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Comparing and evaluating grammar sections of currently used English coursebooks

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Prohlašuji, že jsem závěrečnou diplomovou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

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vlastnoruční podpis

Abstract

This diploma thesis deals with grammar sections in selected English coursebooks for lower secondary schools. The main goal is to compare three coursebooks in the terms of the approaches to grammar presentation. Grammar practice activities are also compared. The Theoretical part outlines approaches of grammar presentation and practice. The Practical part then takes these findings into consideration and applies them onto these coursebooks.

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Introduction

This diploma thesis deals with grammar sections in selected coursebooks for lower secondary schools. This thesis is divided into two parts. The Theoretical part outlines and characterises topics which are then applied in the Practical part. This thesis focuses mostly on the role of teaching grammar and the importance of grammar in the overall process of learning English, with the most focus placed on grammar presentation and its approaches. Practice is as crucial as presentation therefore a focus is placed on this aspect as well. Every grammatical item presented in a lesson should be practiced and therefore this thesis introduces and discusses a range of suitable activities to achieve this goal.

The Practical part of this thesis then focuses mostly on the comparison of the strategies of grammar presentation and practice in selected coursebooks, presented by clearly arranged tables. It also provides a comparison of the content of grammar syllabuses of these coursebooks. The aim of this comparative analysis is to determine which types of exercises prevail, whether those focused on accuracy or fluency

Grammar is essential in learning and also teaching English. Unfortunately, some learners consider learning grammar as boring and they regard grammar only as a set of rules. Findings of this thesis could be useful when deciding which coursebook to choose based upon the grammar presentation and practice.

I. Theoretical part

1. What is grammar?

Grammar takes up a significant part in the language curriculum across all levels. Many teachers are met with confusion and even boredom in the learners' eyes once they mention learning grammar. A closer look should be taken into what grammar actually is and how important it is in English learning. According to online dictionaries, such as Merrian Webster, Oxford and Cambridge dictionaries, grammar is a set of rules that join words into sentences. However, this definition is not sufficient as grammar extends into more components of language and does not solely deal with creating sentences. As Harmer cites in *Teaching and Learning Grammar* he provides the following definition of grammar: "The study and practice of the rules by which words change their forms and are combined into sentences." As he also states: "There are two basic elements in this definition: the rules of grammar; and the study and practice of the rules." (Harmer, 1991, p. 1) It is common for language education in schools to put more pressure on the practice part rather than the study. The main objective of grammar is to produce sentences which can be understood, and in support to this claim, Cotter provides a more suitable definition: "Without grammar, words hang together without any real meaning or sense. In order to be able to speak a language to some degree of proficiency and to be able to say what we really want to say, we need to have some grammatical knowledge." (Cotter, 2005)

1.1 Types of grammar

According to Thornbury (1999, p.11), there are two types of grammar: prescriptive and descriptive. Both of these are concerned with grammatical rules but in fairly different ways. Prescriptive grammar offers general principles or rules and states how things should be done, in other words, it provides the rules for English language usage. Prescriptive grammar offers a difference between right and wrong language. Descriptive grammar on the other hand refers to a set of rules that are actually used. Traditionally and as Thornbury states: "grammar instruction is associated with teaching the first type of rules – that is prescriptions as what should be said (or written)" (Thornbury 1999, p. 11).

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Other possible classification of grammar worth mentioning is the division into spoken and written grammar. As Amanda Hilliard mentions in her paper *Spoken Grammar and its Role in the English Classroom* (2014), spoken grammar is on the rise thanks to the rapidly spreading favour of Communicative Language Teaching. She defines spoken grammar as this: "[it] is usually spontaneous and unplanned and produced in real time with no opportunity for editing." (Hilliard 2014, p. 4) Speech tends to be a face to face interaction with some shared context. Therefore some grammatical features characteristic for this context, such as ellipsis, left and right dislocation, fillers, backchannels and lastly phrasal chunks, need to be taken into consideration. On the contrary, written grammar is more precise and planned, there is no space for grammatical errors.

1.2 The importance of teaching grammar

Since this thesis deals with grammar sections of coursebooks, it is necessary to examine the importance of grammar in the process of learning. The following section discusses recent studies and opinions concerning this issue. Recently, the idea that grammar can be acquired naturally has been brought up by various sources who believe that grammar can be taught without any conscious focus on language forms.

As Ur (1997, p. 76) claims, knowledge of a language means knowing its grammar, however this might be done intuitively and grammatical rules do not necessarily need to be learned as such.

Harmer (1991, p. 4-5) states that overall, the focus has shifted away from grammar and teachers are focused on how to teach learners to express what they want to say. But he does not dismiss grammar, and places it on the same level of importance as teaching listening, reading and other language skills.

Thornbury (1999, p. 15-17) provides arguments for teaching grammar and making it a foreground in English teaching. He sees grammar as a means of limitless creativity. He also states that written language is more explicit than the spoken one and therefore good knowledge of grammar is needed, otherwise it could lead to ambiguity. He argues that learners need to receive instructions considering grammar, otherwise they could get stuck

in the level of English they have already achieved and not grow. Thornbury believes it is very helpful to organise the grammatical units into discrete items, which means create smaller tasks from bigger and complicated ones. Teaching and learning is a transmission, it consists of transferring information from teacher to learners, and in order to achieve this, order and rules must be set in the class (p. 17). And lastly grammar teaching is expected and even appreciated by learners who tried to pick up English on their own.

Based upon the article *The Importance of Grammar, Punctuation, Spelling, and Capitalization* (MacMillan, 2017), it is clear that grammar is crucial, as it creates the basic structure of any language. Without grammar, languages make no sense. If people use language without the proper knowledge of it, they could be misunderstood and the whole point of communication could therefore be lost.

Nevertheless, if we believe that grammar has its part in learning a language we must focus on how to integrate grammar teaching in lessons which are nowadays focused on communicative competence (Hedge 2001, p. 145). As Hedge (2001, p. 145) claims, this implies further examination regarding the choice of approaches such as the use of inductive or deductive approach, what forms of exercises are meaningful, what kind of grammatical description to use, and what type of practice is appropriate. All of these questions are further described in the following chapters.

1.2.1 Grammar in the CEFR

The Common European Framework of Reference for Languages (CEFR) also recognizes grammar as an important component of language teaching and learning. It presents grammatical competence as one of the six competences a successful language education should develop, among which are also lexical, semantic, phonological, Orthographic and Orthoepic competence.

CEFR describes grammar as "knowledge of, and ability to use, the grammatical resources of a language" (p. 112). CEFR is a worldwide accepted framework, which unifies the levels across English. Grammatical accuracy is defined by this framework, it establishes six levels ranging from A1 to C2 level. According to this grammatical accuracy level, coursebooks are labelled. Every level clearly states which grammatical structures

should be learnt. Due to this the grammatical content in selected coursebooks should not vary much.

1.3 Issues in teaching grammar

Learning a new language is indeed challenging, the grammar of a new language can appear confusing at times. It is for this reason that learners should expect difficulties and problems when learning English and it is important that teachers point these out. According to Harmer (1991, p. 10), the most frequent difficulties that learners are experiencing are the following:

- **Imbalance between form and function.** Several grammatical forms might have different functions, for example present continuous is used to describe actions which are happening right now. But also the same structure can express events which are happening in the future. Harmer (1991, p. 10) suggests that the focus should be placed beside form also on meaning and use as well. When giving sentence examples of present continuous, he suggests that demonstration of certain sentence could help the learners understand better. Also teachers must be clear about the grammatical forms of new item and their rules.

- **Difference between English and the learners' mother tongue.** The second problem that Harmer (1991, p. 12) points out is the difference between learners' mother tongue. In this Czech language. Starting by the word order, the English word order is SVO; in Czech it is more or less flexible. Regarding the tenses, the Czech learners have usually problems with grasping the present perfect tense and also past continuous, since these do not exist in the Czech language. Usage of definite and indefinite articles might be problematic as well. English provides more rules and exceptions regarding the spelling and the number of irregular verbs that are needed to learn. A plethora of differences could be further discussed, as the English system works differently from which many difficulties can arise and English language teachers should keep this in mind.

- **Exceptions in English rules.** As in every language, the English system has a lot of exceptions and limitations and they can be frustrating to the learners especially

when they are starting with the language. An example of this issue would be the usage of plural. The learners might think that it is created by simply adding the suffix –s and later on they come across the word goose, or any other word that has an irregular form, which changes in plural.

1.4 Summary of Chapter 1

This chapter defines the term grammar and its role in English teaching, focusing on the recent ideas and opinions. Since recent trends focus more on communication, it might seem like grammar lost its prominent place and therefore is not considered as important as it was in past. However some opinions introduced in this chapter proved that even nowadays grammar is still important and the core of English learning lies in it. Lastly, some basic problems regarding the grammar teaching were mentioned.

2. Methods and Approaches of teaching grammar

As in every field of study, approaches and methods change based upon the current trends and researches. The same goes for grammar, previous decades introduced a variety of approaches and methods. They can be used in a modern classroom after some careful consideration of their strong and weak points. The following chapters introduce selected approaches and methods used for teaching grammar.

This thesis uses Jeremy Harmer's description of the terms "method" and "approach". Harmer (2007, p. 62) explains that an approach is characterized by how people get the needed knowledge of the language, how language is used and how its parts connect together. A method, on the other hand, is the practical realisation of an approach.

Thornbury (1999, p. 23), created a scale of methods and approaches from zero grammar to emphasis on heavy grammar. The scale looks like this: Deep-end Communicative Language Teaching, Natural Approach, Audiolingual Method, Direct Method, Shallow-end Communicative Language Teaching and Grammar-Translation Method.

2.1 Natural Approach

For the purpose of this subchapter, it is important to distinguish between the Natural Approach and the Natural Method. According to Dollar (Dollar in Çelik 2014, p. 81), the Natural Method is usually associated with the Direct Method, because they both revolve around the naturalistic principles referring to first language acquisition.

According to Thornbury's scale, the Natural Approach is on the gramarless side of the spectrum. Harmer (1991, p. 21) agrees that grammar is irrelevant in this approach. This approach stands as a polar opposite to all the following approaches and methods. While all the others are focused on conscious learning of grammar, the Natural Approach on the other hand presents learning as a subconscious process. The main focus is placed primarily on vocabulary and communicative skills.

2.2 Audio-lingual Method/Audiolingualism

The main principles of this method lay in repetition and drilling model sentences. In class, the lessons are focused on imitation of the teacher by the students, and the students are expected to produce the correct output. Thornbury (1999, p. 21) believes in the primacy of speech and strict repetition and drilling when it comes to teaching grammar. Harmer (2007, p. 64) adds that the main idea lies in accuracy and omitting the mistakes completely. According to him, teaching should stay at the sentence level, but he admits that there is no real life context and thus it can be boring for the for learners.

2.3 The Direct Method

This method was usually practised in private schools where students were taught by native language speakers. As Saraç (Saraç in Çelik 2014, p. 17) claims, this method was developed upon the principles of natural language acquisition and was a reaction to the traditional deductive learning. He also presents basic principles, among which are omitting the coursebooks and sticking only to lesson plans. Regarding the use of language, he suggests that teachers should never translate but rather demonstrate. As for grammar, Thornbury (1999, p. 21) adds that learners are supposed to pick up the grammar as naturally as in their mother tongue, by simply observing and listening. Harmer (2007, p. 63) states that for this purpose only the target language should be used in the lessons. Nevertheless, even this method has disadvantages, the main being that it relies solely on the teacher's high level of English and the learner's ability to grasp grammar introduced in English.

2.4 Grammar Translation Method

In opposition to the Direct Method, which based its principles mainly on the spoken language, the Grammar Translation Method focuses mainly on the written one. Saraç (Saraç in Çelik 2014, p. 18) presents the main principles, which are: instructions should be given in the students' mother tongue, the students should not be expected to produce language for a communicative purpose, but rather master the grammar and

accuracy when it comes to translation. Harmer (1991, p. 21) also adds that: "courses followed a grammar syllabus and lessons began by explicit statement of the rule, followed by exercises involving translation." Presenting a grammatical rule followed by practising it in exercises is described as a deductive approach to grammar, which is further discussed in the following chapter.

2.5 Communicative Language Teaching (CLT)

Communicative Language Teaching is not considered to be a method but rather a set of principles. The whole CLT is based on the communicative competence. Since there is no shared framework defining CLT, it is up to every teacher or institution how they approach this with regards to principles that CLT follows. According to Çelik (2014, p. 184), they are the following:

- Language is seen as a social tool, the main purpose is communication.
- It is crucial to engage learners in doing things with the language.
- No single methodology or set of techniques is prescribed.
- Learners' competence is considered as relative.

Rather than knowing the theoretical aspects of language without any effective usage in everyday communication as it was presented in the grammar-translation method, the main goal of CLT is communication in real life situations. Thus, simulation and role-play activities are very popular because students must achieve successful communication. Harmer (2007, p. 69) presents more examples, such as simulating television programmes or scenes at the airport. He also states that in order for these activities to have true success students must have the desire and see the purpose for communicating, and they should be more focused on what they are saying rather than how it is said.

Thornbury (1999, p. 22) differentiates between Deep-end CLT and Shallow-end CLT. Shallow-end sees grammar teaching as the main subject of the syllabus, although it is usually covered up in functional labels. Deep-end CLT on the other hand rejects both grammar instructions and grammar syllabuses focused solely on communication.

With this being said, the importance of teaching grammar arises. In the early days of CLT, there was an idea that learners would acquire the knowledge of grammar naturally through the learning process. Nevertheless, recent opinions (Larsen-Freeman & Anderson in Çelik 2014, p. 191) suggest that learning grammar cannot occur without the attention being placed on teaching grammatical rules. Therefore, teaching grammar is a necessary component in CLT. Grammar is then seen as a tool that helps to achieve a successful communication.

2.6 Summary of Chapter 2

To conclude, as Nunan (2015, p. 10) proclaims, a plethora of methods and approaches have been discovered to define the most effective language teaching or learning. It is up to every teacher which method they consider as the most suitable. This chapter presented an outline of methods and approaches, based on their emphasis on grammar. After analysing the main principles of these methods, Thornbury (1999, p. 23) concludes that the major part of teaching a language lies indeed in teaching grammar, even nowadays when communicative language teaching is on the rise.

3. Teaching grammar

When explaining a new grammatical item, Thornbury (1999, p. 128) recommends to follow three stages in order to acquire success. These are: Presentation, Practice and Production. This type of organisation is typical and is appealing both to the teachers as well as the learners. The best way to achieve a good grammar presentation is to introduce the topic well to the students in the Presentation phase. After they are acquainted with the topic, they need plenty of time to practice the new language, which is usually done through some activities and exercises in the Practice phase. And lastly, in the Production phase the learners are using the new language to achieve communication.

Regarding the role of teacher in the Presentation and Practice stages, Hedge (2001, p. 164) suggests that teacher correcting and giving feedback to learners is essential, as well as peer correction and the learners' self correction. Regarding the production stage, she (Hedge 2001, p. 164) advises to give feedback afterwards. Seeing as this thesis deals with grammar in coursebooks, in which Presentation and Practice are the core, the main focus is placed on these two stages.

3.1 How to present new grammar

To present and explain a new grammar is a fairly difficult task. It is essential for teachers to know how to present the structures' meanings and forms in a way that is clear, accurate and simple. As Ur (1997, p.81) points out, there is a conflict between accurate and simple. If teachers give a totally accurate account of a structure it might be far from simple, and if they simplify too much, it might not be accurate. It is essential to find the balance between these two.

Thornbury (1999, p. 25-27) presents factors E (economy, easy and efficacy) and A (appropriacy). He provides a division of the E factor into basic rules, which the teachers should follow in order to provide good grammar presentation., in the following way:

- **Economy:** When presenting new grammar, teachers should be as brief as possible as it is the Practice that is crucial.
- **Ease:** Certain activities should be set up easily.

- **Efficacy:** This factor is hard to measure, but as Thornbury states (1999, p. 26), teachers in this case operate more on their own personal feeling rather than on hard data.

Regarding the A-factor, which stands for appropriacy, he points out (1999, p.27) that no class of learners is ever the same and therefore what works for one class is not necessarily going to work for another. In other words, it might not be appropriate. When determining whether certain activity is appropriate, the following factors need to be taken into account: the age of learners, their level of English, the size of the group, their interests, the materials and resources, and lastly the learners' previous learning experience.

Ur (1997, p. 82-83) agrees with Thornbury in the importance of grammar presentation and provides a bit more detailed guidelines on how to present new grammar. Besides what Thornbury recommends, Ur adds that good presentation should include both form and meaning; using visual aids, and the learners should be provided with enough contextualized materials in order to understand.

Harmer shares the same opinion as Ur; he also states that in the presentation stage the learners should be introduced to the form and meaning of the new language. Similarly to Ur, he believes that presentation should be done in a clear way, efficiently, lively, and that overall, it should be interesting and appropriate. In order to achieve this, the teacher should use various teaching materials.

He (Harmer 1991, p. 18) provides ways of how presentation can be done. He shares examples which share the characteristics mentioned above. These are:

- using charts
- using a dialogue
- using a mini-situation
- using text for contrast
- using text for grammar explanation
- using visuals for situations

Authors of various foreign teaching books agree on two sets of approaches to grammar presentation. These are inductive or deductive, and covert or overt.

3.2 Covert and Overt Teaching

The covert and overt approaches are basic concepts used for teaching grammar. Thornbury (1999, p. 23) refers to covert teaching as an implicit approach. This approach aims at a communicative syllabus and teaching grammar patterns which arise from communicative activities. On the other hand, the overt approach or, according to Thornbury (1999, p. 23), the explicit one, aims at a grammar syllabus and explicitly presenting the rules of grammar.

As Harmer (1991, p.3) explains, the main principle of covert grammar teaching is that grammatical facts are hidden and the students must figure them out. In practice, the learners are presented with a text or an exercise and their focus is placed on the text or activity and not on the grammar. On the other hand, overt teaching as presented by Harmer (1991, p. 4) is done by the teacher presenting the grammatical rule and the explanation with grammar practice activities.

Harmer (1991, p. 7) also focuses on the age of learners and their language level. He claims that younger learners are taught grammar structures mostly covertly. The reason for this is to make learners practice the language as much as they can. With increasing level of English, learners can be gradually presented with overt teaching and with more communicative activities and less grammar practice activities.

To conclude, both of these approaches are necessary in grammar teaching. At lower secondary schools, overt grammar explanation should not be omitted. Younger learners are taught grammar mostly covertly, while more mature learners are capable of understanding grammar through the overt approach easily. As Ur (1997, p. 83) states, at the end, grammar instructions are indeed very helpful for teachers as well as for the learners.

3.3 Inductive and deductive approach

When it comes to teaching grammar, there are two main approaches used in language lessons. These are inductive and deductive approaches. The following sections discuss these two approaches in more detail and examine the pros and cons of using them in English language teaching. It is crucial when presenting new grammar to consider the type of learners and which approach is more suitable for them.

3.3.1 Inductive approach

The inductive approach is called differently by various authors, Thornbury (1999, p. 49) refers to it as a rule-discovery, however Harmer's reference seems more suitable. He (2007, p. 207) calls this as a 'discover and practice' approach. According to Thornbury, it is seen as a natural way of how language should be acquired. In this approach, learners study examples and then derive the rule out of them.

One of the biggest pros of this approach is greater memorability on the side of the learners. They are also more actively involved in the learning process and they are more motivated and attended. As Thornbury (1999, p. 54) also adds, working things out for themselves is more productive for the learners and helps them find greater autonomy.

However, this approach can be very time consuming and could mislead learners in their discovery. Among many other disadvantages Thornbury adds, it places heavy demands on the teacher's lesson planning, moreover when using this approach, the teacher must be able to guide the learners properly, so they can achieve the needed result. It is important to mention, that not all the learners might appreciate this approach; there are those who would rather be told the rule than spending time discovering it. Ur (1997, p. 83) also adds that valuable time might be wasted by frustrating guessing.

Considering the learners level, Harmer (1999, p. 30) states that this approach is more suitable for more advanced learners. He sees the biggest advantage of this approach in the fact that it is more focused on the learners.

Harmer (1991, p. 29) includes techniques which support learners in discovering new grammar items, he calls them discovery techniques. He lists four discovery activities:

- **Preview:** Activities which are associated to preview are reading or listening to text. These types of activities exposes learners to the new language. Preview is considered as a covert way of making learners discover new grammatical item, without focusing on it.
- **Matching techniques:** This type of activity make learners to work things out. By deciding what goes with what, they discover the rule or fact about the grammar.
- **Text study:** In this case teachers can ask the learners to recognize the new grammar by analyzing the text.
- **Problem-solving:** Learners can be presented with typical mistakes which are repeatedly made. Their goal is then to find a solution and tell how these could be corrected. Or they can analyze different sentences which share the same form but vary in meanings (Harmer,1991, p. 29-31).

3.3.2 Deductive approach

In other words, Thornbury (1999, p. 29) names the deductive approach a 'rule-driven' approach, however what represents this approach more is the way Harmer (2007, p. 203) describes it, as an 'explain and practise' approach. In this approach, students are given a rule or an explanation of grammar, and based upon these the learners are expected to make sentences and phrases using this new language.

Advantages according to Thornbury (1999, p. 30) are the following: this approach can be time-saving; the rules of grammar are explained right away and therefore provide more time for students to practise. It respects the maturity and intelligence of more mature learners. It is up to the teacher how he or she organises the grammar issues. And lastly, this model of presentation is more likely to be expected by the learners.

Harmer (1991, p. 24) points out techniques used for deductive presentation. First example would be Modelling. Purpose of this technique is to give learners a clear spoken model of the new grammar. The teacher can ask learners to repeat after him or her. Second example is isolation. This technique is usually combined with modelling. The aim is to

isolate certain parts of sentences that are being modelled, this way the emphasis is placed on them. Third example (Harmer 1991, p.25-27) would be visual demonstration, this can be done through writings and time lines. Lastly the most common and basic method is explanation, this can be done covertly or overtly.

Starting the lesson by explaining grammar rules may be discouraging for some learners, especially the younger ones and those who do not have sufficient metalanguage. This type of presentation is more teacher-fronted and the students receive the knowledge rather passively and they do not tend to remember these presented rules in a long term. As Thornbury (1999, p.31) states, among one of its disadvantages is the fact that this approach might make learners believe that learning a language is only about knowing a certain set of rules.

3.4 How to present a good rule

In previous chapters, some approaches to grammar presentation were introduced, by following one of these approaches, it is decided how certain grammatical rule will be presented. Thornbury (1999, p 32) lists the following aspects of a good rule:

- **Truth:** A rule must be relevant to the reality it is describing.
- **Limitation:** Rules should refer solely to the form they represent.
- **Clarity:** It must be explained clearly for learners to understand it correctly.
- **Simplicity:** A rule should be simple, teachers should only stick to explaining certain expectations, the rest will learners find out on their own.
- **Familiarity:** When explaining a new grammar, the teacher should recycle (if it is possible) already known concepts for the learners.
- **Relevance:** A rule should only provide those answers the learners need.

3.5 Language used for grammar presentation

With communicative approach being a popular method in schools and the tendency to use more and more English arises the question how much English should be used in the lessons. Classes are usually taught by non native speakers, therefore the teachers must

decide between the use of the mother tongue and English. A very popular quote that has been used to characterize the situation is by (Atkinson in Mattioli, 2003, p. 23): "Every second spent using the L1 is a second not spent using English! – And every second counts!" In order to support his quote, Jayne Moon (2000, p. 63) listed the following advantages for using English in the classroom:

- Learners get more exposed to English.
- Learners become more confident in using English.
- It provides valid reasons for communicating in English, such as giving instructions or asking for directions.
- Instructions have repetitive pattern, learners can pick them up without being aware, that they are learning.
- It develops fluency and learners are encouraged to think in English from an early age.
- It can be motivating for learners.

However effective using English in lessons might seem, the list of disadvantages is longer than for advantages. There are a lot of aspects teacher must think about when deciding to use only English. Among the disadvantages Moon (2000, p. 63) lists the following:

- It can take a lot of time to explain something and by the time, the learners can lose interest.
- Some learners might be put off by English.
- Teachers might have limited English and give learners an incorrect model.
- Doing reflection or simply giving an opinion might be difficult for learners, because their level of English is not high enough.
- It can take longer to go through the syllabus.
- Learners, who are lacking the motivation, might find it hard to make an effort to understand.

Most of the English teachers stop using English in lessons sooner or later and start switching from English to their mother tongue. Some of the reasons for doing so are listed

above, some teachers might simply feel ashamed using English or they worry their language level is not high enough.

Nevertheless, both principles have their pros and cons. It all depends on the learners in the class and their ability to adapt to English teaching.

3.6 Summary of Chapter 3

The main goal of this chapter was to explain how grammar presentation functions and what the main tenants are. In order to be effective, grammar presentation must follow certain rules. It is important to present form, meaning and usage when presenting a grammatical structure. It is up to the teachers whether he or she will teach grammar covertly or overtly. It is not only up to teacher, but also to the learners and their abilities that will determine the choice of approach, if it is deductive or inductive. In order for the grammar presentation to be successful, the learners must understand it, and therefore the choice of language, whether the teacher will use mother tongue or English, is also up to teacher and the learners' abilities.

4. Grammar Practice

As for practise, its goal is to get the students to learn the structures so precisely that they will be able to produce them on their own. However, this is not sufficient, learners might be able to produce these only when being tested on certain structures. The problem is that they still depend on a measure of conscious monitoring in order to produce them (Ur 1997, p. 83). Scrivener (2011, p. 162-163) points out that the teacher's job lies primarily in encouraging learners to use the language by themselves. Therefore, presentation is not as crucial as much as practice. He states that once learners start to use language themselves, they can get feedback and correction and they will be able to learn how to use certain grammatical structures better. In other words, the whole goal of practise is to teach the learners how to produce certain grammatical structures on their own.

Ur (1997, p. 103) defines two objectives in practising language; accuracy and fluency. When learners are focused on newly learnt grammatical structures, they are able to produce them correctly in other words accurately. But when they are asked to speak fluently, they might make mistakes and not be able to express themselves accurately. That is because the learners have not practised enough of the new grammatical form and therefore they cannot be fluent in it. She advises teachers to use exercises that combine both of these aspects; accuracy and fluency, so that they are aware of a form and a meaning of the structure.

Regarding grammar practice, Thornbury agrees with Ur, that accuracy and fluency are important but he defines three objectives that are necessary in the learning process: accuracy, fluency and restructuring, and outlines some basic principles concerning them all.

Thornbury (1999, p. 92) refers to accuracy as precision; he states that in order to achieve it, learners must devote some time to form. Learners, especially the younger ones, have a limited attention span; therefore it is difficult for them to focus on the form and the meaning at once. He (Thornbury 1999, p. 92) suggests certain time of practise should be devoted only to practice accuracy. To achieve success in this, teachers should motivate learners in doing it right and providing feedback.

Fluency (automisation), is the ability to produce language in a coherent way. Activities focused on fluency are aimed on automisation. When too much attention is paid to form, it might endanger fluency. In order to practice fluency, it is important to create tasks that are solely focused on meaning. Thornbury (1999, p. 93) recommends that activities on fluency should be based on real life situations, and therefore learners will be more keen to interact. He suggests using activities such as information gap tasks. The whole goal of fluency is to create a communicative purpose.

Lastly, Thornbury (1999, p. 94) introduces a third stage and that is restructuring. Learners typical for this stage are those who speak fluently and accurately but they need to reorganize their speech to make it more complex, they must restructure it. In this stage, learners integrate new knowledge into old. He suggests that restructuring happens during the practise phase and not in the presentation stage, as was suggested in the past. Activities designed to get into restructuring phase should have these specifics:

- Problematising: When learners are trying to solve a grammatical problem, it might trigger restructuring (Thornbury 1999. p.94).
- Push: Learners are expected to use more complex grammatical item, than they are used to produce (Thornbury 1999, p.94)
- Scaffolding: Practice activity should incorporate new with familiar, in other words old (Thornbury 1999, p.94)

To summarise, both Ur and Thornbury provide enough reasons to start with exercises focused on accuracy. After the accuracy or precision is mastered, teachers should move to practice fluency. The following sections (see chapter 4.2) present exercises practising both of these aspect of grammar.

4.1 Factors of effective language practice

As Ur (1997, p. 21) mentions, practise is done through activities or exercises. The goal of activities or exercises is usually to practise and improve the newly learnt grammatical structure. In order for practice activities to be effective, Ur (1997, p. 21-23) provides a list of factors to achieve it:

- Validity: Specific activity should activate learners in the skill, which is being practiced.

- Pre-learning: In order to be successful, learners should have some prior knowledge, if they do not; they might not understand the activity properly and will not do it effectively.

- Volume: Learners should practice and engage in a certain activity as much as they can.

- Success-orientation: Activities in learners are more likely to succeed, should be selected.

- Heterogeneity: An activity should be designed in way that can be satisfactory to advanced learners, as well as to less advanced learners, so that everyone can participate and benefit from it.

- Teacher assistance: Teachers function, do not only lie in designing good activity and giving clear instructions, but mainly in assisting learners with certain activity and providing feedback at the end. It is crucial learners know, where are their weak spots.

- Interest: Activities should be interesting, especially when we consider the target learners, if designed activity is boring, the chance of succeeding is low.

4.2 Types of grammatical exercises

The following section uses the classification provided by Penny Ur and Jim Scrivener (2011, p 169-170) and discusses other opinions concerning selected exercises. These types of grammatical exercises will be then analyzed in the practical part of this thesis.

Ur (1997, p. 84) lists seven types of exercises going from accuracy to fluency. She lists them out in a sequence from very controlled with the main focus placed on accuracy to fluency. These activities are providing chances for the free use of grammar in context (for example in communication):

- **Awareness:** After learners are acquainted to the structure, they have a chance to practice it. Type of exercise focused on awareness, is for example when learners are given a piece of article and asked to underline all of the examples they can find on present simple (Ur 1997, p. 84).

- **Controlled drills:** Learners produce examples, which are however predetermined by textbook or the teacher.

- **Meaningful drills:** Learners' response is very limited, but they are provided with some choice, for example they can add a piece of information focused on a member of a family, or what they like.

- **Guided, meaningful practice:** Learners must create sentences, according to a set pattern, but the choice of vocabulary is up to them. Ur provides example of practising conditional clauses (Ur 1997, p. 84).

- **(Structure-based) free sentence composition:** Learners are given a certain situation or a visual task and they are supposed to create their own responds. Ur, gives an example of a picture shown to the class, that represents different people doing, different things, the learners task is to describe it using the right tense (Ur 1997, p. 84).

- **(Structure-based) discourse composition:** Learners have a discussion according to a given task; they are instructed to use at least some examples of the given structure within the discourse. Ur gives a model situation, such as learners are given a problematic situation and they should give advice or recommendation how to handle it, by using modals (Ur 1997, p. 84).

- **Free discourse:** Learners are not provided with instructions on how to use the structure, but the situation or task will appear.

The following subsections deal with Jim Scrivener's (1998, p. 169-170) activities to practise grammar, which he calls restricted output activities. They are created to restrict the language needed and use the target items. These are drills, written exercises, elicited dialogues and grammar practice activities and games.

4.2.1 Drills

Drills are designed to practice accuracy. Many teachers believe drills are old fashioned, that they lack creativity and they are considered boring. However, if they are done in moderation, the learners can practice new grammatical items and automatise them. The main purpose of drill activities is to create habit and repeat something until it becomes natural for the learners. As Scrivener points out: "learners get their mouth around the language without worrying too much about the meaning" (Scrivener 2011, p. 169). He also recommends (Scrivener 2011, p. 170) when practicing drills, to encourage learners to try numerous times, before getting it finally right. In the end, he advises teachers not to praise learners too much and be honest with their feedback.

Scriveners provides various types of drills, to be exact sixteen. The most common one is repeating patterns after teacher with twenty five versions of how they can be produced. For example, loudly, silently, as a whole class, in pair etc. As he (Scrivener 2011, p. 169) mentions: "the basic drill involves simple repetition:"

e.g.   TEACHER: He is going to open the door.

           STUDENT: He is going to open the door. (Scrivener,2011, p. 169)

Harmer (2007, p. 207) also believes that drills should be included in lessons. After doing enough repetition, the teacher should organize a quick cue-response session to control the new acquired item. He states that cue response drills are efficient as well as challenging for the students, therefore they might be able to remember this new structure.

Ur (1997, p. 84) agrees with the meaningfulness surrounded around drills. She provides types of grammatical practice, that was mentioned above. To conclude, drills are essential when learning new grammatical items and should be included when practising new grammar.

4.2.2 Written Exercises

Another type of grammar practice activities are written exercises, these are done through writing. Learners are often given homework, which task them to practice specific

grammatical items. As Harmer (1991, p. 51-52) states, there are different types of exercises going from the most controlled ones, to the freer ones.

- Fill- ins: Learners read the sentences with blanks and must fill in gaps with the correct word.
- Word order: The goal is to put jumbled sentences into correct order.
- Sentence writing: Describing picture in their own words, using specific tense.
- Parallel writing: Writing similar text based upon what they have read .

4.2.3 Elicited dialogues

Another way how to practice new grammar is by doing elicited dialogues. These are useful for acting out real life situations, the learners will get a chance to practice new grammatical items with the old ones, and thus they will become more familiar to them. According to Scrivener (1998, p. 171), the fun and challenge lie in recalling previous lines.

4.2.4 Grammar practice activities and Games

Scrivener provides various types of grammar practice activities, which somehow incorporate, according to him, the element of fun. These are written activities, that can be used in more engaging and appealing way, which corresponds to the learners. He suggests working in small groups or creating teams in which students compete among each other or in pairs is more engaging for them.

He lists the following tasks for an entertaining way on how to practice grammar:

- Grammar quiz: Scrivener (2011, p. 172) suggests some examples how quizzes can be done. Students can prepare questions for other team, or they can invent or add a new rule.
- Split sentences: When practising conditionals (usually the first one at lower secondary schools) the sentences can be cut in a half and handed out among learners. They will then try to find the other half and complete the sentences.
- Sentences from pictures: When practising comparing adjectives student can use pictures from coursebook or any other picture provided by the teacher and they can compare different items from the sheet.

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- Memory tests: Scrivener (2011, p. 173) uses as an example, the practise of present continuous tense, he suggests, handing out different pictures, students have limited time to look at the pictures and then they are asked to write down as many activities they have seen.

Harmer (1991, p. 48-51) also suggests various types of activities which serves as games and intended for grammar practice. Noughts and crosses, this game can be used variously, such as each team must provide a correct sentence in order to win the spot. Another activity is general knowledge quizzes learners can quiz each other and practice grammar structures.

To conclude, there are a lot of entertaining activities these days that teachers can use to make the learning process more fun and interesting. These types of activities increase the learners' motivation and lead to more effective grammar teaching. The activities presented in here will be further evaluated in the practical part of this thesis.

4.3 Summary of Chapter 4

To sum up, in this chapter introduced another stage of grammar teaching and its main factors, and that is grammar practice. Grammar practice is crucial for learning and teaching English. The main purpose is to choose the right grammar exercise to adapt to the learners' needs and abilities. In the beginning, the teachers should choose exercises which are focused more on accuracy and gradually move to fluency exercises. Considering the age of learners at lower secondary schools, grammar can be practiced by doing entertaining activities such as games and quizzes.

5. Lower secondary school learners

Since this thesis deals with coursebooks used at lower secondary schools, it is important to describe the learners for whom these coursebooks are intended, a characteristic of them and their abilities. Also among one of the factors regarding appropriacy is age, which is why it is necessary to include this brief characteristic.

The learners this thesis is concerned with are between the ages of 11-15 years old. Ur (1997, p. 83) categorizes them as adolescents. However, a more detailed categorization might be included according to developmental psychology. This field of psychology differentiates between younger school age which are children from 6-11 years old an adolescence. This time period ranges from the age of 11 to 20-22 years, and is divided into two subcategories: pubescent from the age of 11-15 years, which is the age group this thesis is concerned with, and adolescence from the age of 15 to 20-22 years (Průcha, 2003).

These learners are in the age of so called transition, they go from being children to young adults, and their bodies and minds go through important changes. This time period is characterized as a time of confusion, growing and self consciousness. As Bartsch-Veselá states (2012), their learning potential is greater than that of young children, yet they are more difficult to motivate and manage, the success of teaching them lies mainly in building a trusting relationship. What is also different is how they perceive their classmates; they begin to have more influence on each other than their parents do. Around the age of twelve, their abstract thinking is fully developed and they are able to use it. A crucial thing when dealing with teenagers is that their attention span is lengthening and therefore they are able to focus on a single task for a longer time period without the need to switch to other activities. Therefore a special set of consideration applies to teaching them.

Scrivener (2011, p. 325-326) also characterizes this group of learners as highly motivated and they can be very enthusiastic, if they are introduced to topics that they are interested in. They respond well to tasks that are interesting and exciting, however he concludes that despite all of these, they might be a bit challenging for teachers. Scrivener

gives various reasons for that, such as the students can easily get bored, the chosen tasks might seem embarrassing or awkward for them, and discipline might be a problem.

Harmer (2007, p.83) agrees with Scrivener, he also finds this age group of students challenging, yet at the same time he appreciates their abstract thinking and passionate commitment once they are engaged. They differentiate from young learners in the aspect of being aware that learning is important.

Bartsch-Veselá (2012) provides ideas which could lead to successful teaching results. They tend to behave more independently and also strive to be more independent, therefore involving them in decision making, like negotiating classroom rules and syllabus might be useful. Teachers should also encourage them in expressing their opinions. Another useful thing could be incorporating technologies and group work into the teaching process.

Concerning the materials, Scrivener (2011, p. 326) recommends using materials with topics suitable to pubescents, he refers to them as teenagers. Teachers should choose from up-to date materials, such as songs, magazines or movies, to keep the learners interest at high levels.

5.1 Motivation

The learners need a certain motivation for learning grammar. It is one the most important aspects of successfully learning it, as grammar is seen as boring and difficult. In order for the learners to find some reason to learn it, they must be motivated. Two types of motivation are distinguished: extrinsic and intrinsic. Harmer (2007, p. 98) describes intrinsic motivation as an internal desire to learn, this means person is motivated by the learning process. Extrinsic, on the other hand, is driven by external factors, such as rewards and punishments. This affects the learners to start the learning process. Motivation of this specific group moves from extrinsic to intrinsic, that includes their own desire to do things without any outside influence, such as the system of rewards and punishments. As mentioned countless times before, topics that are interesting and corresponds with the learners' life and their desires should keep them highly motivated and keen to learn.

5.2 Summary of Chapter 5

To conclude, when teaching this specific group of learners, teachers must keep in mind that the choice of topic is crucial. In order to engage the learners, the topics should be authentic, relevant and meaningful for them. Learners of this age range are able to understand overt grammar instructions and they are able to involve logical thinking. Regarding the approach, they are able to understand inductive learning as long as it is not very complicated for them.

Summary of the Theoretical part

The aim of the theoretical part was to present arguments for teaching grammar and to lay out some general problems that can arise in this process. When teaching grammar or any other skill, a good method has to be selected. The choice of methods was selected according to Thornbury's scale which goes from no grammar to emphasis on grammar. Although some methods are nowadays considered as outdated, some of their aspects might be still used when teaching grammar. The method which is nowadays used is Communicative Language Teaching, the main goal is to achieve communication. The question which arises is how important grammar is in this method. The conclusion is that even in this method, focusing on grammar teaching is important.

The second half of the theoretical part focuses on grammar presentation and practice. Grammar sections in coursebooks can be presented in two ways and that is inductively and deductively. Their basic features were outlined and pros and cons of these were mentioned. Regarding the grammar practice, the main focus is placed on accuracy and fluency. Both of these aspects can be practised. Therefore, a list of grammar practice activities which consider both of these are mentioned and will be further searched in the practical part.

The last chapter enclosing the theoretical part is focused on the learners at the lower secondary schools. A description of the target learners is necessary because the coursebooks are designed for them and with their specific learning abilities in mind. Therefore, it is necessary to know what their abilities and interests are.

II.   Practical part

For the practical part of this thesis, three coursebooks, which were used during teaching practice, will be put into an analysis. A survey was carried out among my classmates from Master studies (all of them study English with some other subject for lower secondary schools). The question of this survey was: What types of coursebooks have you used during your teaching practises? In the survey 28 people participated in, 20 of them answered that they used Project 3rd or 4th edition, during their practice (mostly the newer version was used). Project is the most frequent coursebook in the Czech Republic; therefore it is no surprise it was used that often. English Plus, 2nd edition was a popular choice too, since it was used four times. Maturita Solutions, coursebook that is usually used in High School was used four times, twice in lower secondary schools. All of these books were published by Oxford University Press.

In the following chapter, the selected coursebooks will be briefly described. The practical part of this thesis is focused on how each coursebook presents grammar sections, which approaches are selected and what type of grammar exercises they use. The aim is to determine which approach is used for grammar presentation. What type of grammar exercises are prevailing, whether fluency or accuracy oriented tasks. To achieve this result comparative analysis was used.

7. Coursebooks description

This chapter will briefly describe the selected coursebooks, how they are sectioned and what amount of each unit is dedicated to grammar.

7.1 Project, 4th edition

The Project coursebook is issued by Oxford University press and is written by Tom Hutchinson. It is an international coursebook. This line of coursebooks consist of five titles (Project 1-5). According to CEFR, it ranges from the false beginner level (A1) to intermediate (mid B1). In the Czech Republic, Project is usually used at primary schools and lower secondary schools. At lower secondary schools the Project 2,3 and sometimes 4 are used. The whole package includes the following: Teachers' book containing teacher's' resource CD, test builder and class CDs and DVD with additional materials for teachers. The package for learners includes the Workbook and Students book also with other supplementary materials provided online; such as online practice activities.

Project Students' book has multifunctional syllabus that is colour coded, it is clearly divided into topics that shape the whole unit. Overall there are six units. Each unit consist of four parts (A-D); and that is grammar, vocabulary, communication and skills and lastly culture, English across the curriculum, project and a song; which is all part of one section. These parts are usually interconnected, for example when students are being taught about past simple in the grammar section, most of the skills focused exercises and activities refer to the past simple, vocabulary refers to life stages (with the usage of past simple tense), English across the curriculum section focuses on family history. Every unit is structured in the same way. Each of these parts consist of two pages, and every unit is enclosed by culture page dedicated to English speaking countries. English across the curriculum also has one page. This provides basic information from other subjects. Then last part of each unit is the revision page, formed by the grammar students have learned, as well as the vocabulary and language skills. Project and song are introduced as an afterthought at the end of each unit. At the end of the students' book, there are extra

exercises dedicated to pronunciation. There is also extra reading material for every unit. All Project students' books are structured in the same way.

7.2   English Plus 2nd edition

English Plus 2nd edition, is written by Ben Wetz, Diana Pye, Robert Quinn and Katrina Gormley. This coursebook is issued by Oxford University Press. It consists of five level courses. According to the CEFR it ranges from A1-B2.

The whole package contains: Students' book, workbook with access to online Practice Kit, teachers' book with teachers' resource disk and access to Practice Kit; class audio CDs, DVD and iTtools.

English Plus, students' book is also based on a multi-functional and colour coded syllabus. Each book consists of eight themed units and a starter unit. Every unit covers ten pages and is clearly divided into eight parts and is enclosed by a review page, summarizing the whole unit. Also there is a page with puzzles and games, which provides a more entertaining way for the learners to practise vocabulary and grammar. Similarly to the Project series, the units of this series are interconnected. English Plus students' book contains a lot of additional materials. At the end of the course book, there are additional pages corresponding to each unit for practicing listening and speaking skills. The Curriculum extra provides basic information from the other subjects. Culture pages are informing about English speaking countries and their culture. Lastly, every odd unit contains a project, and the rest contains a song. Overall, there is more focus placed on reading comprehension in these additional pages, than on any other skills.

7.3 Maturita Solutions 3rd edition

Maturita Solutions 3rd edition is written by two authors Paul A. Davies and Tim Falla. This coursebook is issued also by Oxford University Press. It consist of five levels; elementary, pre-intermediate, intermediate, upper-intermediate and advanced, according to CEFR the level is from A1-C1. Maturita Solutions elementary and pre-intermediate levels

are usually used at High Schools in Czech Republic. However as the survey discovered this coursebook was used at lower secondary schools as well.

The third edition provides beside the students' book and the workbook for students, these additional materials: online audio for Workbook, e-book Workbook, e-book Students' book and Students' website with other online materials. For teachers, there is Teachers' Book, Teachers' pack, Class audio CDs, course tests, course DVDs, classroom presentation tool and teachers website.

Maturita Solutions Students' book, is also based on multifunctional, colour coded syllabus. Each section in the syllabus is also interconnected. What is very useful, is newly added recycle box in every unit. Purpose of this is to remind already learnt items, that can be further used. Every level starts with *Introduction Unit*, in which vocabulary and grammar from previous level is reviewed and makes it easier for learners to adapt to the style of this book. Each book is composed from nine units. And each unit consist of ten pages with sections clearly marked from A-H. Every unit starts with a column, that is on the left side and is called *Unit map*. This serves as an outline of the unit. After every even lesson there is an *Exam Skills Trainer*. At the end of all units, there are pages dedicated to British and American culture with linked DVD clips, followed by five pages called *Vocabulary builder*. Exercises in Vocabulary Builder are divided according to the units and serve as a further practice for learners. Grammar covered in each unit has an additional exercises on a double page, called *Grammar builder* and *Grammar reference.* Here are tables and explanations of certain grammar. Very last page covers additional speaking exercises with tasks and pictures provided.

8. Grammar according to the Common European Framework of Reference

CEFR or Common European Framework of Reference, establishes the requirements for every level of English. Learners at lower secondary school should reach the A2 level. This levels is classified as: "An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts."[1]

Even though some coursebooks, such as Maturita Solutions pre-intermediate and Project 4, extend from the level A2 to mid B1, they will still be included here and the content of these books will be compared. What is also crucial is, whether books at the A1-A2 level correspond to the requirements set by CEFR.

The grammar structures defining the A2 level are the following:

· Adjectives: use of comparative and superlative

· Definite and indefinite articles

· Adverbial phrases of time, place and frequency

· Articles with countable and uncountable nouns

· Much/ many

· Future time (will and going to)

· Imperatives

· Modals: can/ could, have to, should

· Past continuous

· Past simple

· Phrasal verbs

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[1] https://www.examenglish.com/CEFR/cefr.php

· Possessives

· Prepositions of time in/on/at

· Present perfect

· Verb + ing/infinitive: like, want, would like

· Zero and 1st conditional

8.1 Tenses

First, the focus will be placed on tenses. Table 1 presents the sequencing of tenses and how do they differ in their presentation. The table is organized according to the grammar syllabuses from each coursebook. Project 2, 4th edition, ends the coursebook with the presentation of the *be going to* tense. In Project 3, 4th edition, new tenses are added these are *past continuous* and *present perfect*. English Plus 1 and 2, 2nd edition, follows the same pattern as in Project. The level 2 of English Plus introduces *past continuous* and *present perfect*. Maturita Solutions 3rd edition elementary level does not include past continuous in its syllabus but is presented in the pre-intermediate level.

Table 1: Sequencing of grammatical items in selected coursebooks.

Project 4th ed. (2,3)	English Plus 2nd ed. (1,2)	Maturita Solutions 3rd ed. Elementary
Present simple	Present simple	Present simple
Present continuous	Present continuous	Present continuous
Past simple	Past simple	Past simple
be going to	be going to	be going to
will	will	will
Past continuous	Past continuous	Present Perfect
Present Perfect	Present Perfect	Past continuous (pre-intermediate level)

As it is seen regarding the tenses, grammar syllabuses of selected coursebooks do not vary much. They all go from simple to more complex grammatical structures. Project 3 (level A2) and English Plus 2 (level A2) are an exception in contrast to Maturita Solutions Elementary level (should be A2 level), these includes the past continuous tense as it is mentioned in the CEFR.

As it is seen in Table 1, all coursebook starts by reviewing present simple tense. Present simple is considered as the easier tense to start with. Usually adding the -s in the third person singular is problematic for learners. Present simple continuous is frequently put into a contrast with the present simple. While it would seem logical to place next to each other past simple and past continuous, they are always placed separately in the syllabus. Grammatical structure of past continuous is seldomly taught at lower secondary schools but Project 3 and English Plus 2, which is commonly used with the learners in 8th or 9th grade this topic includes. Producing this tense is difficult for the learners since this one does not occur in Czech language as well. Future tenses are mentioned in coursebooks and are represented by the forms *be going to* and *will*. In higher levels the present continuous for future references is pointed out. Present Perfect tense has a more complex structure than the others mentioned. It is usually difficult for Czech learners to grasp the understanding of the present perfect tense, because it is unknown and they do not have the chance to compare it to something in Czech language. All mentioned coursebooks include present perfect in their syllabuses and enclose the coursebook on A2 level by learning this tense. Usually exercises aimed at comparison of present perfect with past simple are included. These types of exercises are then in higher levels such as in Project 4 and Maturita Solutions pre-intermediate. Present Perfect is firstly introduced in Project 3. Learners are presented with affirmative mode and adverbs *never* and *ever*. Lastly the usage of *just* is pointed out. Present Perfect is presented in the same sequence in English Plus 2, 2nd edition. Maturita Solutions Elementary level, starts with affirmative and negative mode and unlike in Project and in English Plus, the usage of adverbs *already* and *yet* is stressed out.

8.2 Other grammatical structures

In the following chapter, other grammatical structures defined by the CEFR are mentioned. The focus will be placed on these structures: adjectives (comparative and superlative), definite and indefinite article, much and many, modals (can, could, have to, should), possessives and prepositions of time.

The grading of adjectives or comparative and superlative are covered in all three coursebooks. Project 2 and Maturita Solutions Elementary dedicates a unit to this topic and is placed after the present tenses. English Plus 1 divides the learning comparative and superlative. Comparative is learnt in the first unit and superlative in the third unit, and it is learnt with other grammatical structures.

Definite and indefinite articles are included in Project and in Maturita Solutions in separate units. English Plus does not include this topic in its syllabus but it is taught on the background of other grammar structure.

The topic of much and many is covered the same way in all three coursebooks. These structure are learnt with countable and uncountable nouns. Moreover *some* and *any* are included with this topic.

Modal verbs such as *can*, *could, have to* and should are incorporated in syllabuses. Project 2, revises the modal can in Introduction unit. Have to is learnt on the background of going to tense. In Project 3 the structure should is learnt. Could is not mentioned in the syllabus of Project. Maturita Solutions place the unit dedicated to *have to* right after the learning of present simple. Could is learnt in the lesson with past simple. Should is learnt in pre-intermediate level. Syllabus of English Plus 2 includes these modals and puts them into contrast, they are placed in separate units.

The topic of prepositions of time is incorporated in every coursebook, neither of them covers them in a separate unit.

Possessives are always learnt in the beginner levels and later reviewed in higher levels. They are included in all coursebooks but again as a background structure.

8.3 Comparison of grammar syllabuses

This comparison shows more detailed overview of grammatical structures and their sequencing.

Project 2,3 and 4, 4th edition: Project 2 deepens the knowledge learners have learned in Project 1. Recycled grammar topics are following: present simple, present continuous, articles, countable and uncountable nouns, some/any and modal verbs: must, have to. Newly added grammar is; past simple, grading of adjectives, adverbs and going to form.

Project 3 as well as Project 2 deepens the knowledge of previously acquired grammar, and extends new topics such as, *should* and *shouldn't, must, mustn't* and *don't have to*. New grammatical tenses are: the *will* for the future, past continuous and present perfect.

Project 4, provides more complicated grammatical structures and is more detailed than for example in Maturita Solutions pre-intermediate level, which has similar content. Project 4 extends to these topics; used to, relative clauses, relative pronouns, question tags, passive voice, the first conditional and future time clauses.

English Plus 1, 2nd edition, revises grammatical items in Starter Unit and introduces Present Simple, Present Continuous, countable and uncountable nouns, was/were, past simple, be going to, will and won't.

English Plus 2, 2nd edition, includes revision from English Plus 1 and deepens the knowledge of previous grammatical structures mentioned and adds more complicated grammar such as; first conditional, can and could, must and should, will and be going to, and lastly present perfect.

Maturita Solutions 3rd edition, elementary level, is the first level to start with, there si no starter or beginner level as in Project or English Plus. The grammar syllabus looks like this: *be, have got; articles, present simple, have to , adverbs of frequency, present*

continuous, there is/there are, how much/how many, comparatives, superlatives, past simple, going to, will, present perfect.

Maturita Solutions 3rd edition pre-intermediate level: In lesson I of Maturita Solutions the revision of present simple and continuous is included and these two tenses are put into contrast. Articles are also revised. The grammar syllabus includes these grammatical items: past simple, past continuous, quantity, modals: must/mustn't, needn't, don't have to, comparison, superlative adjectives, will and going to, first conditional, present perfect, second conditional, past perfect, reported speech and passive.

8.4 Summary of Chapter 8

To summarize, all books present grammar from easier to more complex forms. Selected coursebooks have quite similar content when going to the A2 level. They differ in how detaily they focus on each grammatical item. Maturita Solutions almost in every instance isolates new grammatical items, and deciates section or two sections depending on its complexity. Project on the other hand with exception to tenses combines more grammatical structures in one unit or put them on the background of some bigger topic. English Plus has similar syllabus as Maturita Solutions, the focus is usually placed on one grammatical feature but in some instances the sequencing seems odd.

9. Grammar presentation in selected books

Following subchapters will discuss how is grammar presented in each of these coursebooks, which approach or approaches are chosen. Also it will be discussed how detaily every grammatical item is covered, whether the books are working with old grammar items and incorporating them with the new ones. The choice of language used for presenting grammar is also covered.

9.1 Language used in selected coursebooks

Project 4th edition, English Plus 2nd edition and Maturita Solutions 3rd edition are written by an English speaking author. Therefore all of the instructions are written in English language. Instructions are written in simple language and for the same types of tasks are usually repeated. For the better understanding an example is usually used.

Maturita Solutions unlike Project and English Plus provides at the end Grammar Reference which contain explanations of the grammatical rules and their exceptions. Project contains these grammar summaries as well but in workbook and unlike in Maturita Solutions the explanations are done in Czech language, which definitely serve to better understanding. English Plus does not provide any grammar summaries.

To sum up, all three coursebooks use exclusively English language for giving instructions and further explanations. Instructions are carried out in simple language so it could be understood by the learners.

9.2 Grammar methods in selected course books

Considering the methods, nowadays Communicative Language Teaching is prevailing, with the main focus placed on communication. The goal of Communicative Language Teaching is to use grammar in real life situations; therefore the activities usually used are: role play and personalized activities. When searching for these aspects (presented in detail in theoretical part) in selected course books, Maturita Solutions drew mostly out of the principle of CLT, with the most fluency and communicative tasks incorporated. English Plus and Project, provide a lot of accuracy oriented tasks. Fluency activities are

not very common in Project. To sum up, Maturita Solutions is closest to the principles of CLT, while Project and English Plus, take some aspects of CLT but they are not so aimed on communication as Maturita Solutions.

9.2.1 Project 4th edition

A new grammatical item is presented in section A of every unit. Although the units are divided into sections according to skills (parts A-D), the newly introduced grammar item always shows up in each of these sections. As it was mentioned in the theoretical part some discovery techniques were identified. Projects units start by a reading with listening tasks. In these new grammar is used, but learners are exposed to it indirectly. The grammar is hidden for them, in other words it is covert. This type of discovery technique is called preview and it is used in whole Project coursebooks.

After the initial exercises focused on reading comprehension and listening, the new grammar is put into emphasis. Learners are asked to fill in tables with the help of the text and discover the patterns. Usually there are some examples of sentences, at the beginning that are not completed, and it is learners' task to complete them. The missing words can be found again in a previous text. After they are done completing these sentences and tables, which are focused on form, they are asked to complete questions concerning form, meaning and usage. Grammar rules are presented in incomplete sentences which students must complete, or they have to match particular grammar item to its meaning or usage. In Project grammar is presented only inductively.

The whole grammar is summarized and put into tables, with explanation of rules, at the end of a workbook. Grammar tables focus on form and usage, beneath them are examples with these grammatical forms.

9.2.2 English Plus 2nd edition

Each unit is divided into sections; they are colour coded the same way, as the syllabus is. First, is presented vocabulary on one page, with some exercises, followed by reading comprehension. After that, there is a page called Language Focus, each unit has two of these pages and they are inserted the same way. The second Language focus is

placed after vocabulary and listening section. In Language Focus, new grammar is presented and also practised.

Grammar presentation follows the same pattern in English Plus. When tenses are presented they are presented in organized tables (these are mostly form focused) deductively providing rules and exceptions. Rest of the grammar is presented inductively. The discovery technique here is either a preview or a text study. In the case of a text study learners have to find examples of grammatical rules and complete the table. Unlike in Project, in English Plus there is no grammar summary at the end of the students' book or the workbook, so teachers have to make sure that learners complete their grammar charts correctly. Every Language Focus page, includes task for fast finishers, this can be found in little box at the bottom of the page labelled *Finished?*.

In English Plus, grammar is presented both ways deductively and inductively, however the prevailing approach to grammar presentation is inductive approach.

9.2.3 Maturita Solutions 3rd edition

Maturita Solutions has a quite similar grammar presentation as in English Plus. In each unit, a new grammar is introduced and practised on two pages. Grammar is always presented covertly at the beginning of each of these grammar sections through some text, which is accompanied by listening activity - this techniques is called preview. Emphasize on particular grammar is given under this text in so called *Learn this!* box. Rules of grammar are explicitly stated here and accompanied by some examples. Sometimes the rules are presented in incomplete sentences, which students must fill in with the help of the text presented, depending on the complexity of the grammar (e.g. present perfect, first conditional). Learners are then asked to find specific examples of these rules in the text. It is again up to the teacher to correct learners' mistakes and to make sure their grammar charts are filled correctly. At the end of students' book there is a *Grammar Builder* with more additional exercises and a *Grammar Reference* section, with the form focused charts and explanations.

9.3 Summary of Chapter 9

To sum up, all selected books starts grammar presentation by some discovery technique such as a preview or a text study. In these first pages where grammar is not emphasized, is for the learners   presented covertly. Their approaches to the grammar presentation differ significantly. While Project uses just an inductive approach, English Plus and Maturita Solutions use both of presented approaches, depending on the nature of grammar. Project and Maturita Solutions, provide grammar summaries, while English Plus does not.

10. Grammar Practice in selected coursebooks

In the theoretical part of this thesis, various types of grammar practice activities were presented. The aim is to find these in selected coursebooks and determine the number of accuracy and fluency oriented tasks and their variability. Classification by Penny Ur, which was described in the theoretical part is used. This aim is to say which coursebook support the grammar usage in communicative exercises or which one is more focused on the grammatical form rather than the usage.

10.1 Project 4th edition

In Project 4th edition, after the new grammar is introduced, exercises focused mainly on grammatical rules follow. This pattern is seen in each unit in students' book and among every level. These types of exercises are focused on accuracy. Prevailing exercises are controlled drills and meaningful drills. Newly introduced grammar is then practised in exercises, that are focused on context; this is done in listening and speaking exercises. Activities focused on listening and speaking, are always incorporated.

As it was mentioned, every unit contains these sections: Culture, English Across the Curriculum, Revision and Song and Project. Present continuous is usually practiced in contrast with present simple the same goes for past simple and continuous. Therefore the amount of exercises are not as high as with the other tenses. While in the revision section, the exercises are again aimed at the accuracy, the prevailing exercises are controlled drills. The project at the end of the unit does not explicitly provide any grammar instructions. Nevertheless questions which accompany the instructions and the topic suggests the grammar structure that should be used. Only situational cues are provided. This type of exercise is called (Structure-based) free sentence composition, it aims at fluency. Because project does not have any grammar instructions it is not included in Table 2. For examples of these grammar practice activities from Project coursebook see Appendix 1.

Table 2: Types of grammatical exercises in Project 2;3, 4th edition

	Types of exercises in Project 2,3.				
	Awareness	Controlled Drills	Meaningful Drills	Guided meaningful practice	(Structure based) free sentence composition
Present simple	1x	16x	1x	1x	1x
Present continuous	1x	13x	-	-	-
Past simple	3x	26x	-	1x	1x
Going to	-	5x	1x	2x	1x
Will		10x	1x	-	-
Present Perfect	2x	7x	5x	2x	1x
Past continuous	1x	4x	1x	1x	-

10.2 English Plus 2ⁿᵈ edition

The *Language Focus* section in the students' book, in which grammar is presented, always starts with sentence completion exercises. These types of activities refer to text on previous page. In some instances, learners are asked to fill in the chart with examples of grammatical rule, or they must match sentences from the exercise to that grammatical rule. These types of exercises are aimed at accuracy; among those types are following exercises such as those focused on word order or fill-ins. Every Language Focus, includes box called *Use it!* While Project's students' book grammar sections where aimed solely on accuracy, English Plus involves at least one activity focused on fluency, and that is done through this *Use it!* box. Learners are asked to incorporate newly acquired grammar in some sort of speaking activity, which is usually done in pairs, such an activity is usually guided meaningful practice. It is still partially controlled activity but it gives a choice of vocabulary learners can use. In the box are always provided cues for the learners, such as model questions and answers, or simply the structure that should be used. As was mentioned before, English Plus units are sectioned into vocabulary, reading, language focus, speaking, language focus, vocabulary and listening, speaking and writing, sections. Grammar in these sections is usually covert.

Every unit is enclosed by a review page, which is divided into sections with labels, vocabulary, language focus, speaking and listening. The review page summarizes and provides review of learnt items. Exercises are aimed only at accuracy: again the controlled drills and meaningful drills prevail. After the revision page follows a page called *Puzzles and Games*, this section also reflects grammar and vocabulary learnt in certain unit. It contains exercises aimed at fluency, learners are asked to work in pairs or small groups and when doing these activities they practise grammar and vocabulary that they acquired. Since these types of activities are involved a closer look should be taken on their typology. Only some examples are mentioned here. Games practicing the tenses are included after every unit, these are some of the examples which were used. Such us noughts and crosses, in order to score point learners must say a correct sentence using present simple. Another one is called the *longest sentence*. Learners must create the longest sentence with the use of adverbs of frequency. Lastly quiz game is included, the aim is to create questions and

quiz each other. For practicing the *going to* structure is used a board game, if learners land on a blue square they have to answer questions. Through a memory game is practised past simple. Learners have to use the structure *there was* and *there were*. They have to recall as many objects as possible. Game called *Split words* is used to practice regular and irregular verbs. The level of control is predetermined by the structure they must use, therefore these activities fall into category of guided meaningful practice. Overall there are fifteen games for practising tenses in English Plus 1 and 2.

On the contrary to Project, English Plus has a project for every even unit. The project is covered on one page, and provides various exercises', which are connected to the certain topic; these exercises are focused on fluency. Each project section provides a Project checklist box, with tasks learners should pay attention to and cover them in their final work. Same as in Project there are no explicit instructions stating which tense learners should use.   Overall there are four projects, and three of them are carried out in present simple and the last one should be done in past simple, even though learners were taught past and present continuous as well. Although the instructions do not specifically ask to use only present simple, it is suggested from the nature of the instructions. Therefore this activity is called (structure based) free sentence composition. Since every even unit in English Plus included project work, every odd unit includes song. Songs in English Plus, develop productive skills and again, there is included *Use it!* box to make learners discuss the song and further work with it.

Table 3 shows the amount of exercises for each tense. The prevailing type of exercise is controlled drill. With comparison to Project the amount of guided meaningful practice and exercises focused on guided meaningful practice is much higher. The focus is not only practicing the form but also producing is. Samples of these activities is included in Appendix 2 (see Appendix 2).

Table 3: Types of grammatical exercises in English Plus 1;2 2nd edition.

English Plus 1,2						
	Awareness	Controlled drills	Meaningful drills	Guided meaningful practice	(Structure based) free sentence composition	Free sentence composition
Present simple	-	8x	2x	3x	2x	2x
Present continuous	-	8x	3x	2x	-	-
Past simple	1x	13x	2x	4x	1x	2x
going to	-	4x	1x	1x	-	1x
will	-	6x	2x	1x	-	1x
present perfect	-	7x	5x	2x	-	2x
past continuous	-	7x	3x	2x	-	1x

10.3 Maturita Solutions 3rd edition

Similarly to the previously mentioned coursebooks, even here grammar has its section, which is dedicated to presentation and practise. Every lesson is introduced by a new vocabulary and listening tasks. Learners are reminded through the *Recycle!* box of already learnt grammar, which could be used with these tasks. Therefore, the newly acquired grammar and already known items are practised. In Project and in English Plus practice of old grammar is not very common, except for revision pages, or starter units, otherwise they do not combine these two aspects together. While in English Plus accuracy activities were followed by those focused on fluency. In Maturita Solutions the combination of these two is fairly included in the grammar section. Exercises which are focused on accuracy, are at the same time used as a speaking activity, therefore learners have a chance to use this grammar in a fluency oriented activity. It could be argued that this types of activities are controlled and learners are not producing the structures on their own. These activities often provide modeling mini dialogue, which learners can practise and rewrite accordingly or personalized speaking activity. Same as in previously mentioned coursebook the amount of controlled drills activities is the highest. As was mentioned above, fluency activities are included in higher number than in Project or English Plus. Samples of these exercises are in Appendix 3 (see Appendix 3).

Table 4: Types of grammatical exercises in Maturita Solutions 3rd edition, elementary and pre-intermediate level.

Maturita Solutions Elementary level and pre-intermediate					
	Awareness	Controlled drills	Meaningful drills	Guided practice activities	(Structure based) free sentence composition
Present simple	1x	5x	1x	5x	1x
Present continuous	1x	6x	2x	-	-
Past simple	1x	19x	5x	5x	-
Going to	1x	5x	2x	2x	-
will	1x	4x	1x	1x	-
Present Perfect	2x	9x	5x	3x	-
Past continuous	1x	5x	1x	2x	1x

10.4 Summary of Chapter 10

To summarize this chapter, when it comes to practice activities in students' book, there are not as many, but each workbook provides quite a lot of these. Practice is crucial when learning new grammar; learners will automatize new grammatical forms. If exercises on fluency are provided, which they are mostly in English Plus and Maturita Solutions, they have a chance to use newly acquired grammar forms in real practise. In Project students' book, majority of exercises are aimed at accuracy the prevailing type of exercise is controlled drill. On contrary to Project English Plus students' book involves fluency activities. Nevertheless, supplementary units at the end of both students' books include project work. This provides fluency oriented tasks, and usually no grammar instructions are included. Both Project and English Plus, do not provide grammar instructions for executing the project work. English Plus also covers grammar practice through various games, this can lead to entertaining way how to practice. Maturita Solutions is quite different among these. Exercises are usually more demanding, and grammar activities combine both accuracy and fluency. Each exercise is usually designed to be used in communicative situation. On contrary, Maturita Solutions only includes culture pages, but does not provide any project work or song. Additional exercises can be found at the end of the coursebook in *Grammar Builder* section.

11. Past Simple tense in selected course books

This chapter presents a concrete example from Project, English Plus and Maturita Solutions and shows what was demonstrated in the previous chapters. The topic for this detailed analysis is past simple. The reason for this is that this tense is essential and frequent in its use as well as usually covered in detail with two units often dedicated to its presentation and practice. As was mentioned countless times before, the aim is to compare how this tense is presented. A closer look is placed on the typology of grammar practice activities..

11.1 Project 4th edition

In Project 4th edition, learners are introduced to the past simple for the first time in Project 2. Then in Project 3 this topic is reviewed. In the second level it is presented in the in the third unit called Holidays. In section 3A, past form of verb *to be* is introduced. The unit (as every unit of Project coursebook) starts with a preview, which is a listening activity or short dialogue. In the dialogue and which is accompanied by listening they come across the new grammar. The dialogue in section 3A starts like this: „On Saturday mornings Conor and his friends are normally at the sports centre (…) They weren't any lessons last weekend, because everyone was away."(Project 2, s. 32). Through the listening learners get introduced to the past simple covertly. Right next to this text, there is a grammar section, which includes table with the verb *to be*. The table is partially completed and with the help of the text they can find the remaining forms in it. All the forms are mentioned in the text.

This table is the followed by exercise in which learners have to complete the correct forms of was and were. These sentences must be then transformed into a negative form. This type of exercise is controlled drill. Learners do not need to know the meaning of the sentence in order to fill the exercise.

In the following exercises learners are asked to create a dialogue with the help of cues and then practice it. It is a written exercise and it focuses on the structure. It is again controlled drill exercise.

E.g.: *Make the dialogue use the cues.*

Emma and Jake / at home last night ?

No they / They /out

They / at the cinema ?

Yes

(Project 2, p. 32)

Rules how to create past simple regular verbs are presented in 3B. Same as in the previous section, a short story and a listening activity is presented. Based upon the short story, learners are asked to complete the chart, which discusses the rules of past simple regular verbs. Each rule is accompanied by example in present tense, in order to have more examples learners need to search for additional one in the text. This type of activity is called awareness. This activity is connected to a listening exercise. The goal is to listen to these verbs "landed, waited, started, shouted, needed" they will find out that even if they end the same, they are pronounced differently.

Section 3C introduces the principle of how to create negative form and irregular verbs, again as in previous sections, learners work with attached stories or example of sentences to find more examples and to state the rule. Awareness activities can be found here learners have to search for regular and irregular verbs in the story and negative sentences.

And lastly in section 3D, learners are taught how to create question and short answers and also Wh-questions, in order to complete the chart with the word order they have to work with the cartoon on previous page. Exercises in this section are controlled drills combined with meaningful drills.

11.1.1 Presentation

Every unit in Project coursebook, across every level, starts by preview where learners are exposed to the new grammar covertly. This is always followed by Grammar tables, in Project 2, the instructions literally states: "Copy and complete the table". Neither

rule, nor explanation of how and when is this tense used is provided in students' book, the focus is placed solely on the form. Learners are supposed to through the texts or example sentences figure out the rule of grammar and apply it. This is called inductive approach, and in Project it always follows three steps firstly learners have to find the grammar structure in the text, then they complete the chart, and lastly they practise it in accuracy focused activities.

The whole unit 6 is dedicated to past simple and is presented through tables which always have the same task. Grammar charts are always accompanied by Mut (a cartoon dog, which shows up in the first level but no longer is presented in level 3 and 4), and he guides and asks the learners questions, which should make them think, about certain grammar topic, this aspect as well support inductive approach.

11.1.2 Practice

Practice in students' book, is mainly focused on accuracy. Therefore accuracy oriented activities prevail. After initial presentation of certain grammar structure, practice activity follows among those are: fill-ins, putting words into right order (in Project 2 students' book, the task is to make a dialogue from mismatched words), rewriting sentences from affirmative to negative.These types of activities are controlled drills and they are the prevailing tasks (see the Table 2 in Chapter 9.2.1). Only four exercises are oral the rest are written. In this unit no fluency activity is included (except for Project), learners are rarely producing any new structures on their own, they are always provided with clues.

11.2 English Plus 2nd edition

While in Project past simple was covered in one unit, English Plus on the other hand dedicates two units to this topic. Past simple is presented for the first time in English Plus 2nd ed. 1 (there is a starter level) in the sixth unit, called Sports. Same as in Project, a preview is included to introduce the learners to the new grammar structure covertly; in this case it is an article about the Olympic Games. In Language Focus, learners are introduced to the phrase there was and there were followed by the verb to be. In order for learners to

complete the model sentences, they must search them in the text. Then the Rule box follows, dual choice is included and they must select the correct rule:

 e.g. 1. We use there was and there wasn't with singular/plural nouns.

e.g. 2. We use there were and there weren't with singular/plural nouns.
(English Plus 2ⁿᵈ ed.1, p. 65)

After some practice activities, was and were, is introduced, again example sentences are provided with the help of the text, and rule box must be completed ((was and were are the past forms of ___ and ___) English Plus 2ⁿᵈ ed.1,p.65). Unlike in Project, where grammar boxes were focused on form and usage as well, here are focused only on form.

The next section focuses on vocabulary and listening, brief article about X Games is presented with highlighted verbs, these are irregular and regular verbs. Learners' task is to match infinitives with past forms.

In the second Language Focus, past simple affirmative mode with regular and irregular verbs are presented and also with past time expressions. Form focused regarding irregular and regular verbs are listed in box. In this section, pronunciation of –ed is included. Box with Key phrases, which are connected with past simple are listed, such as ago, last month; week, year etc.

In unit seven, which is called Growing up, the focus is not placed just on past simple but also on object pronouns and past simple negative mode, it provides rule box, which explicitly states the form, without any needed research ((To form past simple negative we, use didn't + verb in the base form.) English Plus 2ⁿᵈ ed., p.75).

Second Language Focus presents learners how to create questions in very organised chart, the position of question word and auxiliary verb is established, learners with the help of the text have to complete the table. After this follows Speaking section, where learners use these question forms in practice, by doing interview with someone famous.

11.2.1 Presentation

In English Plus students' book, past simple is also presented through a preview, which is usually some short story or a text. Then follows the rule box, in these two units rules of past simple are presented inductively and they are always focused on form. As it was mentioned early on, in English Plus is grammar presented both ways, inductively and deductively, in case of past simple the approach is inductive.

11.2.2 Practice

Every structure that is presented has its practice activity in students' book; these are usually accuracy oriented exercises to be precise controlled drills. Two units are dedicated to past simple, which means the practice is more thorough and detailed than in Project. Exercises in English Plus, are a bit more various than they are in Project. Fluency tasks are included on every page in so called *Use it !* box, where learners are encouraged through clues and model dialogues to participate in speaking activities. Also the Speaking section, always provides tasks which incorporate the newly learned grammar item in oral exercises.

Unit 6 and 7 consist of 20 exercises which are aimed at practising past simple. Five of them include writing tasks which are aimed at fluency; in all cases learners are given clues or word bank, such an activity is called guided meaningful practice. The rest of them consist mainly from fill-is and rewriting sentences these are controlled drills. Unit 7 also includes exercises aimed at past simple, they follow similar pattern as in the previous unit, they are mostly focused on form and only few on usage.

11.3 Maturita Solutions 3rd edition

In Maturita Solutions Elementary level, past simple tense is introduced in the sixth unit. Each unit provides an unit map with outline. The topic is Wild animals, which does not seem to correspond much with past simple tense. The tense itself is introduced in grammar section in 6B, the whole page is dedicated to an affirmative mode, specifically regular verbs. In 6C which is focused on listening activities, provides exercises, which focus on –ed endings and connected speech. Section 6D introduces the past tense of verbs to be and can and again the whole page is used for working with these two verbs. Unit

seven, called Digital World, extends the knowledge of past simple tense, section 7B works with past simple affirmative/ irregular verbs and in section 7D learners are taught how to create questions and negative statements.

11.3.1 Presentation

Similarly to the previously mentioned coursebooks, the presentation of new grammar is preceded by some short text. In Maturita Solutions, it is a short text accompanied with listening. Regarding the past simple in unit 6, regular verbs are highlighted in the text, this naturally draw some attention towards the grammar issue. Under the text, there is a *Learn this!* box, which provides explanation of how and when the consonant –ed is attached to the infinitive, in this case the grammar is presented deductively. After learners get acquainted with the rules, their task is to match highlighted verbs to the rules. Unlike in Project or in English Plus, here the rules are stated without any need to complete them. In the same section, past time expressions are highlighted.

Although the endings of regular verbs were presented deductively in the next grammar section, the grammar presentation is done inductively. A short dialogue is provided, and the verbs was/were and could appear. In the Learn this! box, there are verbs to be and can organized into an affirmative, a negative and an interrogative and short answers, personal pronouns are also included, the table is partially filled in, and with the help of a dialogue they have to complete it.

Unit 7 again starts with vocabulary and listening tasks and moves to grammar section in 7B, here irregular verbs are introduced, again as in previously mentioned coursebooks short story is provided and in Learn this! box the principle of irregular verbs is explained. 7D focuses on negative and interrogative statements, again Learn this! box is included, with the help of a dialogue learners need to complete did or didn't into the box, therefore they will create rules. Here the grammar is presented inductively, because learners need to find these structures in the text.

11.3.2 Practice

The practice of past simple in Maturita Solutions students' book in grammar pages will be discussed. The number of grammar practice activities in grammar sections is not as high as in Project or English Plus. But the Grammar Builder provides additional exercises and these are find at the end of the book. Usually, some exercise focused on accuracy are included, to practise new grammar. Among accuracy oriented tasks are these included controlled drills. Every grammar page includes speaking activities such as *"Tell you partner five things you did last weekend."* or *"Using past simple verb forms from this lesson, tell your partner what you did."* (Maturita Solutions elementary, p. 64) Such an activity is called guided meaningful practice.

At the end of the students' book, there is a Grammar Reference and Grammar Builder double page. Each unit has its Grammar Builder page, which is filled with exercises, these exercises are accuracy oriented (combination of controlled drills and meaningful drills) with one fluency activity.

11.4 Summary of Chapter 11

To sum up, all three of these books share some similarities and also differ in some aspects. Considering the past simple tense, all of these coursebooks put initially more emphasis on the form and then on the usage. The sequencing of past simple differ only seldomly. Project is the only coursebook, that uses one lesson for past simple and goes from starting with the verb be, regular, irregular verbs, questions and short answers. English Plus and Maturita Solutions have a similar sequencing, they introduce the past tense similarly, both of these coursebooks dedicate two lessons to this matter and add past time expressions. Maturita Solutions above all adds the past simple of can. Regarding the presentation, as it was mentioned numerous times, only Project introduces new grammar inductively, while English Plus and Maturita Solutions combine inductive and deductive approach. Inductive approach is the prevailing approach in both coursebooks. Project is based mostly on accuracy exercises, English Plus involves more fluency exercises than Project. The most fluency oriented activities can be found in Maturita Solutions.

Summary of the Practical part

Project 4th edition, stands out among these others coursebooks. Regarding, the presentation it is done always inductively. Grammar is sorted out in tables, these are accompanied by questions. These guide learners in their discoveries and make the completion process a bit easier. Practice tasks are aimed mostly on accuracy, with controlled drills prevailing among all. Fluency oriented activities are included, but usually are incorporated in the final project. Grammar charts are at the end of the workbook, with explicit rules in Czech language. This is helpful especially for the learners, who can have difficulties to grasp inductive presentation. These rules are placed in one table, and they summarize the whole grammar which is divided through the unit. The Project coursebooks are therefore suitable for both type of learners who apply divergent way of thinking and convergent as well.

English Plus and Maturita Solutions are in contrast to Project. They both use the combination of inductive and deductive approach. Grammar charts can be found here as well but they are usually semi-completed. English Plus provides very little and only incomplete suggestions of the rules and it is mostly up to the teacher to make sure these incomplete tables are filled correctly. Maturita Solutions on the other hand is more systematic. This coursebook provides the rules and exceptions that are included also in charts. Exercises included in Maturita Solutions are more demanding than these in English Plus and Project. Overall there are more tasks, which can be used to practice fluency in contrast with Project, communicative and real life exercises are involved. English Plus and Maturita Solutions, include more oral activities and tasks, which require learners' participation. These types of tasks can be sometimes uncomfortable for adolescent learners, because they get out of their comfort zone. But same as in Project, the type of exercises prevailing are controlled drills, these types of activities ensure that grammar structure is automatized. Unlike in Project, these two coursebooks combine and recycle previous grammatical structures with the new ones; this requires more attention and deeper understanding on the side of learners. They have to focus on the new grammatical items and the old ones. English Plus also provides game activities for grammar practice. These types of activities make the practice more entertaining. Maturita Solutions is the only

coursebook providing systematic grammar review at the end. English Plus however does not offer summary like this. Considering the design Project and English Plus, combine cartoon illustrations and characters with real life pictures and include games and songs. Maturita Solutions does not involve any cartoons, nor songs and games. Maturita Solutions overall provides more interesting topics, which might attract learners in the 8th or 9th grade and does not include any cartoons or tasks, which are more suitable for younger learners.

Table 5 shows the amount of exercises, prevailing type are controlled drills. It is essential to practice the new grammatical form therefore these are necessary. The second highest number is for meaningful drills. Guided practice activities are included the most in Maturita Solutions.

Table 5:The final count of grammar practice activities and their typology.

Total count of grammar practice activities in coursebooks						
	Awareness	Controlled drills	Meaningful drills	Guided practice activities	(Structure based) free sentence composition	Free sentence composition
Project 2,3	8x	81x	9x	7x	4x	-
English Plus 1,2	1x	53x	18x	15x	3x	9x
Maturita Solutions	8x	53x	17x	18x	2x	-

To conclude, English Plus and Maturita Solutions are appropriate for motivated learners who prefer analytical thinking. Also the type of exercises included in these two coursebooks are more challenging and demanding. These two coursebooks are more suitable for practising grammar in real life situations and give more chance to use grammar in communicative activities.

Conclusion

The main aim of this thesis was to present grammar teaching in selected coursebooks which are intended for lower secondary schools. The theoretical part deals mainly with principles of grammar presentation and practice. Regarding the grammar presentation, different methods and approaches can be used, such as overt or covert teaching, or inductive and deductive approach. When presenting grammar, the focus should be placed on the form, meaning and usage to achieve understanding on the side of the learners. Various methodology books were analyzed and it was established in them that the presentation stage is crucial for grammar teaching. After the presentation phase, practise should take place. Practice is an essential step in grammar teaching, this phase gives the learners the opportunity to automatize the new grammatical item. Accuracy and fluency are two very important aspects in practicing. These two features establish the grammar practice activities and distinguish their focus.

For the practical part, selected coursebooks were used by students of the Faculty of Education during two teaching practises. This survey alone has some disadvantages such as the limited amount of respondents and also the variability of areas. The findings from the theoretical part were then applied to the practical part. The analysis of grammar sections focused on how grammatical items are presented and practised. Grammar practice activities are then detaily described in tables. The Project coursebook presents grammar inductively. Grammar practice activities are focused mostly on accuracy with types of exercises focused on drilling prevailing. Fluency tasks are involved but only in final project work, which is not very sufficient. Charts summarizing grammar are not included in the students' book. English Plus and Maturita Solutions use both ways of presentation but the inductive approach is prevailing. The amount of fluency tasks in Maturita Solutions and English Plus is significantly higher than in Project. Only Maturita Solutions students' book provide systematic grammatical charts summarizing all the grammar at the end of the book. Selected coursebooks were analyzed only from the point of view of grammatical sections. The aim was placed only on the practice of tenses which corresponds to the level set according to Common European Framework of Reference. The other grammatical structures were described and analyzed, but because each coursebook includes them

differently or even combine them, the comparison would not be fair. Therefore this thesis can suggest further research in the terms of placing the aim on all grammar items, vocabulary, reading comprehension, writing or other skills.

The results of this thesis can serve as a guideline for future teachers when looking for a suitable coursebook from the point of grammar practice, presentation and content and could make up their mind when deciding which practice activities are more suitable.

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List of Appendices

Appendix 1: Types of grammatical exercises in Project 2 and 3, 4th edition.

Appendix 2: Types of grammatical exercises in English Plus 1 and 2, 2nd edition.

Appendix 3: Types of grammatical exercises in Maturita Solutions elementary and pre-intermediate level, 3rd edition.

Appendix 1: Types of grammatical exercises in Project 2 and 3, 4th edition.

Type of exercise: Awareness, Project 2, p. 36, ex. 4a.

b Find more examples of regular and irregular verbs in
Nadim's story. Add them to the table.

Type of exercise: Controlled drill, Project 2, p.35, ex.4.

4 Write sentences about Conor's holiday. Use the
verbs in brackets in the past simple.

1 We / tennis. (play)
   We played tennis.
2 I / to speak Spanish. (try)
3 It / on our last day. (rain)
4 We / DVDs in our hotel room. (watch)
5 I / my friends at home. (text)
6 We / to the beach. (walk)
7 We / Granada. (visit)
8 We / around Spain by bus. (travel)

Type of exercise: Meaningful drill, Project 3, p. 59.

b Work with a partner. Ask and answer.
● *Have you ever ridden a horse?*
○ *Yes, I have. / No, I haven't.*

Type of exercise: Guided practice activity, Project 3, p. 57.

b Have you done any of the things? Write down four things
that you have done and four things that you haven't done.
I've won a class competition.
I haven't won a race.

Type of exercise: (Structure based) free sentence composition, Project 3, p. 67.

Project task

2 **Make a project about a famous person from your country.**

1 Choose a famous person. Find some information about him / her.
2 Write a text about the person. Use the questions in exercise 1b to help you plan the text.
3 Give some examples of how the person is commemorated in your country today.
4 Illustrate your text with some pictures.

Appendix 2: Types of grammatical exercises in English Plus 1 and 2, 2nd edition.

Type of exercise: Awareness, English Plus 1, p. 75.

Past simple: affirmative and negative

5 Study the examples. Find other examples of
the negative form in the text. How do we form
the past simple negative? Read the rule
to check.

She had glasses.
She didn't have glasses.

Type of exercise: Controlled drill, English Plus 1, p. 77.

2 Order the words to make past simple questions.
There is one extra word in each sentence.

1 here / you / did / do / grow up / ?
2 where / what / live / did / he / ?
3 does / he / get a job / did / ?
4 how / travel / did / they / travels / ?
5 did / finished / when / he / finish / ?

Types of exercise: Meaningful drill, English Plus 1, p.77.

5 💬 USE IT! Complete the questions with the
past simple form of the verbs. Then ask and
answer the questions with a partner.

1 (you / live) here when you were younger?
2 What (you / do) last weekend?
3 When (you / last / go) to the cinema?
4 What film (you / see)?
5 Who (you / go) with?
6 (you / do) any sports last weekend?
7 (you / play) any video games yesterday?
8 (you / have fun) on your last holiday?
9 Where (you / stay)?
10 What (you / do)?

Type of exercise: Guided practice activity, English Plus 1, p. 25.

7 USE IT! Work in pairs. What does each person in your family do at home? Tell your partner. Use verbs from pages 22–23 and exercise 6 with adverbs of frequency.

> My brother often gets up late. He doesn't help with the housework a lot, but he sometimes washes the dishes.

Type of exercise: (Structure based) free sentence composition, English Plus 1, p. 115.

3 Make a poster about a holiday in your country. Follow the steps in the project checklist.

PROJECT CHECKLIST

1 Think of an idea for a holiday. You can use the internet to get ideas.
2 Make a poster about a holiday in your country. Look at the examples in exercise 1 to help you.
3 Write about:
   • where you stay
   • what you do
   • what you need
   • free-time activities
4 Draw some pictures or find some photos.
5 Present your holiday to the class.
6 Put all the posters on the wall.

Type of exercise: Free sentence composition, English Plus, p. 27.

Finished?
Write six questions for an interview with your favourite celebrity. Then act out your interview with a partner.

Appendix 3: Types of grammatical exercises in Maturita Solutions elementary level, 3rd edition.

Type of exercise: Awareness, Maturita Solutions elementary level, p.76.

2 Read the Learn this! box. Then find all the past simple forms of the verbs in the text in exercise 1. Which are regular and which are irregular?

Type of exercise: Controlled drill, Maturita Solutions elementary level, p. 66.

6 Write questions from the prompts. Use the past simple form of *be* and *can*.

1 swim / four
  Could you swim when you were four?
2 count to ten in English / seven
3 write your name / three
4 talk / two
5 walk / one
6 ride a bike / six

Type of exercise: Meaningful drill, Maturita Solutions elementary level, p. 138..

4 Look at the prompts. Write questions with *going to*.
➟ 8.1, 8.2

1 you / use a computer next weekend?
  Are you going to use a computer next weekend?
2 your best friend visit you / tonight?
3 you / travel abroad next summer?
4 your friends / start university next year?
5 you / take any exams next year?
6 you and your classmates / have maths tomorrow?

5 **SPEAKING** Work in pairs. Ask and answer the questions from exercise 4. ➟ 8.1, 8.2

Are you going to use a computer next weekend?
Yes, I am. / No, I'm not.

Type of exercise: Guided practice activity, Maturita Solutions elementary level, p. 64.

8 SPEAKING Work in pairs. Using past simple verb forms
from this lesson, tell your partner things you did:

last week   ten years ago   this morning   yesterday

This morning, I walked to school. I arrived at school. I ...

Type of exercise: (Structure based) free sentence composition, Maturita Solutions pre-intermediate level, p. 8.

8 Write the opening paragraph of a story. Use your ideas
from exercise 5 and include the extra information from
exercise 7.

Annotation

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Rok obhajoby:	2020

Název práce:	Srovnání a evaluace gramatických sekcí současných učebnic angličtiny
Název v angličtině:	Comparing and evaluating grammar sections of currently used English coursebooks
Anotace práce:	Diplomová práce se zabývá porovnáním gramatických sekcí ve vybraných učebnicích (Project, English Plus, Maturita Solutions). Teoretická část popisuje přístupy sloužící pro prezentaci gramatiky. Dále jsou popsány různé typy gramatických cvičení, zaměřující se buď na přesnost nebo na plynulost. Praktická část se poté soustředí na aplikování poznatků z teoretické části, cílem je porovnat učebnice jejich prezentaci a procvičování gramatiky.
Klíčová slova:	výuka anglického jazyka, gramatika, prezentace gramatiky, induktivní přístup, deduktivní

	přístup, procvičování gramatiky, učebnice, gramatická cvičení
Anotace v angličtině:	The diploma thesis deals with comparison of grammatical sections in selected coursebooks for lower secondary schools (Project, English Plus, Maturita Solutions). Theoretical part focuses on the approaches used for good grammar presentation. Then types of grammar practice activities are described, these can focus on accuracy or fluency. Practical part then applies findings from the theoretical part. The main aim is to compare the grammatical sections in these coursebooks, their presentation and practice.
Klíčová slova v angličtině:	English language teaching, grammar, grammar presentation, inductive approach, deductive approach, coursebooks, grammar practice, grammar practice activities
Přílohy vázané v práci:	stran: 3
Rozsah práce:	stran: 84
Jazyk práce:	angličtina

Resumé

Tato diplomová práce pojednává o výuce gramatiky ve vybraných učebnicích pro druhý stupeň základních škol. Cílem bylo porovnat jaké přístupy pro prezentaci gramatiky tyto učebnice používají. A následně analyzovat typy cvičení používaných pro procvičení. V praktické části jsou analyzovány tři učebnice, Project, English Plus a Maturita Solutions. Project pro prezentaci nové gramatiky používá jen induktivní přístup, English Plus a Maturita Solutions kombinují oba přístupy a to tedy induktivní a deduktivní přístup. Učebnice Project obsahuje hlavně cvičení zaměřené na procvičování přesnosti. Učebnice Maturita Solutions a English Plus obsahují jak cvičení zaměřené na přesnost tak na plynulost. S tím, že cvičení na přesnost převládají.