want to use more technology which is even accessible in their school but not used by teachers. The technology could bring lessons more enjoyable and thereby grammar more memorable.

Teachers should ask students what they want and need in the learning process of grammatical structures. Teachers can use students' skills to integrate some technology

tools in the presentation or the practice part of grammar teaching. This process can enrich their English lessons.

The analysis also shows using language in the lessons. While teachers introduce grammatical structures mostly in the Czech language, when the students may not understand the metalanguage, a half number of students would prefer the grammar introduction in the English language. It follows that teachers should speak and introduce grammar only in the English language but by using comprehensible metalanguage for students.

Students have to have a lot of practice of grammatical structures as well. But practice not only according to textbook and workbooks but in situations in which students can actually come in contact with the grammar features. Teachers should use a variety of methods to help students practice and develop their grammar knowledge.

From the research it is seen that students are interested in learning the English language and grammar as well. They are able to find extra time for developing their language skills in watching films, series, reading or chatting in native English. They know that language consists of separate features, especially grammar structures which must be in context to be used correctly. It follows that students are able to use the language communicatively therefore I suggest for their English teachers to support them in these kind of activities. .

Limitations of research

This research has its limitation. It should be taken into account that the results reflect a relatively small number of respondents, namely 78 students and 3 teachers. Therefore questionnaires allow obtaining only a small amount of information. We can also assume that some information can be distorted and students did not have to answer truthfully.

The research would have been even more complex, deep and extensive if there was enough space for analysis of several other students and teachers from a larger number of different grades and grammar schools.

Further research

The research could be complemented in increasing the number of respondents. To ask more students, and as well as more teachers, to participate in the research would increase the reliability of the results. Students and teachers represent only one type of a

school in this research. More respondents of more grammar schools would provide a more representative and reliable sample.

It could be valuable not only to increase the number of respondents but to examine issues in other types of high schools with different respondents and teachers who have less than 10 years of a teaching experience.

To sum up, this chapter offers pedagogical implications. It means that it presents the two approaches of grammar presentation and practice proved as most used, there are shown their positives and negatives for the teachers who incorporate these two methods into their own lessons. Further, there are mentioned things which limited the research of this work which were connected especially with the low number of researches. Finally, there are two possible suggestions for further research. The following chapter concludes the whole work.

VI. CONCLUSION

This diploma thesis deals with methods in teaching English grammar. The theoretical part offers possible methods of teaching grammar, its presentation and practice. At the beginning of the theoretical part, the grammar is explained as a systematic description of rules in language. Further, grammar is presented with its current position in language learning and teaching.

In the following part of the Theoretical Background Chapter there are presented trends of teaching grammar as some possible ways of grammar presentation and practice. In connection with the grammar presentation and practice there are offered some possible ways of incorporating grammar into the teaching process. For instance PPP model that includes achieving accuracy and fluency in its particular phases is mentioned. For preparing lessons teachers can use also models E-factor and A-factor because of the economy, easiness to set up, efficiency and applicability. Considering grammar presentation, teachers can use deductive or inductive approach and guided discovery when introducing grammar. These approaches are described with their advantages as well as disadvantages. The greatest emphasis is put on the communicative approach that reflects effective modern methods of grammar teaching and learning. Motivation, teacher's role and the age of students are factors which affect the educational process. Finally, mistakes as a natural process of learning are mentioned.

The practical part deals with the research of the current grammar teaching methods from the students' and teachers' point of view. The research was based on questionnaires of two groups, students and teachers. The results are presented in the form of graphs and charts with commentaries and explanation. Then, both questionnaires were compared and evaluated. Despite the fact that it is suggested that the inductive approach is more effective than the deductive one, teachers use deductive approach more than inductive approach for grammar presentation and practice. Finally, the work is concluded with pedagogical implications, limitation and possible suggestions for any further research.

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APPENDIX I

Students' questionnaire about methods in teaching English grammar

Grammar school Mariánské Lázně

Následující dotazník se týká průzkumu metod výuky gramatiky v hodinách anglického jazyka na střední škole. Prosím o Tvé objektivní a upřímné odpovědi na následující otázky.
Děkuji Ivona Jelínková

Muž / Žena Třída:

1. V hodinách anglického jazyka mluvíme (zakroužkuj vždy jednu možnou odpověď):

- a) pouze anglicky
- b) převážně anglicky
- c) převážně česky

2. Výuku gramatiky v hodinách anglického jazyka považuji za (zakroužkuj vždy jednu možnou odpověď):

- a) velmi důležitou
- b) důležitou
- c) méně důležitou
- d) nedůležitou

3. Považuji za vhodné v hodinách anglického jazyka výklad gramatiky pouze v anglickém jazyce? (zakroužkuj vždy jednu možnou odpověď)

- a) ano
- b) ne
- c) složité části výkladu mohou být v českém jazyce, abychom je lépe pochopili
- d) nejsem si jist/á co je vhodnější

4. Při výkladu gramatiky v hodinách učitel mluví (zakroužkuj vždy jednu možnou odpověď):

- a) pouze anglicky
- b) převážně anglicky
- c) převážně česky
- d) nejsem schopen odpovědět

5. Které způsoby prezentace používáte nejčastěji při výkladu gramatiky (u každé možnosti označ křížkem nejvhodnější odpověď)

- a) Gramatické struktury jsou prezentovány učitelem pouze s využitím příkladů v učebnici.
 nikdy zřídka někdy často vždy
- b) Sami rozpoznáváme nové gramatické pravidlo v rámci kontextu např. v textu v učebnici.
 nikdy zřídka někdy často vždy

c) Na prezentaci několika příkladů vyvozujeme novou gramatickou strukturu.

nikdy zřídka někdy často vždy

d) Učitel nejprve prezentuje pravidla gramatické struktury a poté sami uvádíme vlastní příklady.

nikdy zřídka někdy často vždy

e) Nejprve jsou nám vysvětleny určité gramatické formy a poté překládáme věty s gramatickou strukturou z českého do anglického jazyka.

nikdy zřídka někdy často vždy

6. Jak procvičujete gramatiku v hodinách? (u každé možnosti označ křížkem nejvhodnější odpověď)

a) Podle gramatického vzorce vytváříme vlastní příklady.

nikdy zřídka někdy často vždy

b) Provádíme cvičení v učebnicích vycházející z textu nebo pracovních sešitech.

nikdy zřídka někdy často vždy

c) Procvičujeme gramatické struktury v pracovních listech.

nikdy zřídka někdy často vždy

d) Pouze opakujeme gramatické struktury z poslechu formou drilu.

nikdy zřídka někdy často vždy

e) V rámci komunikace procvičujeme gramatické struktury např. role-play, debata, atd.

nikdy zřídka někdy často vždy

f) Gramatické struktury procvičujeme v rámci her a kvízů.

nikdy zřídka někdy často vždy

7. Které metody testování gramatiky jsou používány ve vašich hodinách anglického jazyka? (u každé možnosti označ křížkem nejvhodnější odpověď)

a) Ústní zkoušení.

nikdy zřídka někdy často vždy

b) Písemné testy pouze s doplňováním správného gramatického tvaru.

nikdy zřídka někdy často vždy

c) Písemné testy s výběrem z více možností.

nikdy zřídka někdy často vždy

d) Písemné testy, v kterých české věty překládáme do anglického jazyka.

nikdy zřídka někdy často vždy

e) Poslechové testy s doplněním správného gramatického tvaru.

nikdy zřídka někdy často vždy

f) Písemné testy s opravou správnosti gramatických struktur.

nikdy zřídka někdy často vždy

g) Písemný shrnující test na závěr každé lekce.

nikdy zřídka někdy často vždy

8. Jaká technická zařízení v hodinách anglického jazyka používáte při procvičování gramatiky? (u každé možnosti označ křížkem nejvhodnější odpověď)

a) CD přehrávač s nahrávkami.

nikdy zřídka někdy často vždy

b) Interaktivní tabuli.

nikdy zřídka někdy často vždy

c) TV, video, DVD.

nikdy zřídka někdy často vždy

d) Počítač.

nikdy zřídka někdy často vždy

e) Určité webové stránky z internetu.

nikdy zřídka někdy často vždy

9. Které materiály shledáváš jako nejvhodnější k procvičování gramatiky? (Můžete zakroužkovat více odpovědí).

a) Cvičení v učebnicích nebo pracovních sešitech.

b) CD nahrávky.

c) Internetové webové stránky s různými cvičeními týkající se probírané gramatiky.

d) Novinové články nebo články v časopisech.

e) Poslech písniček.

f) Čtení knih.

g) Sledování filmů.

h) Konverzace.

10. Procvičuješ si gramatiku nad rámec výukových hodin anglického jazyka?

a) ano

b) ne

Jestliže ano, jak?

.....

Students' questionnaire about methods in teaching English grammar

Grammar school Mariánské Lázně

The following questionnaire surveys methods in teaching English grammar in the English classes in high school. Please your objective and honest answers to the following questions.

Thank you Ivona Jelínková.

Man / Woman **Class:**

1. In the English lesson we speak (tick one possible answer):

- a) only English
- b) mostly English
- c) only Czech

2. I consider teaching grammar in English classes (tick one possible answer):

- a) very important
- b) important
- c) less important
- d) unimportant

3. I consider as appropriate, grammar introduction only in English in the English classes (tick one possible answer):

- a) yes
- b) no
- c) difficult parts can be in the Czech language to better understand
- d) I'm not sure what is more appropriate

4. What language does teacher speak when introducing grammar? (tick one possible answer):

- a) only English
- b) mostly English
- c) mostly Czech
- d) I am not able to answer

5. Which ways of presenting do you use most frequently when introducing grammar? (for each option, tick the most appropriate answer)

- a) Grammatical structures are presented by teacher only by using examples in the textbook.
 never rarely sometimes often always
- b) We recognize the new grammar rule ourselves within the context e.g. in text of textbook.
 never rarely sometimes often always
- c) We deduce a new grammatical structure from the presentation of a few examples.
 never rarely sometimes often always
- d) The teacher presents rules of grammatical structure and then we create own examples.
 never rarely sometimes often always
- e) First, grammatical forms are explained and then we translate sentences with the

grammatical structure from Czech into the English language.

- never rarely sometimes often always

6. How do you practice grammar in classes? (for each option, tick the most appropriate answer)

a) We create our own examples according to grammatical patterns.

- never rarely sometimes often always

b) We complete exercises in textbooks or workbooks.

- never rarely sometimes often always

c) We complete exercises in worksheets.

- never rarely sometimes often always

d) We repeat grammatical structures according to an audio sample.

- never rarely sometimes often always

e) We practice grammatical structures in communicative activities e.g. role-play, debate, etc.

- never rarely sometimes often always

f) Grammatical structures are practiced using of games and quizzes.

- never rarely sometimes often always

7. What testing methods of grammar are used in your English classes? (For each option, tick the most appropriate answer)

a) Oral testing.

- never rarely sometimes often

b) Written tests with completing the correct grammatical form.

- never rarely sometimes often

c) Written tests with multiple choice.

- never rarely sometimes often

d) Written tests, in which we translate the Czech sentences into the English language.

- never rarely sometimes often

e) Listening tests with completing the correct grammatical form.

- never rarely sometimes often

f) Written tests with correction of the correct grammar structures.

- never rarely sometimes often

g) Written assessment tests at the end of each unit.

- never rarely sometimes often

8. What technology do you use in English classes when practicing grammar? (For each option, tick the most appropriate answer)

a) CD player with recordings.

- never rarely sometimes often always

b) Interactive whiteboard.

- never rarely sometimes often always

c) TV, video, DVD.

- never rarely sometimes often always

d) Computer.

- never rarely sometimes often always

e) Certain Website from the Internet.

- never rarely sometimes often always

9. What materials do you find the most appropriate for grammar practicing? (you can tick more than one option).

a) Exercises in textbooks or workbooks.

b) CD recordings.

c) Internet Websites with various exercises connected with grammar discussed.

d) Newspaper articles or articles in magazines.

e) Listening to songs.

f) Reading books.

g) Watching movies.

h) Conversations.

10. Do you practice the grammar beyond the classes of the English language?

a) yes

b) no

If yes, how?

.....

APPENDIX II.

Teachers' questionnaire about methods in teaching English grammar.

Woman Man

How long have you been teaching the English language? years.

How old are you?

What subjects are you trained to teach?

1. Do you use Czech or the English language when you introduce new grammar structures in your lessons and why?

.....
.....

2. Which ways of presenting grammar do you use? (for each option, tick the most appropriate answer)

a) I present grammatical structures only by using examples in the textbook.

never rarely sometimes often always

b) Students themselves recognize new grammar rule within the context e.g. in the text of the student book.

never rarely sometimes often always

c) Students deduce a new grammatical structure from the presentation of a few examples.

never rarely sometimes often always

d) I present the rules of a grammatical structure and then students present their own examples.

never rarely sometimes often always

e) First, I explain some grammatical forms and then students translate sentences with this grammatical structure from Czech into the English language.

never rarely sometimes often always

3. How do you practice grammar in your lessons? (for each option, tick the most appropriate answer)

a) Students create their own examples according to the grammatical patterns.

never rarely sometimes often always

b) Students complete exercises in the textbooks or workbooks.

never rarely sometimes often always

c) Students complete exercises in different worksheets.

never rarely sometimes often always

d) Students only repeat the grammatical structure according to an audio sample.

never rarely sometimes often always

e) Students practice grammatical structures in communicative activities e.g. role-play, debate, etc.

never rarely sometimes often always

f) Grammar structures are practiced using games and quizzes.

never rarely sometimes often always

4. What types of technology do you use in your English classes when teaching grammar? (You can choose more than one possibility).

- a) CD Player.
- b) Interactive Whiteboard.
- c) TV, video, DVD.
- d) Computer.
- e) Certain Websites on the Internet.

5. What authentic materials do you use for practicing grammar? (You can choose more than one possibility).

- a) Audio recordings.
- b) Internet websites.
- c) Newspaper or magazine articles.
- d) Songs.
- e) Books.
- f) Other (please, specify)

6. Do you use model PPP (presentation, practice, production) when presenting grammar?

Yes No

If no, write what model you use and how you present grammar.

.....

7. How is your typical grammar lesson organized? Describe your approach to teaching grammar.

.....
.....
.....
.....

8. Grammar is important and has to be taught. (for each option, tick the most appropriate answer)

strongly agree agree disagree strongly disagree

9. Students need to know the grammar rules and how to apply them in their communicative skills. (for each option, tick the most appropriate answer)

strongly agree agree disagree strongly disagree

10. Drilling is a useful tool in grammar teaching. (for each option, tick the most appropriate answer)

strongly agree agree disagree strongly disagree

11. Teachers have to correct all grammar errors during lessons. (for each option, tick the most appropriate answer)

strongly agree agree disagree strongly disagree

SHRNUTÍ

Tato diplomová práce se zabývá metodami ve výuce anglické gramatiky. Teoretická část nabízí možné způsoby výuky gramatiky, její prezentaci a procvičování. Na začátku teoretické části je gramatika vysvětlena jako systematický popis pravidel ve výuce cizího jazyka. V další části teoretické kapitoly jsou prezentovány trendy výuky gramatiky s některými možnými způsoby prezentace gramatiky a jejího procvičování. V souvislosti s prezentací a procvičováním gramatiky jsou nabídnuty různé možnosti, jak začlenit gramatiku do vyučovacího procesu. Například je zde popsán PPP model, který zahrnuje dosažení přesnosti a plynulosti v jeho jednotlivých fázích. Pro přípravu vyučovacích hodin učitelé mohou využívat také modely E-faktoru a A-faktoru, protože jsou ekonomické, účinné a snadno použitelné. K prezentování gramatiky učitelé mohou použít deduktivní nebo induktivní přístup. Tyto přístupy jsou popsány se svými výhodami i nevýhodami. Největší důraz je kladen na komunikativní metody, které odráží účinné moderní metody gramatiky ve vyučování a učení se jazyka. Na závěr jsou popsány faktory, jako motivace, role učitele a věk studentů, které ovlivňují vzdělávací proces.

Praktická část se zabývá výzkumem gramatiky v současných vyučovacích metodách z pohledu hodnocení studentů a učitelů. Výzkum byl založen na dotaznících ze dvou skupin, studentů a učitelů. Výsledky jsou prezentovány ve formě grafů a tabulek s komentáři a vysvětlením. Oba dotazníky byly porovnány a vyhodnoceny. I přesto, že induktivní přístup je účinnější než deduktivní, učitelé více používají deduktivní než induktivní přístup k prezentaci gramatiky a jejímu procvičování. Práce je zakončena možnými implikacemi ve výuce gramatiky a případnými návrhy na další výzkum.