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Bakalářská práce

Past verb forms in upper secondary school ELT coursebooks

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Prohlašuji, že jsem práci vypracovala samostatně s použitím uvedených zdrojů:

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Vlastnoruční podpis

Ráda bych touto cestou vyjádřila poděkování paní doktorce Babické za její cenné rady a trpělivost při vedení mé bakalářské práce. Ráda bych také poděkovala svému příteli a rodině za trpělivost a podporu.

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Abstract

English grammar tends to be very difficult for foreign learners, because the Czech language especially is quite different from English. There are many ELT coursebooks available which vary in grammar presentation significantly and it might be difficult to choose one which is suitable for the learners and teachers and meet the school requirements at the same time. Therefore this project focuses on grammar teaching, mainly with the help of coursebooks and contains a comparison of two chosen coursebooks which are used in the Czech Republic and particularly their presentation and practice of the past verb forms. The aim is to compare use of induction and deduction, the role of visual aids and finally decide on the suitability. Some of the results had shown that there is not a major difference in some parts, but still the newer book focuses more on the learner's production of the language, spends more time on pronunciation and uses colour coding to support efficient learning and therefore might be more suitable for modern ELT classes.

Introduction

There are many ELT coursebooks available and it is very difficult to choose the more appropriate one which is the most suitable for the teachers, learners and meets the requirements of the school or educational system. Presentation of grammar in the coursebook might be one of the main reasons to make the decision for choosing the book. This project will compare two very common coursebooks used not only in the Czech Republic and try to evaluate which is more suitable for modern ELT classes. Solutions were chosen because of personal experience from grammar school, when the teacher decided to switch to a different coursebook after using it for two years because of their dissatisfaction and it was described as boring and monotonous. Headway was chosen because it is more recent and by the same publisher, therefore the comparison of these two books could be interesting. Past verb forms surely belong to the more difficult grammar and need to be presented and explained well, therefore it is the main focus of the thesis.

The two parts of the theoretical part mention grammar opinions on it and grammar rules, past verb forms, teaching of grammar and past verb forms, coursebooks, adaptation of teaching materials, the role of visual aids including colour coding. The practical part then proceeds to compare the chosen coursebooks according to the theoretical part, mainly the presentation and practice of past verb forms, particularly induction and deduction, types of exercises, connection of grammar practice to language skills, visual aids and colour coding in the whole grammar sections.

The main aim is to identify the differences in the overall presentation and practice of past verb forms in the coursebooks. The objectives of the thesis were to compare the use of induction and deduction in grammar presentation of past verb forms, to compare the support of visual aids and to analyse the colour coding in ELT if the books use any and to analyse the types of grammar practice activities focusing on past verb forms. The coursebooks were analysed thoroughly, initially the presentation within each of the books was compared individually, then between each other mutually. Everything is supported by at least one example from the books, there are also tables and figures in the list of appendices to show some quantitative summaries of the mentioned aspects.

The thesis might present example of how the coursebooks evolve in time, whether the attitude to presenting and practicing grammar has changed or not in the seven-year period between the publication of the coursebooks.

I. Theoretical part

1. English grammar

1.1. Definition and views on grammar

First, the term "grammar" should be defined. The Merriam-Webster dictionary (n.d.) explains grammar in more ways, for instance as a study of language word classes, word inflections and their relations; rules of the syntax or even a grammar book itself. Thornbury (2001, p. 1) says that grammar is "a system of rules (or patterns) which describe the formation of a language's sentences". There should be a verb "to grammar" as it is not only a momentary state or object, but a whole enduring process of "grammaring" (Thornbury, 1999, p 1). Grammar also adds meaning to a sentence that we cannot get from the context (Thornbury, 1999, p. 13). Ur (1996, p. 87) describes grammar also as a system of rules but these determine grouping of words into "acceptable units which carry meaning".

There are more views and opinions on grammar: Ur (1988, p. 4) claims that grammar is essential for the actual handling the language successfully. Crystal (2004) mentions that grammar essentially makes an imaginary base for learning other language skills, has an effect on usage and perception to a certain extent and allows us, as the speakers, to enrich our expression in many ways. On the other hand, a London language school (as cited in Thornbury, 1999, p. 14) contradicts this idea with words that English grammar is less complex than of other languages so there is no need to understand it. "Encyclopedia of Opinions" (2020) leads a discussion on this topic and the arguments are mainly against prioritising grammar. It is suggested to involve grammar in the other language skills and not separate it or even that grammar can be taught through acquisition and will become intuitive (the learners know what is correct but without the ability to reason it).

Although sometimes we do not need to use correct grammar rules to communicate, as Thornbury (2001, p. 4-8) shows on road sign or newspaper headlines, in other situations, which do not require to be as fast and clearly understood, it is essential to use a system of general rules to achieve some level of effectiveness (Mart, 2013, p. 124-129). Without grammar our speech would be often meaningless and our reading, speaking or writing performances would be quite weak. Azar (2007, as cited in Mart, 2013, p. 124) states that we would be left to communicate only through sounds, pictures and non-verbal (body) language. Thornbury (1999, p. 7-9) also says that there is a large difference between spoken and written

grammar. Our speech is affected by our origin and therefore there are accents and dialects which we often do not transfer to our writing. Then, there is the so called "core grammar" mentioned, meaning an important part of grammar every learner needs to know no matter why he learns English, either for speaking or writing only. Those are for example articles, modal verbs, forms of the verb be/have or tenses.

1.2. Grammar and rules

Another term needed to be specified or defined closer "grammatical rules". Thornbury (1999, p. 11-12) mentions prescriptive, descriptive and pedagogic rules, then rules of form and use. Heinkel (2018) clarifies that prescriptive grammar is how the language should be applied or perceived. Descriptive only describes how it is actually used in the reality, including colloquial language. Pedagogic rules, according to Thornbury (1999, p. 12) are those rules that are easily understandable to the learners and support them on the way to success. Lastly, it is quite logical that rules of form tell us how the language should look (adding –s in third person singular) and rules of use determine the use (present simple is used for describing habits).

1.3. Teaching grammar

Many experts agree that it is better when grammar is taught implicitly, not explicitly. Implicit or covert teaching means that the pupils are encouraged to think on their own and use the new knowledge in their skills. When teaching explicitly (overt teaching), the teacher explains the rules and guides the students to using them (Vukadin, 2019). According to Meyer (1986, as cited in Vukadin, 2019), neither memorising or drilling the norms lead to any progress in using them later. Thornbury (1999, p. 7-9) explains that it is better for the teacher to have a syllabus for better orientation in topics and time intervals. Also ordering according to complexity, teachability and learnability can be a big advantage. Some coursebooks are even chronologically organised according to the Framework Educational Programme either for grammar (2022) or upper secondary schools (2022) and the syllabus prepared by the teacher can act as a more detailed supportive tool.

The best way, as Vukadin (2019) says, to learn grammar is through the so called "language acquisition", when the pupils work with the genuine language without any explanation of what they are learning and everything comes out from the context as a part of the language (e. g. now we are learning about past simple in a text but they do not know it is called past simple). Then it is added that the pupils' interest have an important role in learning

– the teacher should pick topics or books, films and songs the children like to make it even more effective. Ur (1988, p. 17-24) adds eight ways to raise the learners' interest and keeping them active. Apart from appealing topics and personalising the exercises according to the pupils' experiences, the teacher may also pick some attractive visuals, leave tasks open-ended or omit pieces of information to make the pupils require more. The eagerness could also be supported by choosing competitive and entertaining activities or role-plays and simulations. Thornbury (1999, p. 153) summarises that instead of focusing on teaching, the teacher should prepare good environment for learning, specially the "input and output, feedback and motivation". Grammar, as he states, should always be practiced in context and at a suitable level, and the learners should be maximally productive, as the main aim is to make progress in the most problematic parts. Therefore, Thornbury (1999, p. 73) comes with a theory of Context-Based Learning and describes learning present simple in nine steps by going through an interview of two people and later the learners start using the tense themselves (see Appendix 1).

Thornbury (1999, p. 29) also distinguishes between two ways of presenting grammar, deductive and inductive. In deduction (rule-driven learning), the rules are firstly presented by the teacher and practice on examples follows. Inductive way (discovery learning) consists of providing examples and then the rules are formed, usually the learners integrate. The third possibility is learning from texts, there are four main sources: coursebooks, the teachers, the students themselves or some authentic materials such as songs or films. The last and best one is learning from context, which has three layers: the text around, situational and cultural context (Thornbury, 1999, p. 89-90).

Emery (1978, as cited in Mart, 2013, p. 124) writes that our ability to construct meaningful sentences increases with better knowledge of the roles of individual parts in the whole complex (=words in a sentence). Also the principle of Grammar-Based Teaching was introduced. The learners gain knowledge of the grammatical rules without any deep analysis of sentences or any difficult terminology (Azar, 2007, as cited in Mart, 2013, p. 125). The traditional way to teach grammar consists of the three P's system: present, practice, produce – however, Long & Doughty (2009) disagree because the learners are often unable to apply the rules in their speech or writing (as cited in Mart, 2013, p. 125). Thornbury (1999, p. 140) mentions that in the PPP model grammar knowledge is achieved through practice and "fluency is out of accuracy". Also there is a reference to task-based grammar teaching, where grammar happens through interaction and fluency is ahead of accuracy. Fluency of a language

signifies its smooth flow and coherence, mainly in speech and accuracy correctness in terms of grammar or vocabulary. However, correctness does not always limit the acceptability – when speaking to a child or a non-native speaker of the language, minor errors are accepted – as long as the main meaning is comprehensible.

Ur (1988, p. 7-8), to a certain extent, introduces a similar model of grammar teaching to the PPP one: "presentation, isolation + explanation, practice and testing". In the second step, the form, sound and function is taught. Practice is the most discussed part, exercises are divided into three main types according to their main focus– learning the rules, experience the form and being productive and actively use the given grammar. It is stated that current coursebooks mostly present the first and the second type, the author therefore focuses on the last and the most important type.

1.4. Induction and deduction

As it was already mentioned in the chapter on teaching grammar, Thornbury (1999, p. 29) defines the inductive way of teaching as "discovery learning", meaning that the learner is guided to figure the rule out from examples provided. Deduction ("rule-driven learning"), on the other hand, means an explicit presentation and explanation of the rules and then practice. The "Inductive and deductive grammar: What is it and does it work?" article talks about advantages and disadvantages of both induction and deduction. Firstly, it depends on the teacher, students and the language taught. They also explain induction as "specific to general" or "bottom-up" and deduction "general to specific" or "top-down". Some books incline to preference of one style, other choose both and become more variable. Induction requires realising the patterns from examples, understanding the rule and therefore the students are more independent, productive and could be more motivated. The term "learner-centred learning" is used. However, it is not possible to use it with every grammar or language, the web mentions that it is easy with comparatives of adjectives but impossible with articles. The disadvantages are that induction is more tiring and takes longer time. Some learners, however, may be used to the deductive form, also called "teacher-centred learning" (Thornbury, 1999, p. 29).

1.5. Errors in grammar

Cunningsworth (1995, p. 31) writes that learners should not be expected to handle every aspect of a new foreign language at once while learning it, as phonology, grammar and vocabulary require to be separated and usually work as a whole. As it is mentioned later,

coursebooks deal with this and usually involve all three aspects on one page. There are more opinions on correcting errors or mistakes in grammar. One is against and tells us that any correction might lead to the learner feeling under pressure and judged. But the other one says that avoiding negative feedback might also cause huge language problems and basically damage all the improvement (Budden, 2008). Using only negative feedback is very demotivating and discouraging to the students (Thornbury, 1999, p. 113,126). As Budden (2008) summarises, we have two types of correcting mistakes. The first one correcting right after the error was made ("on the spot") – so we stop the activity and it is best when the learners correct themselves or someone from their peers. However, before stopping we should be aware of the aim of the task– if we emphasize language fluency (flow) or accuracy (correctness). In the other case the teacher writes down all the mistakes and at the end of the activity they all try to correct it. Again, it is the best when the children correct it themselves. We should use constructive criticism and encourage the learners to rethink their answers. If we evaluate some bigger piece of work, it is always better to start with something positive, the part they should improve and end with a positive, again (Budden, 2008).

1.6. Testing grammar

The teacher has an endless range of varieties for testing grammar. The test needs to be at an appropriate level, the learners have to be well-prepared by the teacher and from their own learning. Thornbury (1999, p. 141-142) defines two main kinds of testing, and that is test checking improvement during the learning process and one at the very end to examine the whole item. Mostly, students are familiar with written tests which usually use multiple-choice or open/closed questions or gap-filling, all depending of what part of grammar we want to test (Reeder, 2022). Thornbury (1999, 141-142) writes that written examination does not check the proper use of the language and the most important aspect of language, communication, is not examined in any way. Therefore some teachers choose oral or performance examinations, which can happen individually, in pairs or groups. In spoken language, every aspect can be tested – flow, correctness, complexity of syntax. Before any testing, the teacher should be completely sure if their students are well-prepared to be examined. It is generally that the test should not aim only at cognitive knowledge, but also at affective and psychomotor (Obst, 2017). However, in language teaching, it is quite hard to test the pupils' attitudes and movement.

2. Teaching verb forms

When it comes to teaching verb forms, Yule (1998, p. 53-83) starts with teaching the learners to distinguish between actions that are complete/momentary or ongoing, distant or non-distant and true and not true. English tenses are divided only in two categories (past and present), future is formed with the modal verb "will". Then there are two aspects (perfect and progressive) and altogether there are twelve verb forms. Learners, specially non-native speakers, tend to make mistakes in forming English sentences because the verb forms have more parts (e. g. have been doing) and only focus on one of them. Yule (1998, p. 75-81) provides us some of his teaching ideas (see Table 1, Appendix 2). Sentences are shown to the learners and their task is to tell whether it is now or another time, true or not true, if something happened once, more than once or all that time. Another example might be teaching present perfect by asking "Have you ever?" or when teaching progressive aspect or present continuous, the students mime some action and other tell what they are doing. They are afterwards encouraged to correct the errors in sentences or to offer better formulation or find sentences with given verb forms in a text (Yule, 1998, p. 75-82).

Parrot (2010, p. 219-225) lists five past verb forms (or they are called "tenses"). Past simple is formed by using past forms of verbs and is used for ended actions for example in stories and an exact time can be added to emphasize that it was finished. It does not have to last only for a short time, using the verb "spend" can emphasize longer period of time. An auxiliary "did" is needed to form questions. Past continuous uses past form of the verb to be plus –ing form of a verb. It can be used to mark habits, set the background of a story or to "sequence different events" (an action began before other, ended at a certain point or lasted longer). Past perfect simple is formed by past form of have and the past participle form of a verb and describes progress of events (something happened before other actions), therefore it is often related to a sentence in past simple. Lastly, past perfect continuous is mentioned. It forms by using had been + ing form of a verb, is also mainly used for ordering actions and usually can be followed by "for/since" (Parrot, 2010, p. 219-225).

Other grammar structures also use different past forms of verbs, for example reported speech, second conditional, wish clauses or there are passive forms of all the tenses. Those will be also analysed in the practical part. Which verb forms are going to be taught in which grades of school depends on the national Framework Educational Programme for upper secondary (2020) or grammar schools (2022) created by the ministry of education, which sets

all the general criteria for all the subjects including the foreign language, individual schools then have their own school programmes with details, including grammar.

Regarding past verb forms, Ur (1988, p. 206-214) mentions a list of examples of activities which are effective and activate the learners well. There are four types of activities mentioned for practicing past simple. Three are with using stories, their translation or repetition and memorising the details or making their own with given words. Another uses pictures to create background and stories connected to them. Last one is producing sentences with given verbs and repeating sentences of others. By asking "What were you doing last night?" past progressive could be taught easily as the learner hears the correct form. Another way is playing "witnesses" by memorising details in pictures and then hiding them, the teacher could ask "What were the people doing?". To practice past perfect, the learner would get a diary or work with their own and they would be questioned for example: "What had you done by Friday?". And to distinguish between past simple and past perfect, they could use their own experience in sentences like "I had never...but then I..." (Ur, 1988, p. 206-214).

Parrot (2010, p. 218) states that learners often have troubles with negation and questioning as the English language has verbs which not always act the same in past forms and might cause problems with writing them. It is also added that teachers tend to teach their learners to choose only one verb form in various set-ups. There are also other "learning difficulties" described regarding past forms of verbs, such as that the verb dorms differ in some ways and the rest of the text might help or when someone uses contraction "I'd" it is hard to recognise in speech. The learners might also incline to use simplified language and omit the -ing form or helping words ("auxiliaries"), overuse the simplest verb forms to avoid those which are more complicated, use the rules in wrong ways and lastly, mispronounce the verb forms (Parrot, 2010, p. 227-229).

3. Coursebooks in ELT

Grant (1987, p. 12) describes coursebooks as a subtype of textbooks. There are two types of textbooks and their approach, "traditional and communicative". The first type mentioned focuses mainly on grammar and rules, reading and writing, correctness of the language and is quite not as difficult to use. The second aims at speaking and production of the language, relies on activities and equality of all the skills or mainly speaking and listening.

It uses "everyday life" English, supports cooperation among students and fluency above correctness.

3.1. The roles of a coursebook

The coursebook should only act as a supportive source for achieving the aims of the course or programme, it does not set the goals (Cunningsworth, 1995, p. 7). Coursebooks present language items in smaller parts so that the learner is not overwhelmed with the whole thing at once. Considering a page in a coursebook, there is always something from vocabulary, grammar and skill practice to be interconnected and effective (Cunningsworth, 1995, p. 31). The roles are: presenting; suggesting activities with communicative approach; reference source on grammar, vocabulary and other; inspiration for activities; it can be the syllabus; support for learners' self-learning or support for teachers.

There are three types of coursebook users described (Cunningsworth, 1995, p. 9-11). The first is that the teacher, usually the unqualified individual, relies on the coursebook too much, that means that the teaching methods do not vary, it is not creative and spontaneous and there is no place for paying attention to individuals. The other extreme is that coursebooks are not used at all which offers a lot of variety but is very time-consuming. Also the type of the educational system, culture or level of training of the teachers play a significant role in setting the limits. The third and probably the ideal is having a wide range of different materials and has many advantages such as involving individuals, supplementing unsuitable materials, less experienced teachers gain confidence and the coursebook can be only supportive. Grant (1987, p. 7) mentions the same three types, and adds that the situation where the teacher does not use a book at all can behave as the so called "English for special purposes" or also ESP.

3.2. Choosing a coursebook and evaluation

As Cunningsworth (1995, p. 1-7) claims, the number of ELT materials, including coursebooks is rising. The learners usually have quite high expectations, mainly depending on the visuals and overall attractiveness. Mainly, the major aims of the course should be set. The first impression is usually very important for everyone. The author mentioned a list of aspects teachers should consider when looking for a new coursebook: "aims+approach, design+organisation, language content, skills, topics, methods, teacher's book and others". It is stated that not all of our expectations and needs will be fulfilled with one coursebook. Beginning teachers are advised to build a list of books that are recommended from other

already experienced teachers or those that were tested in practice already. Asking the students or neighbourhood schools is another suggestion. The list should contain three to five titles and then an in-depth evaluation can follow (Cunningsworth, 1995, p. 1-7).

Grant (1987, p. 16) also mentions the roles of the teacher when using coursebooks. The teacher sets the goals, methods and has to know the student's priorities and abilities. They have to choose the material itself and ways to teach it to be effective. They decide whether the book exercise is sufficient or should be completely skipped or modified.

As it will be mentioned later, the material is required to match the goals of the course, therefore the so called "teaching situation" should be mapped beforehand. That means corresponding with the role of English in the state, purpose of learning it, materials available, the amount of people being taught and their individuality or preferences of the educational system (Cunningsworth, 1995, p. 149).

Regarding the organisation, repetition of one language item three to four times in a different context is crucial, otherwise it will not be stored in the long-term memory. Ideally, something the learners are already familiar with should be revised following with presenting a new topic. Speaking about verb forms, for example past simple could be contrasted to past perfect. Cunningsworth (1995, p. 28-30) provides a checklist of aspects the book should have regarding organisation apart from recycling older materials, including a vocabulary list or solution of tasks.

The offer should also be favourable to the school and teachers, most coursebooks have the so called teacher's package with further materials, such as students' book, workbook, teacher's book, inspiration for examinating and CDs with videos, listening or pronunciation records (Cunningsworth, 1995, p. 28).

Another point is to consider the learners, mainly their age, advance in English, motivation, priorities and individual needs in learning. The whole process of learning heavily relies on the teacher, therefore their proficiency, knowledge and creativity play a significant role when choosing a coursebook (Cunningsworth, 1995, p. 149).

In terms of grammar parts, the author suggests another checklist of aspects which it is better to have in a coursebook. The grammar is ideally presented in smaller chunks agreeing with the learner's language needs. The emphasis on use and form should be equal and newly learned items are put into distinction with those that were taught earlier (Cunningsworth,

1995, p. 34). Lastly, mainly speaking about verb forms all of the meanings of certain forms ought to be presented and explained, not necessarilly all at once, for instance all uses of past perfect.

Cunningsworth (1995, p. 14-15) divides evaluation in two types. "In-use evaluation" means that coursebooks are judged during their use and post-use evaluation after finishing using them. Evaluation is often made when teachers want to adopt new materials, setting advantages and disadvantages or comparing books available on the market. Books can be evaluated according to their usability or so called "potential" and "suitability" – meaning utilization and how much they meet the requirements. Four steps of evaluation are further described: "fitting objectives and learner's needs, helping to use language effectively, facilitating the learning process and supporting the learning". To summarise, there are four stages of choosing a suitable coursebook successfully, and those are initially to use it, analyse, judge and lastly select the most appropriate publication for the course (Cunningsworth, 1995, p. 14-15).

Grant (1987, p. 118-128) agrees, that there is no perfectly fitting book for everyone and selection of books should not be hurried and discussed with other teachers. He introduces a three-part process of surveying whether the book is suitable. Each part has its own main question: Is it suitable? How much? Is it still usable? The very first part is called the "initial evaluation" and the author introduces the "CATALYST" test, each letter meaning one aspect which the book should offer: "communication, aims, teachability, available add-ons, your impression, student interest and tried+tested in real classroom". The continuing stage is a more close analysis with three short questionnaires about meeting the teacher and student's requirements and possibilities, keeping the rules of the educational programme and course syllabus. The final stage is judging the material during its use in the lessons (Grant, 1987, p. 118-12)8.

3.3. Adapting teaching materials to the learners' needs

Ur (1988, p. 39-42) in his chapter called "Getting the most out of coursebook exercises" claims that nowadays the textbooks present different subject matters in a tedious way, such as the same names of characters all over again, uninteresting actions or topics. It is emphasized that the teacher should vary it according to the learners' interests – use their names, topics of choice. Grant (1987, p. 12-16) specifies that the whole material can be skipped, the teaching style or content could remain the same or change or a different material

could be added to extension (see Diagram 2, Appendix 4). The author also adds that the teacher might act like the authority and make decisions in everything, the learners are inferior. The teacher can also follow the book or syllabus closely or most ideally fulfil their student's needs.

Cunningsworth (1995, p. 136-140) further explains why and when coursebooks can be adapted, supported or fully replaced by other materials. The learners' needs may often differ from the coursebook style of presentation, therefore the teacher can decide to make it more suitable to meet their expectations and motivation by using different methods, choose more interesting topics, balance or integrate the skills or use visuals of higher quality. This is also shown with outdated publications, when the author suggests taking a text of a suitable level, leaves out some words or phrases and creates his own exercise (Cunningsworth, 1995, p. 147-148). However, it is very important to know the students well to challenge them in the right way and boost the effectiveness. Diagram 1 (Appendix 3) shows a scheme which might help the teacher to decide whether the teaching material is sufficient to use in the lesson. On the other hand, although grammar is often dominant in coursebooks, there are still gaps and need to be replaced by other materials and aids. Grant (1987, p. 11-12) highlights that each learner has a different learning style, some need the written text right in front of them, other prefer speaking or listening, being more active or quiet and somebody needs to hear explanations in their native language as well.

Cunningsworth (1995, p. 141-146) shows a few examples of traditional textbook exercises and ways to adapt them to offer further development. For example drilling of house chores and using have to" as obligation – involve the students more so they speak about their own experience what they like and dislike helping with at home. Next, a text can be modified to be authentic and even cross-curricular (topics from different subjects) or simplified to match the language level of the students or pupils. Lastly, an interview can be used in pairs to support communicational approach in learning.

3.4. Coursebook exercises

Before actually starting doing exercises in coursebooks, the grammar should be first introduced or revised, depending on how much the learners are familiar with the particular content. Mentioning a few examples to remind them is almost necessary. When assigning the exercise, letting the learners explain or translate the task is an important step to make sure that they understand the whole thing correctly. After finishing, the author mentions that giving

tasks or homework such as speaking or writing a piece of work using the grammar is a great way to help grasp the form and start using it actively (Ur, 1988, p. 39-42).

When using coursebooks, Cunningsworth (1995, p. 109-111) explains the roles of the teacher and emphasizes that the same material can be used or taught in various styles according to the teacher, situation or students as the book does no set the teaching method. This author also agrees that the lesson should begin with an introductory exercise or activity, ideally with related content to the new item, moving on to presenting the new part, then explain the rules, lead the practise with correcting mistakes and further explanation, and ending with supporting the active production of the grammar to suggesting further studying options to promote independence. To summarise, the teacher covers role of "a guide, mentor, facilitator, manager, director and monitor" and the coursebook should provide space for further extension of activities, variety of learning styles and encourage learner autonomy and self-learning (Cunningsworth, 1995, p. 109-111).

Ur (2012, p. 82) introduces a different style of division of practice tasks. The author begins with explanations why some learners master the traditional ELT exercises but are not able to use the grammar on their own later, in spoken or written expression. Usually errors are based on the mother tongue of the learner, because there is lack of "thorough mastering of structures", that means the grammar is not understood, nor strengthened, and therefore it cannot be automatically produced. Classic exercises like matching or gap filling can be used in the beginning but usually there is need to be exchanged for tasks which encourage the production but also do not omit the correctness ("accuracy"). In conclusion, the tasks should not only focus on accuracy but also fluency to enable the students to express themselves ("form-focused and meaning-focused practice").

There are eight types of exercises mentioned (Ur, 2012, p. 82-84) when starting with new grammar. The first one raises the "awareness" for example the learner's task is to find the grammar in a text. Although the second type ("controlled drills") starts with limited use of the grammar, it provides the pattern and examples, so it could be done without comprehension. The other types need to be done with deeper understanding of the grammar ("controlled responses through sentence completion, rewrites or translation", "meaningful drills"), for example changing a sentence while maintaining the meaning and using a specific word or creating sentences based on an example, also with selected words. The "guided meaningful practice" suggests creating sentences according to the pattern but with own choice of the other

words. The last three types are very similar, "free sentence composition" can be something like creating sentences based on a picture full of action, "discourse composition" could be a discussion on something but using for example given modal verbs. These two are still "structure-based". The last type ("free discourse") does not give any patterns or ideas on using different words, there is only the discussion question (Ur, 2012, p. 82-84).

The article "Grammar exerise types" on the British Council web mentions the traditional four types of exercises and what could be problematic during completing them. Multiple choice is an exercise where the learner has to pick from more options to answer the task and should know why exactly this option fits and the other do not. Gap filling consists of reading and comprehension of a text and replacing blank spaces with words given or new ones. Word formation exercises then also offer blank spaces in sentences and a word in base form that is supposed to be formed to fit in the sentence usually by adding prefixes and suffixes. The last type is the sentence transformation where the learner rewrites a sentence using given words to keep the same meaning. Usually there is also some word limit. Reeder (2022) also mentions the same types of exercises in test and they can be used depending on what grammar is tested. Ur (2012) as mentioned above, does not support these traditional exercises because they focus on form and not use and therefore it is more appropriate to choose his division of exercise types.

3.5. Visuals in ELT, colour coding

Janko (2012, as cited in Bačáková, 2017) emphasises that the overall presentation of a subject matter is crucial, especially visuals as a part of non-verbal communication help portray hardly visible or understandable items that are for example more abstract, particularly smaller with children. It supports the children's imagination which is the unnecessary base for abstract thinking. Novawan (2010, p. 41-42) confirms that visual aids support "the psychological learning condition, better comprehension and stimulate thinking, saving to memory and talking." The older the learner gets the more their abstract thinking should be evoked. First of all, the visuals have to grasp the learners' attention, those are the meaning and credibility, connection to the topic and mainly connection to the learner, depending on their age, interests or culture. There are several types of graphic illustrations, according to the complexity and details it provides. Most common are probably photographs, tables and figures, pictures, maps, symbols, timelines and others. De Blair (2016) agrees that chosen visuals must be of high quality and related to the topic to be effective. Too many can be also distracting and hardly distinguishable. Kawashima (2021) writes that visuals have many

functions, including "stimulating cognitive processes" and helping to maintain language progress. There are several studies mentioned that show that visuals are divided into two groups, those with aesthetic function which are often use for advertisement and others than can be utilized in some ways.

Novawan (2010, p. 40-42) states that visuals make learning materials more attractive, they provide a better idea of the topic and help to raise motivation and interest of learners'. Photographs and pictures should be clearly visible and printed, they are used for setting the situation. Stick figures usually portray people and their actions or emotions and are very easily drawn by both the teachers and learners since they do not require any details. Photographs are considered to be the most attractive. Figures and tables require some level of literacy from the learners as they often indirectly present statistic data. The author also mentions ways of displaying the visuals – through slide presentation, drawing on the board, printed handouts or coursebooks (Novawan, 2010, p. 50). When being creative, the teacher can also use their own, for example from the internet, however, needs to be appropriate for the learners and topic of the lesson.

Colour coding is a colour theory which can help the learning process to be more effective and also more interesting. It is explained why are some colours better to use in classes and when and where to use them. It mentions traffic lights or signs as examples, the human brain associates green with freedom and relax or a symbol of nature, green supports better focus for a long time, therefore it is good to use in reading, red is exciting but the effect lasts shorter (Thy Psychology of Color, 2021). Orange is considered as a "mood lifter", catches the learner's attention and gets them ready to work (good to use in a test) but it has also downsides, when there is too much of it. Lighter shades of orange can seem relaxing, too much of bright orange can cause damage (too much hype). Light blues is described as "friendly", dark blue gloomy or sad ("cold"). Blue in general should be used for new, more difficult learning item and supports better understanding when reading a text, it enhances creativity and concentration.

In general, colder colours are mainly for making the learning environment appropriate for the lesson. Cool colours range from green to violet, blue being the coolest, as it was already said before. Cool colours create happy and peaceful feelings and are best when used for backgrounds in combination with warmer colours for the main text. Purple is kind of rare and appears to symbolize comfort, secretness and cleverness, it is claimed that is supports

"problem-solving and intuition". Green signifies relax, progress, choice and should not be mixed with red, as this could be unpleasant to look at and could confuse the brain. In conclusion, eighty percent of the colours should be cooler-toned, the rest warmer-toned (Color Psychology, 2021).

This was confirmed in the study on impact of colours not only on feelings and physical response but also learning (Al Ayash, Kane, Smith and Green-Armytage, 2015, p. 7-9). The results had shown that milder and lighter colours have better impact on the overall performance in class, the respondents felt well with pale blue and yellow, which seemed to support the positive feelings (blue mainly "peacefulness, relax and comfort", yellow mainly energy and "light") . Light red, on the other hand, showed that was perceived as distracting and supported nervousness. Brighter and fuller colours seemed to be disliked as well, vibrant red was taken as a symbol of violence and yellow was considered too luminous. Once again, only blue had positive reactions.

II. Practical part

As it was stated in the introduction, the main aim of the thesis is to compare presentation of grammar, particularly past verb forms in two chosen coursebooks. The objectives were to compare the use of induction and deduction in presentation of past verb forms and to compare the support of visual aids, including colour coding. The grammar sections were analysed and compared first within one book individually and then compared between each other mutually. The overall attitude to presenting grammar and also in connection to induction, deduction and grammar skills was compared, then analysing practice of grammar according to various types of exercises in different grammar sections followed. Lastly, the use of supportive visual aids and colour coding in the main grammar sections was compared. All of the appendices like tables and figures are in the List of appendices at the end of the project.

4. Introduction of the chosen coursebooks

For the research there have been chosen two student's books which are among the most commonly used books available. Both were published by the Oxford University Press, and focus on the same level of the language, for pre-intermediate learners. They are usually

used in the first two years in upper secondary school, so it is anticipated that there is already quite a lot of knowledge. Intentionally, an older and a newer book were chosen for more interesting comparison of presenting grammar, mainly induction, deduction and visuals may differ.

The Maturita Solutions student's book, second edition was added to the list of coursebooks for Czech upper secondary school education by the ministry of education in 2012 as stated on the first page of the book and had been published earlier that year as well. It aims at preparing the learners for the maturita state examination at B1 level. The whole package for learners contains a workbook with a CD, online workbook with "a virtual teacher"app for vocabulary practice and free online practice access. Teachers get teacher's book with a CD, "learning management system for tracking progress", a workbook and an online student's book for interactive boards, a CD with other materials for students with different abilities or disadvantages, a DVD, CD's for the class and access to other supportive materials online.

The Headway student's book, fifth edition, was published in 2019 and claims to dispose of "thorough grammar and vocabulary practice, all four skills in every unit and everyday English". It also offers an online practice system and video support through every unit, there is a password on the first page inside the book. They also offer a workbook with exercise solutions included, teacher's book or guide with access to "Teacher's Resource Centre" online with various material sources and also a management system for keeping track of progress of the online practice that the students do. So it is mostly modernized and there are no CD's, everything is to be found online, which can have advantages and disadvantages.

5. The organisation of the books

The Solutions book contains ten units altogether which are divided into subparts (a-g), and those are: vocabulary and listening, two grammar parts, culture, reading, everyday English and writing. The Headway student's book provides more units, there are twelve, another difference is that every unit includes all four skills, then grammar and vocabulary. Unlike in the Solution book, the Everyday English part is included in the speaking section. There is also a page with reference to the supportive videos for each unit, Solutions is not supported by an online system.

Solutions offers at the top of the first page of a new unit a summary and mentions main points of vocabulary, grammar, speaking and writing. Each unit and its parts have

titles/topics (unit one titled "All about you" – "Personality, Present simple and continuous, Teenage challenges, Verb + infinitive or –ing form, Music and personality, Exchanging opinions, Personal profile". Headway is similar, before every unit, there is an introductory page summarising the main topic and contents of the chapter (unit one titled "Getting to know you" – "Tenses and questions, Right and wrong word, Social expressions, A blind date, The three types of friends we all need, Filling in forms"). There are questions for class discussion to introduce the topic. Each part of the unit has one to two pages.

As Solutions prepares the learners for graduation, after every one or two units, altogether five times in the whole book, there are two pages called "Get ready for your exam." and there are revision exercises which are similar to the test exercises or the spoken part of the examinations. Also, every other two units there are "Language Reviews and Skills Round-ups" with further exercises. The Skills Round-ups enables to check the progress.

In both of the books, there are "Grammar References" at the end. Solutions also provides exercises in the so called "Grammar and Vocabulary builders" for every unit. Only Headway even provides "extra material" with extensive activities for some exercises. On the last pages, there is a table with irregular verbs and verb patterns, phonetic symbols for pronunciation and scripts to every listening recording. Students do not get that in Solutions. At the bottom of almost every page with exercises in Headway, there are signs to practice more online in the system available with the book.

Grammar is usually incorporated also in different sections, not only in the separated grammar parts. For instance, past simple and continuous is included in the Everyday English section – the task is to talk about past and prepare a dialogue (Solutions, p. 20) or the next page includes writing an informal letter to a friend mentioning past as well. This is the same with Headway – it also uses the grammar, for example in the reading and listening section about James Bond (p. 34-35) or in a vocabulary and speaking exercise where the task is to add words into sentences correctly (p. 36).

5.1. Division of units and grammar sections

In the Solutions coursebook, the verb forms which the students already are familiar with, are gradually revised and new knowledge is added, also they are contrasted with other verb forms and used for example in other situations (past simple vs. past continuous, reported speech and conditionals, passive). This is the same in Headway but the division differs, mainly in the units. The reported speech is not taught in this book. Another difference is that

past simple is connected to past continuous, in Solutions, one grammatical part is revises simple, the other past continuous together with their comparison. Headway differently offers a revision of all basic verb forms in the first unit. Solutions connects past perfect with reported speech in one unit, Headway mentions it in the same unit but does not mention reported speech at all. Second conditional in Solutions is presented in one unit, preceded by all of the other conditionals and followed by expressing wishes ("I wish..."). Again, Headway does not present the wish clauses, only the first and second conditional in one unit. See Table 2 and 3 (Appendice 9 and 10) in the list of appendices at the end of the thesis for further details.

Regarding grammar sections, both of the books usually use the rule of the PPP model, as defined in the theoretical part. Solutions reminds the learner the form and use in sentences (usually reading a text), Headway has a Starter exercise which can be connected to the grammar (p. 30 – regular and irregular verb forms) or the topic of the part of the unit (p. 90 – matching book titles with beginning lines). Solutions have "Look out!" sections to increase caution within problematic parts (p. 15 – interrogative form of the verb to be) and presents the rules in the "Learn this" sections, usually there is something to be filled in or the learner ought to choose from options to complete it (p. 77). Apart from the "Look out!" sections, which Headway does not have, the "Grammar spot" is a very similar way of presenting the rules, also with additional tasks to complete the rules (p. 31). Below these parts in both of the books, there is a guide to study more in the Grammar Reference at the end of the book.

The Grammar References, as they are in both publications, should be compared as well. Solutions always has one whole page for the unit, even if there is only one grammar item in the unit. In the second unit, there is the grammar of past and present continuous, therefore these are explained later. In Headway it depends on the complexity of all the grammar parts in the unit. Unit three, for example, consists of not only past simple continuous, but also prepositions. There are four subsections – past simple, pas continuous, their comparison and the prepositions. Regarding past verb forms, there is always form (affirmative, interrogative, negative), how to form short answers to questions, spelling (regular past simple forms) and use in sentences. The individual parts are separated, numbered and titled, unlike in Solutions, where they are only numbered. There is also the form in text (affirmative), then its spelling (regular verbs), irregular verbs are supposed to be studied in the workbook and there is a table with forms in interrogative and negative and use in sentences as well. The past continuous is shorter and there is only one short paragraph about their differences. In Headway, every explanation is supported with more examples, the learners are

supposed to compare the two verb forms themselves, Solutions provides only few brief sentences (See Tables 2 and 3, Appendices 7 and 8). For example second conditional in Headway (p. 152-153) provides twelve full examples (short answers and patterns not counted), Solutions (p. 119), on the other hand, gives three.

The Solutions' "Grammar Builder" is on the double-page next to the "grammar reference" for each unit. For unit two (p. 106) there are two parts for practice, consisting of past simple alone and past simple together with past continuous. The other Grammar Builders are also divided into two parts, there are two because each unit has two grammar sections, as it was already said in the organisation chapter. The "Language Review" sections have different exercises on the things that were discussed in the two previous units (p. 102, unit 9 review – vocabulary, past perfect, reported speech, ordering a dialogue). This whole section enables the learners to mark their knowledge with points and marks after completing all ten exercises from both units. "The Skills Round-up" focuses on writing, reading, listening and speaking and can also involve past verb forms (p. 103).

To summarise it, the Headway coursebook has some parts in different units than Solutions and it focuses more on revising and practicing all the verb forms, probably to contrast them and make it clearer and later focuses on own production (the PPP model). Solutions has a lot of different isolated grammar sections and contrasts mainly past simple and continuous. The publications also quite overlap in construction of the grammar parts, they both have revision activities and summaries, Maturita Solutions does not have the "Starter" but also provides revision at the beginning. The Grammar References have something in common, however, it is visible that in Headway it is more organised and better for orientation. It also makes the impression that Headway is not as limited, every section is not the same length like in Solutions which has always one page for one grammar item in the main section, one in the Grammar Builder and one for all of the grammar from the unit in the Grammar Reference. However, one advantage can be that everything is easy to find in one place. The Solutions summary sections from previous units (Language Reviews) are usable and try to involve most of the main knowledge and can help to mark the progress of the learners.

6. Comparing presentation of the past verb forms

The aim of this survey is to compare the two coursebooks, both by the same publisher, one older, the other more recent, particularly their presentation including induction and

deduction and practice of past verb forms, in these coursebooks. These are past simple, past continuous, past perfect (see chapter 2) as the main past verb forms, second conditional and wish clauses, reported speech and past passive form also use past verb forms.

The Framework Educational Programme for grammar schools (2022) does not specify which past verb forms should be taught in upper secondary school, this is up to the individual school programmes. However, the level of language required for graduation is B1 or B2 and it is stated in the foreign language requirements that the learners should express themselves in past and react spontaneously using more complex sentences and should be able to express their opinions. The types of exercises according to different criteria will be compared, as well as the presentation of the grammar within the books individually and then between them mutually. The research also focuses on comparison of the visual aids including colour coding, especially whether they are related to the topic or the grammar of the unit. Most of the chapters will be supported by examples or quantitative figures and tables. Based on the research results, it might be decided which one is more suitable for modern ELT classes.

6.1. Grammar within the coursebooks individually

The length of the main grammar section in Headway is not limited, as shown in Table 3, which shows not only the length in pages, and always has a similar structure. Usually it begins with the Starter (p. 30) and continues with some introductory (or awareness) exercises, then the rules are summarised in the Grammar spot and further practised in the practice sections. Sometimes the Grammar spot is presented in the beginning, (p. 122 – this grammar part does not even have the Starter, most probably because it is the second part of grammar in the unit), sometimes in the middle, after some introductory exercises (p. 91) or at the end, functioning only as a revision of what the students should be familiar with from their earlier studies (p. 11). From time to time, an exercise in the grammar section is not focused directly on the grammar but more on the topic (p. 30, exercise 1, the task is to tell the aspects of a good news story; p. 90, exercise 2, telling the moral of the story). Usually, the section connects grammar to the skills (p. 91 – reading, listening or discussion; p. 122-123 listening, speaking) or also spelling and pronunciation (p. 91, 31). The practice part usually deepens the knowledge and its use by various activities and exercises in pairs, groups or individually, sometimes ending with a project assignment (p. 33), which might be used as a homework. Speaking about homework, the Extra material tasks could be assigned as well, however, only few tasks are connected with grammar practice (p. 38, extra material p. 155, writing a story according to pictures using past narrative tenses). The Grammar Reference has always the

same structure (form – positive/negative/questions and short answers, use – p. 150), when the grammar focuses on more tenses, there is also a comparison section with many examples (past simple and continuous has 10 comparison examples, as noticeable in Table 3, Appendix 10).

Solutions does not have any special Starter, most of the time it starts with a reading of a text which includes the past verb form and later comes back to work with it (underlining the form – p. 15, comparing it – p. 87) and proceeds to the practice with up to eight different exercises. The space is always limited for one single page, as can be seen in Table 2 (Appendix 9). This book summarises the rules in a table titled "Learn this!" and usually it is on the first half of the grammar page (second to "fourth task"). There is none in the past simple section (p. 15) as it is later added and compared to past continuous (p. 17), instead, there is the "Look out" reminder which does not appear in any of the past verb form sections. Also only in those two past verb forms, there is an orange table where the learner should fill in affirmative, negative and interrogative verb forms in sentences. The Language Review is always the same, one page with up to ten exercises on language use from the previous two units, these could work as a revision homework, as it can be marked as a whole or as individual exercises. The Grammar Builder and Grammar Reference both take up one page and the frist one offers grammar practice from each unit, Grammar Reference always explains affirmative, negative, interrogative form, short answers and use of the grammar. However, the space is limited once again, as there are always two grammar parts in one unit and sometimes the Grammar Builder is longer so that it reaches to the Grammar Reference (p. 108-109).

6.2. Induction and deduction

As it was mentioned in the theoretical part (chapter 3.4.), it is best to combine induction and deduction when presenting grammar or any other language system. Therefore, the style is hardly distinguishable in some cases, like in the following examples. Headway presents past simple and continuous with a starting exercise on irregular verbs and their past forms, followed by pronunciation (p. 30-31). The forms are then filled in a text and there are questions in past to answer. The learner should recognize the past verb form in sentences and assign them to the blank spaces in the text. Both past simple and continuous are then practiced by making questions about the text. The grammar spot explains the meaning and usage of both verb forms and the students should complete questions in past simple and compare sentences in both. Next, spelling and pronunciation is questioned and the practice proceeds. Similarly, also Headway presents second conditional (p. 122) with a hint in the title "But what if...?" and continues with "second conditional: if+would". Exercises are followed with rule

summary in the Grammar spot, as usual. What is different in Solutions (p. 15), there are no rules mentioned in the past simple section. It is only revised by examples in sentences and a text where it should be recognised or past verb forms of the verbs "play, go and do" should be completed in a table. The "Look out!" section only emphasizes the lack of the auxiliary when there is a form of the verb to be in negative or interrogative sentences. Pronunciation and practice follow. Later (p. 17), it is connected to past continuous, when the reader gets a text to look at its form ("Look at the past continuous forms.") and the use of both of the past verb forms are explained for comparison in the "Learn this!" box. The first unit (p. 10) in Headway which summarises all the basic verb forms also does not offer the rules. There are only exercises to revise past, present and future tenses (matching questions with answers, speaking about themselves), only in the Grammar spot, there is one question about the names of the present verb forms).

In all the grammar sections, either in Headway or Solutions, the grammar usually does not begin with a straightforward presentation of the rules. Only Solutions (p. 75) once tells the learners to read a text first, presentation of the rules follows with the help of the "Learn this!" box and then the second conditional should be identified in that text and then the practice begins. This could be possibly the deductive style of presentation. Otherwise the pattern is usually very similar in both publications. An introductory activity with mentioning the grammar but not paying too much attention to it is followed by different tasks that guide the learner to the rules coming back to the examples in the first exercises (=induction). Most of the times, the rules have to be finished by the learner. This is clearly noticeable in Solutions (p. 77) when there are pictures with people saying their wishes: "I wish I didn't live near a factory." and the learner should tell whether the person lives near a factory and how they feel about it. The rules are then completed and practised. Another example is in Headway (p. 90-91) which starts past perfect with questions and a text with exercises unrelated to grammar and an exercise on past simple and continuous follows. Once again, the learner should add short sentences to a text and the Grammar spot proceeds to ask which past verb form it is in comparison to other sentences and requires to go back and focus on the text and fill in the instructions for correct formation. Since the learner knows everything needed, the productive part can begin (using past perfect in conversation). Similarly, Solutions (p. 85) presents past perfect with reading a text as well and forces the learner to tell whether several actions happened before or after one certain point in the story. Filling in the rules (some are already complete) is traditionally followed by further practice. It is the same with presenting passive

in both of the books. The Starter in Headway (p. 100-101) tells the students to make sentences with given words, then there is a text to read and to discuss followed by correcting sentences and only then the rules are presented and further practised. Solutions (p. 95) connects passive forms of past and present simple, they are incorporated in a text and the "Learn this!" sections gives further instructions to work with it.

Induction and deduction in presentation of reported speech cannot be compared, as there is no mention of this grammar in Headway. Solutions presents it inductively, once again starting with a text and sentences in direct speech which should be identified in the reported version. The changes that happen in the transformation is explained in the "Learn this!" box again, the learner picks correct options in a short multiple choice task. Then own production begins.

In conclusion, in most cases both of the books tend to use either induction or a combination of induction and deduction. Only one case of deduction appeared, however, there was still a text with the grammar before an actual presentation of the rules.

6.3. Comparison of grammar practice (exercises)

Chapter 3.3. in the theoretical part shows Ur's division of exercises into eight types. The first type raises the initial perception of the grammar by for example finding verb forms in texts (Solutions p. 15, exercise 2; Headway p. 101, exercise 4). The "Controlled drills" (Headway p. 123, exercise 4) means that the sentences could be easily done without understanding the grammar. "Controlled responses" (Headway p. 10, exercise 2; Solutions p. 87, exercise 6) differently requires the understanding of the grammar, usually sentences are finished, rewritten or translated and but translation does not appear in any of the books. Making sentences using given words or "Meaningful drills" (Solutions p. 85, exercise 6; Headway p. 30, exercise 5). The last four types are more about the own production of the grammar, the fifth type is about finishing sentences using their own words (Solution p. 75, exercise 5). The sixth type focuses on production of sentences (p. 17, exercise 5). "Discourse composition" is very similar to the fifth type (Headway p. 91, exercise 5). The last type ("Free discourse" is only about production without any help (Headway p. 123, exercise 3).

Figure 3 and 4 (Appendices 7 and 8) show grammar practice according to Ur's (2012) division, as mentioned in the theoretical part (chapter 3.3.), depending on level of focus on production or fluency. Only the main parts were analysed, in Solutions without the Language Review, in Headway with the Grammar Practice, but without Grammar Reference

in both. The tasks in the areas where the grammar was explained ("Learn this!/Grammar Spot") was counted, because often there were the important tasks. Exercises with only realising the past verb forms were not counted as well as the projects at the end of the pages. Exercises where the learner should circle the correct words in sentences or filling in forms of given verbs were counted as sentence completion (controlled response). Matching exercises were not counted, the Starters in Headway were counted only when it included the analysed past verb forms (p. 90 – is not focused at past verb forms, p. 10 – does include past verb forms).

The first type ("Awareness") of exercises appears closely in both of the books but still more in Solutions. Solutions does not contain the second type, Headway only once, on the other hand, the third type prevails in both of the books ("sentence completion, rewrites or translation"), eighteen times in Solutions, nineteen times in Headway. The other types appeared only few times, the maximum is the fourth type ("Meaningful drills") which appears four times in Headway, three times in Solutions. The "Guided meaningful practice" is represented more in Solutions, but the "Discourse composition" appears more in Headway. There is no "Free discourse" in Solutions and the learners get more freedom in creating sentences in Headway, even though there is no "Free sentence composition" and one in Solutions.

To summarise it, both coursebooks are quite similar regarding the fluency and active production in practice, the numbers vary only by small figures (maximally three). It could be said that both follow the PPP model (present, practice, produce) of going through grammar. Both coursebooks provide a lot of practice, even though they come with workbooks which should aim specially for practice, Headway is even supported by extensive online practice. It is visible, that Headway spends more time and space on grammar than other parts and its practice and therefore there are more options and more types of exercises, there is always an exercise where the students should use the grammar while speaking/writing about their own experiences and thoughts. The reason could also be that Headway is more modern and language teaching nowadays is different and the focus shifted from accuracy to fluency so that the learners are able to speak and express what they mean in real-life situations.

See Figures 1 and 2 (Appendices 5 and 6) to follow a more detailed summary on frequency of different types of exercises in the grammar and grammar practice sections (according to the "Grammar exercise types" article). Solutions has fewer units but with more

grammar parts, therefore there are more exercises to be compared. Tasks with more separate tasks were counted as one. Exercises which required filling gaps with words in brackets (form of words had to be changed) were counted also as gap filling, completing sentences with already formed given words or without them were counted as gap filling. The "other" category symbolises exercises which used speaking, listening, reading or writing (for example "Write two sentences each about your present, past and future. One is true and one is false!" – Headway, p. 11, exercise 7), finding past verb forms in text, spelling and pronunciation, telling the difference between more past verb forms and so on. Figure 1 (Appendix 5) shows comparison of types in grammar sections where the grammar was presented/revised. The Grammar spots and "Learn this!" tasks were not counted. Exercises which talk only about the topic and not mention the grammar were not counted. Exercises which focus on comparison of more verb forms (as shown in Headway, p. 10) and mention past verb forms were included as well. Figure 2 (Appendix 6) shows frequency of types of exercises only in the practice/Language Review or Grammar Builder sections.

Together, there were one hundred and thirty nine exercises analysed, from which sixty one in Headway and seventy eight in Solutions. It is obvious that both of the coursebooks choose a wide variety of exercises, the category of "other" exercises is in the lead with the scores of forty two and twenty two altogether, but Headway is ahead of Solutions. None of the coursebooks chose word formation, on the other hand, gap filling exercises appeared very often in both, but Solutions prevails. Only Headway used it only once in the practice section. It is obvious that Solutions uses more Sentence transformation in the main parts, Headway in practice.

To make it short, Headway tends to group past verb forms and to present and practice them together, probably for contrast (unit one is about revision of all the past verb forms, their form and use in sentences). Solutions tends to separate individual grammar parts from each other and practice it together in the Grammar Builder at the end but still separating the grammar from the individual units. Both of the books took some time to focus on pronunciation of regular past forms of verbs (adding –ed), Headway mentions it even in connection to different grammar than just past simple. Both of the books start with the traditional exercises which are mentioned in the tables but gradually they move on to practice using it without any major help (speaking exercises). They both involve lots of listening, for example for checking the results, which is a good way to demonstrate the pronunciation by native speakers. Reported speech and wish clauses are not presented in Headway.

Solutions' Language Reviews practice grammar and vocabulary from previous lessons and allow the students to check their progress. As it was said, the Grammar Builder offers practice of the grammar from individual units, usually with up to eight traditional exercises, rarely with connection to the skills. Headway has the practice part connected to the main grammar part and tries to involve most of the skills, connecting grammar practice to language skills is analysed in one of the following chapters.

6.4. Involving language skills and language systems in grammar

It is very important to teach grammar in context and as stated in the theoretical part (chapter 1.3.), grammar teaching starts to shift from accuracy to fluency in speech and writing. As Cunningsworth (1995) says, coursebooks interconnect grammar with skills to make practice more effective (chapter 3.1.). In reading practice, grammar can be perceived through language acquisition. As it is presented in Table 4 and 5 (Appendices , there are few differences in involving the four language skills, pronunciation and vocabulary in the main grammar sections, including the Practice sections in Headway. Checking exercise results by listening was counted as listening, giving questions about a text (Headway, p. 30, exercise 2) was counted as speaking but rewriting or finishing sentences were not counted as writing since they could be done orally as well (Solutions, p. 85, ex. 6 or p. 87, ex. 6). Writing own sentences (Solutions p. 85, ex. 7) were included in writing.

Both of the coursebooks involve speaking in all the grammar parts about past verb forms, usually for discussing a topic, checking task answers, when creating something in pairs or groups and when presenting something to the whole class. Reading is missing only in one of the grammar sections in both of the books (second conditional and wish clause). What is different, Headway always incorporates a listening activity, most often to check answers or to complete sentences. Solutions uses writing much more, even though it is usually only a few sentences about the learners' experience or opinion. On the other hand, Headway mentions a direct writing assignment only once, also for writing two sentences about the learners themselves in preparation for further use and speaking (guessing truth and lies – p. 32, ex. 3). What might be surprising, pronunciation or spelling is not very common in Solutions, only once in connection to regular past simple forms (p. 15, ex 4), Headway, as the more modern ELT material, focuses not only on spelling, pronunciation (also regular past simple forms) and the word stress in past simple (p. 31), but also pronunciation of 'd contraction in past perfect (p. 91) and word stress and intonation in verb forms overview (p. 12, ex. 5). Direct

practice of vocabulary is mentioned only once in all the main grammar parts, Headway (p. 11, ex. 4) asks about the meaning of "empty-nesters" from a sign.

In summary, both coursebooks try to make the learners active and want them to speak and interact with others to become more confident, it varies regarding the other skills. However, it has to be taken into account that the units in both of the coursebooks are divided into parts, apart from grammar, Headway has sections for all the skills and vocabulary separated, Solutions has individual vocabulary and listening, reading and writing sections. Because the major aim of these sections is not grammar, they were not analysed, but usually they mention at least some of the grammar from the unit as well (Solutions, p. 19 – reading, vocabulary, speaking, grammar; Headway, p. 123 – listening, speaking and grammar). Solutions because of its earlier date of publication lacks practice of pronunciation, and a it was said in the practice part, it is becoming more and more important nowadays. In connection with that, Headway uses far more listening which it is crucial for the correct learning of pronunciation, including the word stress and intonation.

6.5. Visual aids in grammar sections

As it is summarised in the theoretical part (chapter 3.6.), the visual support plays a significant role in language teaching. The visuals in both of the coursebooks are quite complex and therefore it is almost impossible to describe and compare everything. The books have similar tones of colours and structure or system within each of them. As Headway presents grammar always on more than one page and has different space for the practice, the visuals can be much bigger in general. For example an article about Tetris using passive forms takes one whole page altogether and three exercises are connected to that, the other two on the page are not related (p. 100-101). It is placed in the middle of the double page and seems to make the impression that it is very important. This catches the reader's attention immediately and might be distracting, especially nowadays with the gaming topic. There are also photographs and colourful squares like in the actual game. On the other hand, the Practice section is supposed to focus mainly on the practice, therefore the visuals do not play such a big role and are not as outstanding (p. 91, 102). Solutions is limited by space and has to pick smaller and less complex visuals, most of the time the text frames, smaller pictures or simple tables.

Speaking about text frames, these are probably the most common in both of the books. In almost every grammar section in Solutions, there is a text for reading in a frame with

coloured background at the top of the page (p. 15) and most of the time it contains a picture or a photograph which is related to the topic of the text (p. 17 – a text about football with a photograph of a football team, the task is to recognise what is odd in it; p. 85 – a text about a theft of a cash machine with an illustration of the thief carrying it). Headway also has many colourful text frames, for example the Starter is a frame with yellow and grey background but contains various exercises, sometimes also with pictures connected to the topic (p. 90). Orange text frames are always used for presenting the grammar rules in the "Learn this!", or they are called "boxes". This is the same in Headway, the Grammar spot is also a text frame, but blue. The "Look out" section in Solutions is only a piece of text isolated from everything else by two lines. These visuals have mainly the aesthetic function so that it is not only as plain text, like Headway (p. 102) puts a gap filling exercise about world statistics into a frame shaped like a tablet/ phone to make it more authentic, a or Solutions (p. 17) makes a text about the Olympic games in 1904 look like an old wrinkled piece of paper from those times.

Photographs or pictures most often help to illustrate the actions, people and their emotions but usually are not actively used in the practice too much. Headway tends to use real life photographs more than Solutions (Headway twenty, Solutions only twelve in the main grammar parts), which uses eleven cartoon pictures (p. 77 – only cartoon pictures, a text frame and speech bubbles, Headway p. 122-123 – only photographs, text frames, also a speech bubble). Headway uses the equal number of cartoon pictures (eleven). Speech bubbles are used in both of the textbooks, mainly to illustrate a dialogue using some grammar (both use it as an example when assigning an activity – p. 32, exercises 3,6; Solutions - p. 75, exercise 7, 8).

To talk about visuals functioning as part of the grammar (can be used in some ways), under that task in Solutions mentioned above (p. 17, exercise 5), there is a "cartoon story" using five pictures and the learners should create a story based on that, using given words. There might be a problem with visibility, as some of them are quite small but they are supported with questions and words to use for their description. Headway does not really use similar exercises, there is one (p. 32), where the task is to think about the stories which could be behind news headlines, the headlines are written in text frames, two also have pictures. A timeline is used only once for explaining past perfect in (Solutions –p. 85). A map is used once in Headway together with a text about penguins swimming around the world to illustrate the distance they travel, otherwise it is not really utilized in any way. Figures are not used in

any of the coursebooks, Tables usually are required to be filled in, including the Grammar Spot (Headway – p. 31, 101; Solutions – p. 17, exercise 2).

The minor grammar parts (Grammar References, Grammar Builders and Language Reviews) are kept very simple and have a system in both of the books. Both of the Grammar References only choose to use tables for different forms (Solutions – p. 107; Headway – p. 144). The example sentences are usually a different colour (Headway grey and the verb form is in bold, Solutions blue or normal black in the tables). The Grammar Builders in Solutions are normal exercises, rarely with a visual (p. 106, 118) but the pages have a coloured background which might make it harder to read a handwritten text. The background is also coloured in the Language Reviews and there are no visuals at all.

In conclusion, the books have both their own system in visual support of the grammar sections, sometimes the pictures are quite small in Solutions and could be harder to work with, also the coloured background of the text frames could be a problem but these are also in Headway. Otherwise, the visuals are related to the topics of the texts and the whole units and are visible. Headway might distract the reader with the expressiveness of the visuals which sometimes take up a lot of space in the book and are mainly for aesthetics, at least they are clearly visible and help the learners to imagine the situations. Solutions, on the other hand tends to use more of the cartoon illustrations, and not the real photographs like Headway. Headway definitely looks more modern and free, probably because it is not as limited in space like Solutions, which has one page per one grammar item in the unit and two for the Grammar Builder and Grammar reference. Colours and colour coding could also be analysed as part of the visual aspect but this is not the aim of this study.

6.6. Colour coding

Colours in ELT materials can have a great impact on perception of different things in the lesson (chapter 3.6.). Therefore there is the theory of colour coding which helps the learners to remember and to motivate them for learning, different colours have different meanings.

Judging only by the colours on the cover pages of the books, Headway tends to choose milder colours such as various shades of orange, a little bit of dark blue and lots of white, which make it look more welcoming. Solutions differently picks full vibrant colours (lots of red, blue, black and also white). The unit overview and introductory pages in Headway are in dominant orange shades, probably for stimulation. Solutions chooses six different colours

only in the overview. Both of the books tend to use similar colours throughout the whole book.

The titles of the part of the units have different colours each, Solutions uses orange for grammar (stimulation), green for culture (might signify relax), red for reading (short-term stimulation), yellow for writing, blue for everyday English (calmness) and purple for vocabulary and listening (wisdom, mystery), maybe also for better distinction. On the top of every part, there is a dark blue stripe with the title in it. Headway chooses purple for every title of the sections, with no background, this could signify mystery behind every part or topic.

The grammar sections in Solutions use mainly brighter orange colour, probably for mental stimulation and concentration. Headway mixes warmer tones with cooler, reading is usually on a lighter-coloured background, the more important knowledge (the Grammar Spot) is light and dark blue and as it is mentioned in the theoretical part, new and challenging knowledge are advised to be combined with blue. Otherwise, light shades of yellow, blue, green, purple, beige or grey are variously used throughout the books as a background of text or exercises which is identical in Solutions.

In Solutions, the Language Review uses light green background with dark green details, the colour coding theory mentions that green symbolises growth and progress, as does this section. Grammar References in Headway are very different, they have white background, using brighter orange for units, light blue for grammar, examples are framed with grey background and it all seems very organised and neat. From the other side, Solutions has an all-beige/light orange pages with more orange in the tables with verb forms and it might be harder to focus and orientate.

In summary, Headway chooses lighter less vibrant colours which might be more pleasant to look at and does not distract the readers from the written text too much and has a bigger chance to support the motivation and set positive feelings. In general, the visual aspect in Headway seems to be more worked-through.

Conclusion

The aim of this project is to compare and evaluate the presentation and practice of past verb forms in two chosen coursebooks. The coursebooks were analysed according to the theoretical part, which includes a chapter on grammar and grammar teaching, teaching of past verb forms, choosing coursebooks and visuals in ELT materials, including colour coding. The practical part contains analysis and comparison of presentation of past verb forms in the books individually, then between each other mutually. Practice was also compared based on two different divisions of types of exercises, including connection to language skills and other language systems, then frequency of different visual aids and colours throughout the books were compared.

The research objectives were answered, in some cases, there were no major differences in the presentation, but the visuals and attitude varied. Induction is preferred in both of the books, only one case of deduction appeared. Headway uses more real life photographs, the number of cartoon pictures is equal in both. According to the results, Headway seems to focus more on the learners and their interests, chooses more universal and timeless topics, the visuals are also more worked- through, as it could have been expected from a more modern coursebook.

The grammar sections were organised according to the Thornbury's (1999) PPP model, first it was presented, but usually the learners complete the rules themselves, then practice and production followed. In practice, both of the books used the eight types of exercises according to Ur (2012) and the visual aids were also mentioned like in the theoretical part, mainly photographs, pictures and tables or text frames. However, only few of the visuals were actively used in the learning process. Headway chose to work with more subtle shades of colours, and as it was mentioned in theory, those are better to create the appropriate atmosphere in the classes.

The research showed that both the coursebooks utilize many of the aspects discussed in the theoretical part. The research was limited by the fact that it could not be tested in real life classes with real students and everyone has different preferences and opinions, so the results could be quite different with different people. Another limit is that the analysis focused only on two coursebooks. Further research could evaluate the coursebooks in use or ask the teachers and learners about their opinions on them.

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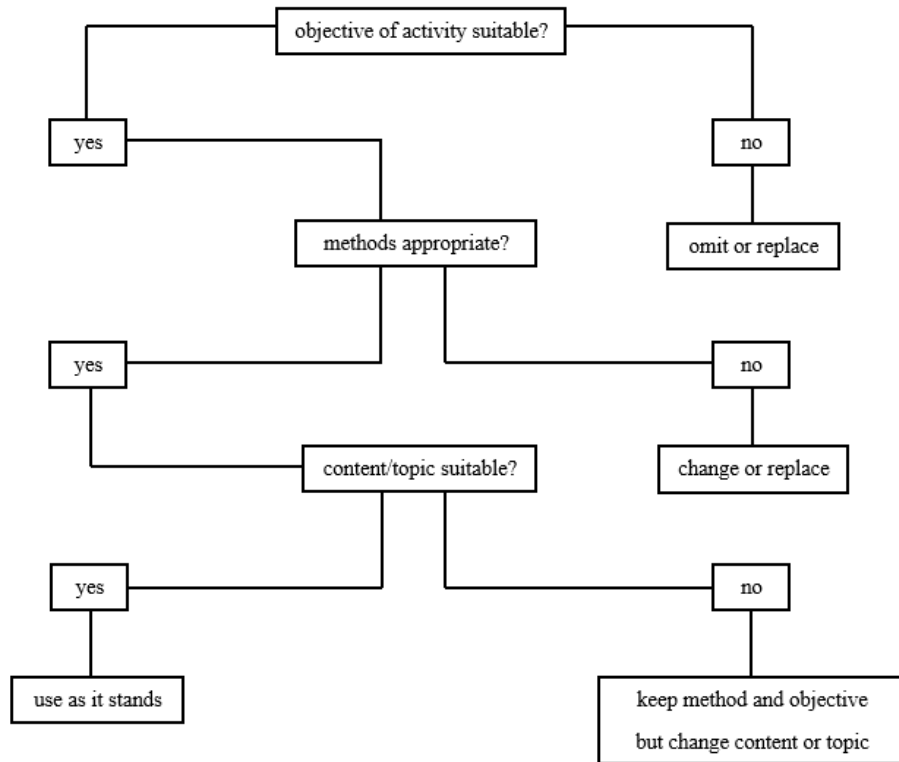
List of appendices

Joe: What do you do on weekends?

David: well, that depends. During the school year, I usually have to study on Saturdays.

J: And how about on Sundays?

D: Well, we always have lunch together, you know, the whole family. Then after lunch, I sometimes go to the park and meet my friends.

J: Oh? What do you do there?

D: We play soccer, take a walk, or just talk. After that, I go out. I usually go to the movies.

J: How often do you go out of the city?

D: About once a month. My uncle has a small farm in the mountains, so I sometimes drive up there.

J: That sounds nice. Do you go alone?

D: No, my mom, my two sisters and some of our friends usually go too.

J: But why do you go?

D: A lot of things: green trees, clean air, and no people.

J: Oh, just like LA!

D: Ha! That's a good joke.

(adapted from How to Teach Grammar, Scott Thornbury, p. 73-74)

Table 1 – Basic verb forms

Concepts	Verb-forms
remote + factual	past (lived)
non-remote + factual	present (live)
non-remote + non-factual	future (will live)
remote + non-factual	hypothetical (would live)

(adapted from Yule, 1998, p. 59)

Diagram 1 - Suitability of teaching materials

objective of activity suitable?

yes

no

methods appropriate?

omit or replace

yes

no

content/topic suitable?

change or replace

yes

no

use as it stands

keep method and objective
but change content or topic

Adapted from Cunningsworth (1995, p. 137)

Diagram 2 – Suitability of teaching materials

content
suitable?

yes

methods
suitable?

use

no

adapt   replace   omit   add
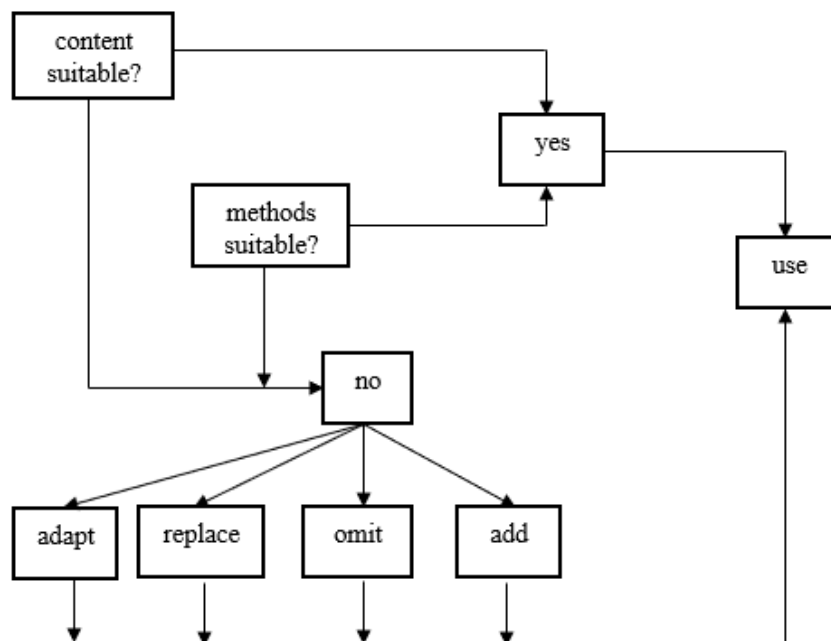
Adapted from Grant (1987, p. 17)

Figure 1 – Exercises in main grammar sections

Main grammar sections

■ Solutions ■ Headway
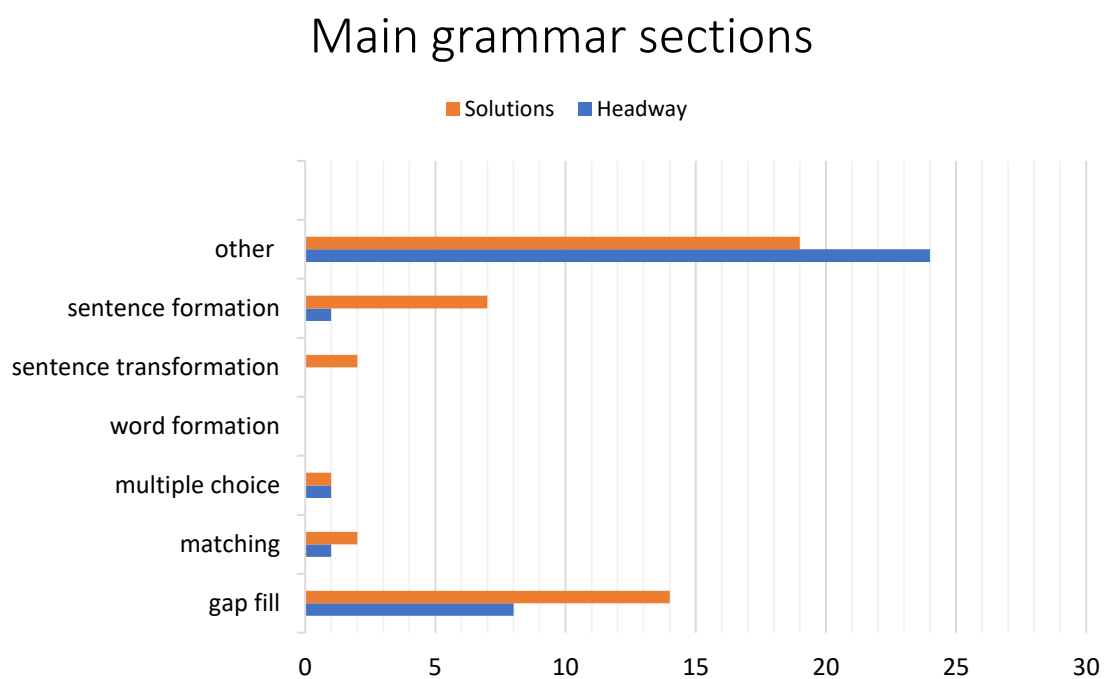
Figure 2 – Exercises in grammar practice sections

Practise sections

■ Solutions ■ Headway
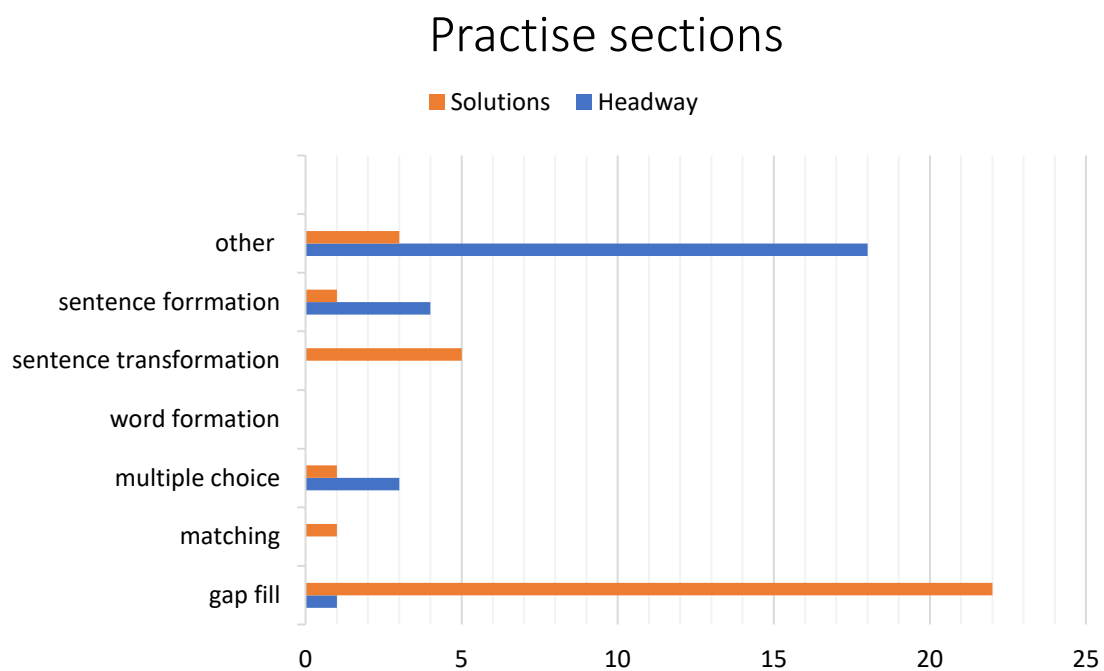
Figure 3 – Exercises in the main grammar parts

Solutions

- awareness
- controlled drills
- controlled responses
- meaningful drills
- guided meaningful practice
- free sentence composition
- discourse composition
- free discourse
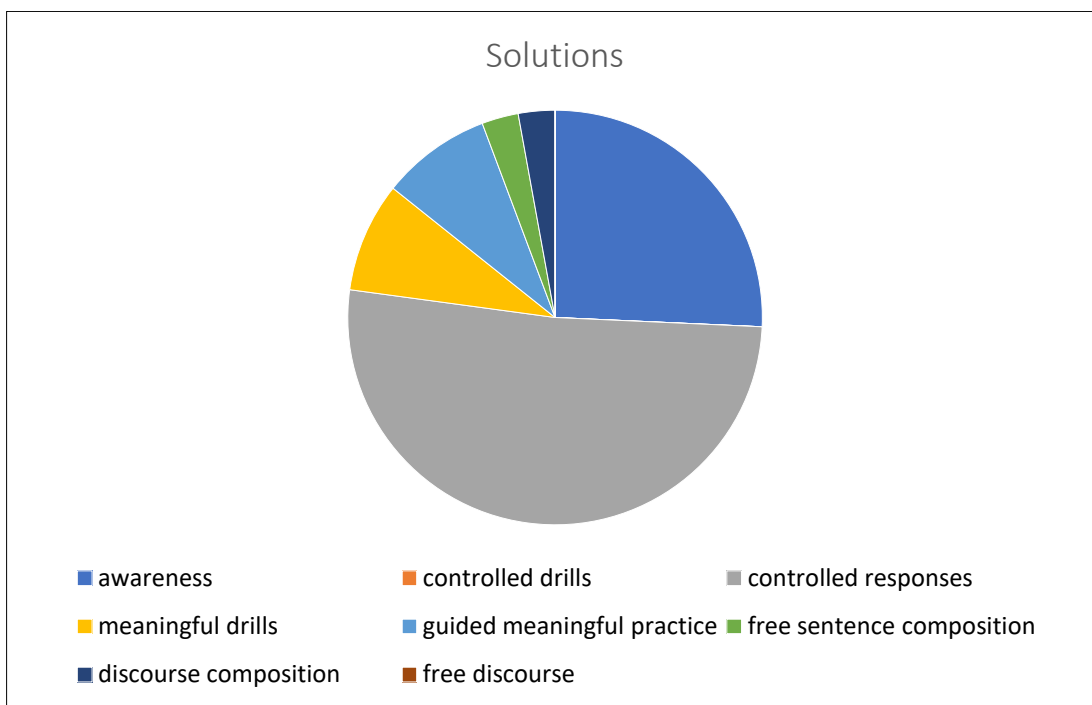
Figure 4 – Exercises in the main grammar parts

Headway

- awareness
- controlled drills
- controlled responses
- meaningful responses
- guided meaningful practice
- free sentence composition
- discourse composition
- free discourse

Table 2 – Overview (Solutions)

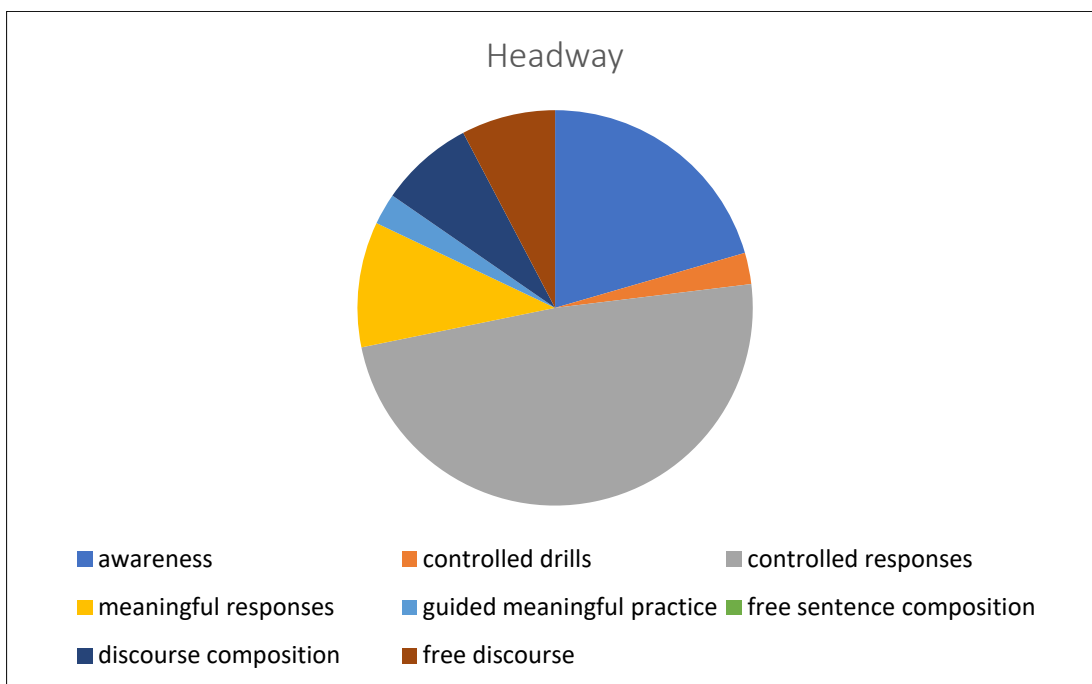| Solutions	unit	Length (pages)	exercises (main)	exercises. (G. Builder)	exercises (Lang. Review)	examples (g. reference)
past simple	2	1	8	4 (+4 with p. c.)	2 (+1 with p.c.)	7
past continuous	2	1	6	4 with p. s.	1 with p.c.	8
past perfect	9	1	8	3	1	1
reported speech	9	1	8	2	1	7
past s. passive	10	1	7	4 with pres. s. p.	2 with other v. f.	2
second conditional	8	1	8	3	1	3
wish clause	8	1	7	2	1	3

Table 3 – Overview (Headway)

Headway	unit	Length (pages)	exercises (main)	exercises (practice)	examples (g. reference)
p. simple + continuous	3	2+2	8	11	5 ps, 7 pc, 10 both
past perfect	9	1.5+0.5	5	3	5
reported speech	x	x	x	x	x
passive	10	2+1	5	5	3
second conditional	12	1+0.5	5	4	12
wish clause	x	x	x	x	x

Table 4 – Involving language skills and systems in grammar (Solutions)

Solutions	reading	listening	speaking	writing	pronunc.	spelling	vocabulary
p. simple	✔	✔	✔	✔	✔		
p. continuous	✔	✔	✔				
p. perfect	✔		✔	✔			
rep. speech	✔		✔	✔			
p. s. passive	✔	✔	✔				
second cond.	✔		✔	✔			
wish clause			✔	✔			

Table 5 – Involving language skills and systems in grammar (Headway)

Headway	reading	listening	speaking	writing	pronunc.	spelling	vocabulary
revision	✔	✔	✔		✔		✔
ps +pc	✔	✔	✔	✔	✔	✔	
p. perfect	✔	✔	✔		✔		
p. s. passive	✔	✔	✔				
second. cond.		✔	✔				

Resumé

Čeští studenti často mívají problémy s anglickou gramatikou, protože se zásadně liší od českého jazyka. Na trhu je mnoho dostupných učebnic a mnohdy je těžké si vybrat tu nejvhodnější pro učitele a žáky, a zároveň musí splňovat požadavky školy. Bakalářská práce je zaměřena na porovnávání dvou zvolených učebnic, které jsou jedny z nejvíce používaných pro výuku anglického jazyka v České republice, přesněji na jejich prezentaci a procvičování gramatiky minulých tvarů sloves, včetně vizuálních prvků a volby barev. Na základě analýzy obou učebnic bylo zjištěno, že učebnice od stejného nakladatelství vydané s rozdílem sedmi let se v některých aspektech nijak zvláště neliší, nicméně Headway má tendenci se více zaměřovat na procvičování výslovnosti a vlastní produkce jazyka žáků a volí mimo jiné vhodnější vizuální prvky včetně barev, které mohou také značně přispět k lepšímu učení a navození dobré atmosféry při vyučování.

Anotace

Jméno a příjmení:	Anna Kučerová
Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Blanka Babická, PhD.
Rok obhajoby:	2023

Název práce:	Minulé tvary sloves v učebnicích anglického jazyka pro střední školy
Název práce v angličtině:	Past verb forms in upper secondary school ELT coursebooks
Anotace práce:	Práce se zaměřuje na porovnávání prezentace tvarů minulých sloves v učebnicích pro střední školy, Headway a Maturita Solutions pro mírně pokročilé. Porovnává prezentaci a procvičování gramatiky v obouch učebnicích včetně vizuálních prvků a zvolených barev.
Klíčová slova:	Gramatika, minulé tvary sloves, vizuální prvky, anglický jazyk, učebnice, porovnávání
Anotace práce v angličtině	The thesis focuses on comparison of the two chosen coursebooks for upper secondary schools, Headway and Maturita Solutions at pre-intermediate level. It compares presentation and practice of past verb forms, including visual aids and colour coding.
Klíčová slova v angličtině:	Grammar, past verb forms, visuals, English language, coursebooks, comparison
Přílohy vázané v práci:	12 příloh (text, grafy, tabulky, diagramy)
Rozsah práce:	32 stran
Jazyk práce:	angličtina