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TEACHING GRAMMAR
Diplomová práce

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Prohlášení

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

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Abstract

The thesis focuses on teaching grammar to adolescents in lower secondary schools and secondary schools. It aims at various ways how to present, practise and test grammar. It also explores various correction techniques both in oral and written work. The last chapter of the theoretical part is concerned with the motivation of the students in the 11 – 19 age range. The research analysis provides with the data presenting to what approaches and methods of teaching grammar are used in lower secondary schools as well as secondary schools. The distinction of sex is involved in the research to reveal whether it influences the teaching techniques.

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INTRODUCTION

As a young learner I remember language learning mainly as a grammar study with frontal interaction. The main activities were translating long uninteresting texts word for word and memorizing a large number of rules and phrases. The lessons seemed to be boring and useless. The reason why I decided to write about this topic is simple. I wanted to discover how the grammar is taught these days and if the process of learning has become more enjoyable and useful.

The theoretical part of the diploma thesis deals with the importance of grammar teaching in language learning process and the determination of the term “grammar.” It confronts various opinions on teaching grammar and possibilities of the usage of different methods and approaches. It also concentrates on the organization of the lesson when teaching grammar. It introduces various types of grammar practice activities which can be used during presenting and practising new grammatical structures. It reveals various techniques for grammar testing and correcting the mistakes. The last part is dedicated to specifics of adolescent learners as they seem to be quite difficult to teach. There is included their age, motivation and interest.

The practical part deals with the issue of teaching grammar in real classes of lower-secondary and secondary schools. It intends to discover teachers’ actual opinions on teaching grammar and their attitudes to its usage. It reveals approaches and methods used by teachers when presenting and practicing grammar. It deals with the issue of correcting mistakes as well. It intends to discover how the teachers are satisfied with their course books and what other sources connected with grammar teaching they use. The last thing it focuses on is the motivation and various

possibilities how to motivate learners in the 11 – 19 age range. To answer all these questions a questionnaire as a research method has been designed.

THEORETICAL PART

Introduction to the theoretical part

The theoretical part deals with the term “grammar” and various opinions what “grammar” is. Then it confronts opinions and approaches to teaching grammar to learners at the age of 11-19. This part also aims to find out how the lesson should be organised for the mentioned learners and if the motivation is important. The last thing it deals with in my theoretical part is testing and evaluation of learners at secondary special school.

1 GRAMMAR

1.1 What is “grammar”?

Quite a lot of people do not know what grammar is. Most learners cannot explain that although all of them use it and need it while learning languages.

Ur (1996, p.75) presents grammar as “*the way words are put together to make correct sentences.*” She also says that we divide grammar into two important parts, firstly **the grammatical structures** which can be for example past tense, noun plurals, comparison of adjectives and so on, secondly **the grammatical meaning**. This meaning is difficult to teach. It is really hard to explain a foreign learner when to use tenses such as the present perfect and the past simple.

According to Thornbury (1999, p. 1), grammar is, firstly, the study of what forms are possible in a language and, secondly, a description of the rules that govern how the sentences are form. Thornbury claims that this system of rules of how the words are put together to make a sentence is called syntax and the system of rules that cover the formation of words is called morphology. Thornbury (1999, p.2) also adds “*grammar is conventionally seen as the study of the syntax and morphology of sentences.*”

1.2 Why to teach grammar?

There are so many opinions on teaching grammar. Some people think that teaching grammatical structures and grammatical rules is necessary but there are also people who do not agree with this opinion.

In Ur’s opinion (1996, p. 75), the place of grammar teaching is very controversial, although most of the people agree that knowledge of a language means

knowing its grammar, there are some people who say that this knowledge may be intuitive for somebody and it does not need to be taught. She also asks a very interesting question whether teaching and learning grammar helps or not.

Nunan (1991, p. 143) is of the same opinion as Ur and says without hesitation that some teachers are persuaded that grammar teaching as well as correcting grammatical mistakes is the main role of teachers. But in fact the place of grammar is a little bit uncertain due to the development of communicative approaches.

Thornbury (1999, p. 14) also adds that there are so many theorists, beginning with Joseph Webbe, who discuss the problem whether language teaching is necessary or not. There exist many differences in their attitudes to the grammar teaching role.

Thornbury (2005, p. 5) has shown some opinions of language teachers on teaching grammar:

- Grammar teaching is very important, because it helps learners to use a language more correctly, not only fluently.
- Grammar teaching elicits differences in use from learners' mother tongue.
- Grammar teaching should be based on teaching the basis, because from that basis learners can learn other important things.

1.3 Communicative Language Teaching

There are many different ways, opinions and grammar teaching methods. In this chapter I would like to mention the most common ones.

Thornbury (1999, p. 21) describes various ways of language teaching used in the past. Thornbury (1999, p. 21) writes about various methods which were used during the history. These methods are both based on a grammar syllabus and on the knowledge of the rules or on more natural way of learning when learners are taught in the same way as children learn the grammar of their mother tongue.

He also mentions so-called **Communicative Language Teaching** which was developed thanks to changes in the science of sociolinguistics in the 1970s. It was believed that communicative competence does not involve only the knowledge of the rules. But, grammar was still taught in CLT courses, although they used labels like: asking the way, talking about yourself and so on. In the end, it was claimed that rules are necessary in language teaching and that is why grammar rules were explained in course books and during lessons again.

Harmer (1991) also describes that this method which is sometimes called the **communicative approach** includes three main issues:

- A. the teaching of *language functions*,
- B. the use of *communicative activities*,
- C. *acquisition and learning*.

A. Teaching of **language functions** is an issue where the language is used to perform certain functions- introducing, apologising, inviting and so on. It means that teaching functions instead of grammatical structures is much better. However, Harmer (1991, p. 5) also admits that students who are taught in the course based only on the mentioned teaching functions usually have problems with performing without knowing the necessary grammar. This leads to a general feeling that learners need to

learn how to achieve the function as well as the grammatical principle of the language.

B. Communicative activities, as Harmer (1991) presents, are activities where students use all or any language they know to talk or write freely.

There must be occasions when students do not just practise the language but use language to communicate ideas. To encourage students to take part in these activities there are now many books with various ones, for example, role playing, problem-solving, discussions, games or project work.

In Harmer's opinion (1991, p. 5), these communicative activities have a lot of advantages. Here are some examples:

- they are usually enjoyable
- they give learners a chance to use their language
- they allow both learners and teachers to see how well the learners are doing in their language learning
- they give a break from the normal teacher-student classroom arrangement

The only problem is, as Harmer (1991) says, how much the communicative activities should be used. There are many arguments about this problem. Some arguments are for using communicative activities as much as possible and some are against using them as the main part of the lesson. It is supposed they should form only a part of language lessons.

C. Acquisition and learning means according to Harmer (1991) that learners should acquire the language gradually and teachers should teach them in the way learners are conscious of learning. So, it is necessary to prepare such activities which are helpful to students.

Ellis (1985, p. 6) explains that some people make a contrast between a language acquisition and a language learning. It is said that the second language acquisition means a subconscious way of learning when learners learn the language through exposure and so it is more natural. On the other hand language learning is a conscious method when the language is learnt in a tutored setting. Teaching in a tutored way means that there is need for phonology, lexis, grammar, and pragmatic knowledge.

2 HOW TO TEACH GRAMMAR

Nunan (1991, p. 228) claims that during history there were many people who tried to find the best way how to teach. They wanted to know the “right” method suitable for all learners and solve the problem of language teaching for all. Sooner or later they realised that the “right” method for all never existed and never will be a method for all. Recently, they have concentrated on development of tasks and activities during lessons which are corresponding with the knowledge of second language acquisition.

Scrivener (1994, p. 114), writes that there are two approaches how to teach grammar. The first one is dividing English language up into bite-sized chunks and introducing these chunks lesson by lesson to the students. According to him, by this way they accumulate a complete picture of the language. The second one is to create an environment with known and unknown language where students bring some knowledge of English into class and they ask for help with unknown language.

Thornbury (1999, p. 29) claims that there exist two important approaches how to teach grammar from rules. The first one is called **a deductive approach** and it is when we give a rule and invite learners to produce some examples.

Thornbury (1999, p. 29) also adds that this approach, which is sometimes called rule-driven, is very often connected with translating which is not a very beneficial way of teaching these days. According Thornbury (1999, p. 29), the biggest problem is when the learners are taught in their mother tongue so that they have little opportunity to practise the target language.

Other disadvantages of a deductive approach in the lessons according to Thornbury are as follows:

- Grammar presentation at the beginning of the lesson may be quite hard, especially for younger learners
- The students are not involved in the lesson so much and so there is little interaction
- Explanation is memorable
- This approach encourages learners to think that language is only about knowing the rules

On the other hand, Thornbury also gives some examples of advantages of a deductive approach:

- It saves the time when the rules are explained and then elicit from examples and there is more time for practise
- It is very convenient for adult- learners because it supports the role of cognitive processes
- It is good for learners who have analytical learning style
- Teachers do not deal with the language points in advance but as they come up

The second one is based on giving some examples to learners from whom we want to elicit the rules and it is called **an inductive approach**.

Thornbury (1999, p. 49) explains that by this approach learners try to understand a rule from examples and this kind of learning is likely to be more “natural” for learners because you learn from experience. The biggest advantage may

be that you do not need any translation but on the other hand it has also its disadvantage which can occur when teachers are not sure when and how often to intervene.

According to Ur (1996, p. 81), if you want to teach grammar you should know what usually causes difficulties to learners and how to present examples and explanations to be understandable. She also adds that it is very good to encourage learners to participate in lessons. It is good to present form and meaning in a clear, simple, accurate and helpful way.

Ur (1996, p. 83) also distinguishes covert and overt grammar and explains that these approaches are used when presenting and explaining new grammatical structures.

Thornbury (1999, p. 23) points out that the term covert grammar teaching may mean doing communicative activities during which we deal with grammar questions that can occur in the course. On the contrary, when we use grammar syllabus, present the grammatical rules and terminology it is called **overt** grammar teaching.

Harmer (1991) is of the same opinion as Thornbury and he also describes that recently we can distinguish two basic methods of teaching grammar. He also mentions **covert** grammar teaching where teachers help the students acquire and practice the language while they do not point out any grammatical rules of language. Meanwhile, **overt** grammar teaching is when the teacher provides the students with grammatical rules and explanations and presents the information openly.

In Harmer's opinion (1991), in fact, both kinds of grammar teaching –covert and overt- represent a very important place in the classroom. It is useful to practise

activities aimed directly at language acquisition, when we should use of various teaching techniques, communicative activities, listening and reading activities.

Ur (1996, p. 83) adds that a good teacher should be able to decide which approach is more effective in various situations. In general, learners are more likely to remember what they discover themselves. On the other hand, it may be wasting a lot of class time when learners are not able to elicit the rules quickly. In such cases it may also be quite frustrating for them.

2.1 The organization of grammar teaching

A good teacher should know what is involved in grammar teaching. There are so many grammatical structures, some of them are taught easily but others are very difficult to understand.

Ur (1988, p. 6) also points out that it is very important when students learn bits of knowledge and skills in all these aspects: listening, speaking, reading and writing. Recognizing and producing both spoken and written form is very important and should not be neglected.

Ur (1988, p. 6) also adds some tips how to organize a lesson which consists of the following four stages:

- a) Presentation
- b) Isolation and explanation
- c) Practise
- d) Test

A) A **presentation** usually appears at the beginning of the lesson and Ur explains that “*the aim of the presentation is to get learners to the structure-its form and meaning-in both speech and writing and to take it into short-term memory.*” It may be a story from a book or a dialogue in a written form.

Thornbury (1999, p. 25) adds that presenting grammar should be as short as possible because learners can become confused very easily when too much instruction is explained.

Hedge (2000, p. 160) points out that it is necessary to be careful about using grammatical terminology in the presentation of grammar. Terminology may be useful mainly for advanced learners. In other cases it is more appropriate to follow the patterns.

B) In Ur’s opinion (1996, p. 7), **isolation and explanation** is a stage when we explain the rules, meaning and function. Some structures are difficult and take some time to understand the various aspects of the structure however some are very simple and similar to structures in mother tongue so they do not need take so much time.

Hedge (2000, p. 160) claims that when presenting grammar it is important to decide which forms of the item to explain immediately and which to leave for advanced stages. Other important thing is to be aware in what order to teach the forms.

C) Ur (1988, p.7) presents that the **practice** stage can involve many types of activities and exercises which are done in the lesson or are set as homework. This stage is very important in the way of transferring the knowledge from short-term to long-term memory.

According to Hedge (2000, p. 164), practising grammar is a very popular part of the lessons when learners practise grammatical structures in controlled activities and produce the target form in freer activities.

Thornbury (1999, p. 26) mentions that it is more beneficial to set up easy activities and to use fewer resources in practising grammar.

Harmer (1991, p. 258) is not of the same opinion as Thornbury and presents that a good lesson should involve many different types of activities and a number of various materials. By using more resources the learners would be interested in practising grammar all the time and they cannot become de-motivated.

D) As Ur (1988, p. 10) says most **testing** is done all the time during the process of learning which happen in the class and in homework. But this type of testing is quite informal and it is essential both for learners and teachers to have some formal material to get feedback. That is why we should use some material for formal testing to find out where we are and where to go next.

This opinion is shared by Hughes (1989, p. 4), who says that the feedback which is provided by testing is very useful and necessary for learners. On the other hand, sometimes it may come in conflict with teaching and may provide inaccurate information. This may happen when tests are set too often.

Weir (1993, p. 5) agrees with Hughes and adds that tests should follow learners' optimal ability and the subject matter which has been taught. See chapter 2.3 for more information about tests and testing.

Here are some examples which Ur (1996, p. 82) considers to be essential for presenting a new grammatical structure:

- A presentation should be both oral and written
- A presentation should include both form and meaning
- There should be a lot of visual examples
- Usage of terminology depends mainly on situations and learners
- It is your decision whether to use a rule method while teaching grammar, either a deductive method or an inductive method

2.2 Grammar practice activities

There are many activities we can use in grammar teaching. It is really necessary to know their aims, usefulness and suitability for certain learners.

Ur (1996, p. 84) describes quite a lot of types of activities which are ordered from a very controlled and accuracy-oriented exercises that are helpful mainly at the beginning to fluency activities which give learners an opportunity to use free grammar.

The first type of activity she describes is called **awareness** and the aim of this activity is awareness of grammatical structures. As an example Ur (1996, p. 84) gives a newspaper article where learners are asked to underline all the examples of the past tense.

Controlled drill is a type of activity where students have an example according to which they make other sentences. In the following example learners practice present simple:

“John drinks tea but he does not like coffee.

a) like: ice-cream/cake

b) speak: English/Italian

c) enjoy: playing football/playing chess” (Ur, 1996, p. 84)

Meaningful drill is quite similar to the previous one, but you make your own sentences according to the example, as you can see below:

“He/she likes ice-cream; or He/she does not like ice-cream.

a) enjoy: playing tennis

b) drink: wine

c) speak: Polish” (Ur, 1996, p. 84)

In **guided, meaningful practise** learners can use vocabulary on their own to form sentences according to a set pattern, as in the following example: *“Practising conditional clauses, learners are given the cue If I had a million dollars, and suggest, in speech or writing, what they would do.” (Ur, 1996, p. 84)*

Learners may be also asked to describe a picture using the appropriate tense and this grammar activity is, as Ur (Ur, 1996, p. 84) says, called **a free sentence composition**.

It is also useful to give the class a dilemma situation asking them for advice. This type of activity is often used for practising modals and is called **a discourse composition**.

The last activity Ur mentions is **a free discourse** when the learners are given a dilemma situation as in the previous activity but this time they are not given any specific directions what structures to use.

2.3 Grammar testing

There exist many tests which can be used to find out where the students are and what to do next. But sometimes it is hard to choose a suitable test for each learner to measure what we want. And another problem which can occur when setting a test is connected with the frequency of testing.

Thornbury (1999, p. 141) points out that the test is a very important part of a long process which include teaching, practising and correcting. Tests can show us whether the whole process works and is successful.

On the other hand, Hughes (1989, p. 1) says that testing can have a harmful effect on teaching and learning. According to Hughes (1989, p. 1), sometimes the test is not appropriate although teaching is good and vice versa. It is very essential to provide such tests which support a good teaching or at least have a corrective influence on bad teaching.

According to Scrivener (1994, p. 180) there exist two types of test which we can use to test the knowledge of our class. We can use **a progress test** which is good for testing all the things that has been studied within the course or **a proficiency test** if we want to know the general level of English in the class. A good progress test should include reading, writing, grammar, vocabulary, speaking, listening, phonology and function.

Scrivener (1994, p. 180) also adds that a good test must provide clear results, must be easy to mark and of course must be fair and appropriate to the learners.

Hughes (1989, p. 141) tries to answer the question why testing grammar is important because nowadays it is not as common as it used to be. As Hughes (1989, p. 141) says it saves time when you can evaluate a large number of items in such a test. When testing grammar it is very important to test what has been taught. In the test there should be a wide range of items, not only the easiest ones. Among the best ones belongs:

- Paraphrase - learners are given a sentence and their task is to rewrite the sentence with the same meaning
- Completion – learner must complete a conversation to be meaningful and understandable
- Modified cloze – learners complete missing words which can be for example prepositions, articles and many other structures in the text

To summarize this topic about setting tests, Thornbury (1999, p. 143) writes six important factors which are very important when we want to set a test:

1. It should be practical and easy to set and mark
2. It should be reliable – the results are consistent for each student no matter who corrects the test
3. The test should test what we want to
4. The test should be fair
5. The test should be as the learners expect. It should test what have been taught
6. It should have the positive spin-off which means that testing can be used as learning at the same time

Scrivener (1994, p. 182) mentions some examples of grammatical tests:

1. Gap-fill

- Single sentence – complete the text with one missing word:

“I’dgo to the café than the pub.

Answer: rather” (Scrivener, 1994, p.182)

- Cloze - longer text – similar to gap-fill but longer. Complete the text with missing words
- Multiple choice – choose the missing word

“If I went to Jakarta.....buy some jewellery.

a) I’ll

b) I

c) I will

d) I’d” (Scrivener, 1994, p. 183)

2. Sentence construction and reconstruction

- Rearranging words

“brother /much/ he’s/than/his/taller

Answer: He’s much taller than his brother.” (Scrivener, 1994, p. 183)

- Finding and correcting mistakes

“Cross out the incorrect word:

When I will visit you I’ll see your new baby.

Answer: When I ~~will~~-visit you I ll see your new baby.” (Scrivener, 1994, p. 183)

3. Two optional answers

- True/false

The answers are based on the reading text that preceded the statements.

- Defined options

“Jill is a fifteen-year-old schoolgirl. Mary is a one-year-old baby. Write J next to the things that belong to Jill. Write M to the things that belong to Mary. (List: calculator, baby’s bottle, teddy, Walkman, maths books.)”
(Scrivener, 1994, p. 184)

4. Matching (pictures, words, ...)

- Pictures and words

Match the words and pictures

- Placing words in correct column

<u>Go</u>	<u>Play</u>
<i>skiing</i>	<i>golf</i>
<i>skating</i>	<i>tennis</i>

- Putting jigsaw pieces together

Match the beginning of the sentence with the correct ending

1. *“He planted* *a. the stones and weeds*
2. *She picked* *b. some beautiful red apples*

3. *She dug up c. the seeds in three separate rows*” (Scrivener, 1994, p. 184)

Harmer (2009, p. 170) also mentions the type of test where students are to rewrite the phrase or sentence in other words and with the same meaning. This test type is called Transformation and the example may be as follows:

“Could I borrow five pounds, please?

lend _____ “Harmer (2009, p. 170)

Ur (1996, p.38) shows other types of tests such as for example:

1. *Questions and answers – the students are asked to respond the questions by using short or long answers*
2. *Matching – the students have to match the words in the first column with the words in the second column. The words may be for example synonyms or antonyms*
3. *Dictation – the teacher dictates the set of words in the target language and the students write them down*
4. *Translation – The students have to translate the text from the target language into mother tongue*

2.4 Grammatical mistakes/errors

As was mentioned before, mainly adolescents are very sensitive to criticism and in my opinion sometimes they are very angry when the teacher corrects their mistakes. Teachers are often uncertain whether it is really beneficial to correct everything that sounds or looks “wrong.”

Ur (1996, p. 85) says that making mistakes is a natural part of learning and serves both teachers and learners to improve their teaching and learning strategies. It is important to pay attention to mistakes in order to make progress, although it is not very useful to correct every single mistake because of too much information. Some people even believe that making mistakes will disappear on their own and correcting is not necessary. As Ur writes for teachers it is a very important feedback which they can make use when explaining new grammar. If it is known that the certain structure makes problems to learners it is necessary to invest more time to explain it.

Thornbury (1999, p. 113) writes that there exist a lot of attitudes to errors and their correction. But most teachers are aware of the importance of grammar correcting and they do not risk their student's development. Each teacher when faced with an error should ask himself/herself the following questions:

“Is there an error here?”

What kind of error is it?

What caused it?

Does it matter?

What should I do about it?” (Thornbury, 1999, p. 113)

Hedge (2000, p. 15) agrees with Thornbury that there are a lot of different views on error correction. Some theorists say that error correction can have a bad effect on students in the class, mainly children. And also for adults there is a big threat of losing motivation with constant correction. On the other hand, learners who are informed about their errors improve their language faster than the others because on the basis of error correction they can be informed, confirmed, challenged and excited. It depends on the teacher whether to undertake a role of the “corrector” or

not, but when the teacher undertakes it he/she should be able to decide what, when or how to correct.

Thornbury (1999, p. 114) also distinguishes four categories of errors, such as lexical errors, grammar errors, discourse errors and pronunciation errors. Despite the fact a lot of people do not like being wrong and being corrected which sometimes brings stressful atmosphere in the classroom it is essential to correct them at the very beginning.

As for correcting grammar test Hughes (1989, p. 145) claims that teachers should be aware of what items they are testing in their test and correct only the testing element. It is harmful when the learner is penalised for something which is not tested in the test.

2.5 Correcting mistakes

2.5.1 Oral work

Harmer (1991, p. 68) states that there are two basic stages of correcting mistakes in oral work. The first one is showing incorrectness and the second one is connected with correction techniques. According to Harmer showing incorrectness is very helpful to learners because they can correct their mistakes themselves.

Scrivener (1994, p. 109) adds that helping learners with self-correction may raise their awareness about the usage of the language. *“What you tell me, I forget, what I discover for myself, I remember.”* (Scrivener, 1994, p. 109)

According to Harmer (1991, p. 68) there exist a lot of techniques of showing incorrectness:

1. Repeating – with a questioning intonation ask student to use the word again.
2. Echoing – with a questioning intonation repeat what has been said badly.

3. Denial – tell the learner that it is incorrect
4. Questioning – ask the rest of the class if it is correct
5. Expression – use a gesture to show that something was not correct

Scrivener (1994, p. 112) also adds some ideas for correcting mistakes. Among them belong for example so-called finger correction when a teacher holds on a finger.

Harmer (1991, p. 69) also mentions that if the learner is not able to use self-correction it is good to use correction techniques. One of the correction techniques is based on asking anyone else in the class to help the student with correction. And the second one is used when the majority of the class are not able to correct the mistake and it seems that the item should be re-explained. In that case the teacher should take a role of a “corrector.”

2.5.2 Written work

Harmer (1991, p. 146) states that correction of written work is quite similar to correction of oral work and can be done by both teacher and student. In the correction of written work it is very important to react to the content of the text and not only correct the mistakes. There should be written some comments whether the work was effective, interesting or not. When correcting mistakes it is useful to underline the mistake and use a written symbol to show the learner what kind of mistake has been made.

According to Ur (1996, p. 170), in writing there are three important things which a teacher should not ignore. They are as follows: content, organization and language forms such as the grammar, vocabulary, spelling and pronunciation. A good teacher should note correction within the body of the text and correct only the

mistakes which affect the meaning or which are basic. At the end of the written work there should be some comments on the content and organization.

3 IMPORTANT ASPECTS OF TEACHING

3.1 Age differences

This chapter deals with the importance of the learner's age and its role which it plays in the process of learning.

Ur (1996, p. 286) points out that there exist a lot of differences in language learning between children and adults. She mentions, as can be seen below, the most important points that show what role can age play.

1. Children can learn better than adults
2. Adults can concentrate longer than children
3. Children are much more easier to interest and motivate
4. The earlier the language learning starts the better
5. Adults are more disciplined and cooperative
6. Both children and adults learn languages the same way.

As I mentioned in the introduction I teach children in the 15-18 age range. That is the reason this chapter focuses on teaching adolescents and their desires how they want to be taught. Adolescents are students in the age of 11 – 19 years old. For many teachers this category may be quite difficult, mainly for young or inexperienced teachers because the students are too old to be young learners and at the same time are not old enough to be adults. In the following text there are tips how to teach such students.

Harmer (1991, p. 7) says that these types of students are very interesting but at the same time very difficult to teach. There is hardly any extrinsic motivation at this age and sometimes the students are not very polite to the teacher who does not

seem to be very important for them. In his opinion it is very essential when the teacher get the right level of challenge because when the level is too low students can get bored easily and then they become de-motivated. Giving students various interesting tasks is the best way how to make them learn with pleasure and desire.

According to Ur (1996, p. 292), for students it is very important to have a teacher who has his/her lessons organized well. Teachers should care mainly about their way of teaching and be aware that their appearance does not play such an important role in their job. A good teacher should be respected by his/her students and he/she should control his/her lessons. Ur also says that it is not necessary to be a friend of the students but what is essential is to have a fair character and respect all the students. A teacher should also be able to make decisions in the lessons and should be responsible for the lesson plan and organization of the lesson, however sometimes it may be quite beneficial when students can participate in the organization of the lesson. It is also good to be aware that teacher is not an entertainer and the main point of learning is to gain some information, not to have fun. And finally, teachers should be willing to help their students even outside the class.

Harmer (1991, p. 8) also adds that it is very good to remember that adolescents are very sensitive to criticism and want to look good by their classmates.

3.2 Motivation

Learners who are not interested in the lesson may find it difficult to concentrate and to achieve new information. There is an important role of the teacher to catch their attention and to motivate them for their attention and further learning.

As seen in chapter 3.1 learners can become de-motivated quite easily. For every teacher it is very important to know how to motivate their learners to concentrate.

Ur (1996, p. 274) states that the abstract term ‘motivation’ is rather difficult to define. According to her, it is more useful and easier to think in terms of the ‘motivated learner’. Who is it? **A motivated learner** can be described as somebody “*who is willing or even eager to invest effort in learning activities and to progress.*” (Ur, 1996, p. 274)

As Ur puts in, learner motivation is important because it makes teaching and learning easier, more pleasant and more productive.

Hedge (2000, p. 22) points out that reasons why learners are learning play a great role in the learning process. For some learners it may be just a hobby, some want to communicate in a foreign language or it may be a part of their education and some of them are under a big pressure, because they need a language for job purposes.

According to Thornbury (1999, p. 26), there exist quite a lot of rules for motivating language learners. Some of them are as follows:

1. A teacher should use tasks and materials that learners are interested in
2. The material should be relevant to learner’s needs, age, level
3. The material should be challenging
4. A teacher should use discovery learning activities

Hedge (2000, p. 24) also suggests that teachers should create a checklist including some ways how to motivate learners in the class:

- a. Devote time to create cohesiveness
- b. Allow learners to work in their own style and use their own strategies
- c. Respect learners' individual differences and motivation
- d. Promote their individual preferences

Harmer (1991, p. 258) also adds that using various activities, doing different things and introducing grammar in different ways stimulate learners' interest and may be challenging.

Ur (1996, p. 274) also writes that motivation is according to various studies very strongly related to achievement in language learning. There are various kinds of motivation. Teachers should distinguish between the two most useful - intrinsic and extrinsic motivation. Both of them have a very important part in the lessons.

Intrinsic motivation is the urge to learn for its own sake, which is most typical for young children and it usually worsen as the time goes.

Extrinsic motivation comes from the influence of some external incentive, for example the desire of learners to please someone such as parents or the teacher.

Both of these types of motivation play a very important role in the process of teaching and learning and are dependent on teachers influence.

Ur (1996, p. 276) also deals with distinction by H. D. Brown which has been made between:

- **global motivation**- is the orientation of the learner towards the learning of the foreign language. It is usually determined by previous education and very often affected by teacher's own attitudes
- **situational motivation**- deals with context of learning (classroom, total environment)
- **task motivation**- it has to do with the way the learners approaches the specific task.

3.3 Interest

Learners may be motivated by various aspects such as the effort to know the language, the desire to have good marks or to gain a well-paid job, the dream to travel and so on. All of them are known as extrinsic factors of motivation and were mentioned in chapter 3.2. This chapter deals with the term intrinsic motivation and its impact on learners' attention. As was discussed in chapter 3.2 teaching adolescents is not an easy task for teachers because they usually do not have so much intrinsic motivation as they had when they were children and so they miss or lose interest quite easily.

As Ur (1988, p. 19) writes there exist many possibilities how to achieve attention. Among the most important belongs:

1. Topic

The choice of the topic is really very important to arouse and hold learners' attention. It should be something that draws their attention or they would like to know more about. It may also stimulate their fantasy, curiosity and imagination. It is also very helpful when they have some experience with it or are involved in it somehow.

2. Visual focus

It is really necessary to use both aural and visual presentation. Graphic material based on sight can hold attention and interest and even it improves comprehension. There are various kinds of such material beginning with pictures, posters, magazines, slides and ending with diagrams.

Nunan (1991, p. 174) mentions that the best way to remember new expressions is to use all the basic senses such as sight, smell, sound, touch and taste.

3. Open-endedness

Ur says that it may seem quite boring to do so-called closed-ended tasks based on drilling certain patterns however these types of tasks play a very important role when the students are not able to make their own sentences.

Scrivener (1994, p. 118) is of the same opinion as Ur and also points out that drilling based on repetition can become boring very quickly. On the other hand, it is a very successful way how to get learners to use target items outside the class.

Ur (1988, p. 21) states that learners' motivation can arouse when the result of the task is not predictable and students can contribute with their own words and thoughts.

4. Personalization

Ur (1988, p. 22) claims that teachers should know backgrounds of all the students, their feelings, interests and desires to be able to use valuable

interaction which relate to learners as individual people with their problems, feelings, interests, ideas and so on.

5. Pleasurable tension

Ur (1988, p. 22) mentions that it is useful when learners can feel a pleasurable tension and interests which can contribute to participating in language activities while doing some tasks. As she says all these things teachers can achieve thanks to games.

Lee (1979, p. 1) adds to this point that games are enjoyable mainly thanks to its friendly atmosphere and co-operation with learners from the same team or group. While playing the atmosphere is so relaxed and learners can find difficult to see the difference between the words “learn” and “play.”

6. Entertainment

Ur (1988, p. 24) also adds other sources of pleasurable activities such as singing songs, watching films, listening to some stories or conversations and those types of activities which are based on learners’ own contribution.

Scrivener (1994, p. 176) mentions that a song can be used both as a “filler” activity and even as a very functional item of the lesson. Nowadays, songs are included in course books as an appropriate material.

7. Play acting

For learners it may be quite enjoyable to pretend that they are someone else or imagine themselves in an imaginary situation or a situation

outside the school. They can be asked to play a role-play, often done in pairs or a simulation which usually take place in groups. (Ur, 1988, p. 24)

Scrivener (1994, p. 15) states that it is good to work in groups because there is a bigger opportunity for students to speak.

Hedge (2000, p. 73) also says that group work and pair work motivates learners to work face to face. It also provides learners the opportunities to see how well they can communicate in the target language.

4 SUMMARY OF THE THEORETICAL PART

In the theoretical part the aim is to explain what grammar is and why grammar teaching is important and in what ways we can teach grammar. The purpose of this part is to describe basic principles, approaches and methods of teaching grammar, especially to adolescent learners. There are mentioned different views on teaching grammar and organization of the lesson. Chapter 2.3 shows various ways of testing which we can use to have a feedback not only for the students but even for us. The following chapter focuses on making grammatical mistakes and the possibilities of its correcting both in oral and written work. The last issue of the practical part concentrates on important aspects of motivation of adolescent learners within the process of grammar teaching.

The aim of the practical part of the diploma thesis is to discover how the process of teaching grammar works in real classes of lower-secondary and secondary schools. It focuses mainly on teachers' opinions and attitudes connected with this field of interest. This part uses a questionnaire as a research method to reveal the actual information.

PRACTICAL PART

Introduction to the practical part

The aim of the practical part of my diploma thesis is to discover the teachers' opinion on the importance of grammar teaching and their view on the need of presenting and practising grammar in English lessons. On the basis of the theoretical part it explores how the grammar is taught in lower-secondary school as well as secondary school.

The following chapter deals with the research which tries to answer the following questions:

1. Do teachers consider grammar teaching as an important part of English lessons?
2. What approaches and methods for grammar teaching do teachers choose the most often?
3. What grammar practice activities are used the most often?
4. What is teachers' attitude to correcting mistakes?
5. Do the teachers consider the course books appropriate for presenting and practising grammar?
6. Do teachers consider authentic materials efficient in grammar teaching process?
7. How do teachers motivate their learners to learn grammar?

5 DESCRIPTION OF THE QUESTIONNAIRE

The means of a questionnaire (see Figure 1, Appendix 1) as a research method has been chosen to obtain the requested data. The questionnaire was sent by e-mail to teachers of lower-secondary schools as well as to teachers of secondary schools in the region of Pardubice.

The questionnaire contains fifteen multiple choice questions. One of the questions is divided into several parts in which respondents choose answers according to the submitted scale. Every part of the questionnaire includes the description and the analysis of the results which are also graphically illustrated.

The research involved forty teachers, out of them fifteen were male and twenty-five were female. The aspect of gender was included into the research to discover whether there are any differences in teaching methods used by men and women (for more details see Figure 2, Appendix 2). The distinction between the two groups of teachers is commented on in chapters number 6.1 – 6.9, 6.11 and 6.12 in the practical part of this thesis.

One of the research questions is focused on the number of years of practice of the teachers. It intended to discover whether the length of teaching practice affects the choice of techniques used in grammar presentation and grammar practice.

Due to the fact that only 5 per cent of the respondents have been teaching less than four years it was hardly possible to make distinction between the techniques of these three groups of teachers. The majority of respondents have been teaching from four to ten years, which is 75 per cent precisely. 20 per cent of questioned teachers have teaching practice longer than ten years. The fact that the most respondents teaching more than three years may mean that the teachers are experienced enough to provide relevant answers to the research questions and it also supports the

expectations of provided answers to be based on their long-time experience and also on the feedback from their learners (see Figure 3, Appendix 2).

Another aspect included in the research was the type of school the respondents teach in. I received forty completed questionnaires, out of them fifty per cent of questioned teachers work in lower secondary school and fifty per cent work as teachers in secondary schools (see Figure 4, Appendix 2).

The reason why I distributed the questionnaire among these types of schools is to discover whether there is the difference in attitudes to teaching grammar between these groups of teachers. Moreover the different methods and approaches used in both types of schools are supposed to be revealed with the reference to such categorization. The distinction between approaches and methods used by these two groups of teachers is presented by every research part.

6 DESCRIPTION AND THE ANALYSIS OF THE RESULTS

The following subchapters deal with the findings corresponding to particular research questions. They include the description of every part of the research and also the analysis of the results. All respondents' results are compiled and graphically illustrated. The answers relating to each question are also analyzed with the aspect of the type of school in which the research was carried out as well as to the respondents' sexes.

6.1 The importance of grammar

There are quite a lot of opinions on the placement of grammar teaching in the language learning process (see chapter 1.2 in the Theoretical part). Some learners consider grammar teaching as a very important part of language learning process, some of them believe on the other hand that grammar does not need to be taught and can be acquired subconsciously.

The first item of the questionnaire deals with the question how important is teaching grammar in the process of learning a language. It shows the attitudes of respondents to this subject matter.

According to the research 72.5 per cent of the respondents suggested that between the knowledge and the usage of the language should be a good balance. This supposedly means that the majority of Czech learners seem to be taught how to construct the sentences correctly and at the same time they are given an opportunity to produce the language.

Only 2.5 per cent of questioned teachers affirm the usefulness of grammar teaching for effective and correct usage of the language. It seems that these teachers

prefer the knowledge of rules and structures to communicative language activities. I assume that they put the emphasis on the production of grammatically perfect utterances and sentences rather than on teaching language functions i.e. the learner is able to introduce, apologize and deal with other speech acts.

None of the respondents inclined to using language intuitively without knowing the rules which suggests that none of the teachers omit grammar completely.

There were not any other comments or options added by the respondents (for detailed data see Figure 5, Appendix 2).

There is a great difference between the opinions on the importance of grammar among the teachers in lower secondary schools and secondary schools (see Figure 6, Appendix 2). It indicates that the majority of respondents who work as lower secondary teachers, accurately 55 per cent, consider grammar essential and very important. 45 per cent of them agreed on a good balance between the knowledge and the usage of the language.

I assume that the respondents from lower secondary schools consider the knowledge of the basic rules at the very beginning of the learning process as very helpful for further steps.

All the respondents from secondary schools, 100 per cent, expressed the fact that knowing the rules and structures is as important as the usage of the language. These teachers seem to admit that grammar is something that should be involved in the learning process but at the same time they do not neglect grammatical meanings.

With the reference to these outcomes I assume that they tend to train their learners both in the passive and active knowledge of the language.

The slight difference is also found in how male and female teachers view this particular issue. The opinion expressing that grammar teaching is very important and the knowledge of grammatical structures and rules is essential for correct use of the language was chosen only by women, exactly 44 per cent and the opinion that there should be a good balance between the knowledge and the usage of the language was chosen by 56 per cent of women and 100 per cent of men (see Figure 7, Appendix 2).

6.2 Grammar teaching methods

There are so many ways how to present and practise grammar in the lessons. As it was discovered in the research referring to the fourth question, all the respondents involve grammar in their teaching somehow. The purpose of the question number five was to find out which method of grammar teaching is used by the respondents the most often. On the basis of the length of practice of the majority of respondents most of them were expected to use the communicative language teaching.

In question number five the respondents were asked how they teach grammar. The majority of Czech teachers, addressed to within the research, suggested grammar teaching as a part of language skills learning (see Figure 8, Appendix 2). In total it was 65 per cent of respondents who stated such an attitude to grammar. This means that teaching grammar is involved in practising other activities focused on other aspects of the language than grammar in particular. Grammar seems to be a part of listening, speaking, reading and writing activities.

This opinion is followed by 22.5 per cent of respondents who advocate that sometimes it is important to take some time to explain the grammar but mostly the

learners could pick up the rules themselves when doing communicative activities. Only 12.5 per cent of teachers devote to grammar teaching special time.

As for the attitudes of the teachers of lower secondary schools and secondary schools there are also some differences (see Figure 9 in Appendix 2). Grammar teaching as a part of language skills learning was agreed on by the majority of both groups of teachers. In lower secondary schools it was 55 per cent and in the secondary schools it was 75 per cent of teachers. 30 per cent of lower secondary teachers claimed that learners can acquire grammar when practising communicative activities, but they admitted that sometimes it is necessary to explain the rules while only 15 per cent of secondary teachers share the same opinion.

The reason why more lower secondary teachers believe that learners can acquire grammar through communicative activities can be that younger learners are not able to memorize and understand all the rules and terminology. It seems to be more effective to teach them more naturally and explain only the basic rules when necessary.

Separate grammar teaching was suggested by 10 per cent of secondary teachers and 15 per cent of lower secondary teachers.

Another aspect focusing on sex was also included (for detailed data see Figure 10 in Appendix 2). A remarkable difference can be seen in separate teaching grammar which was chosen by 20 per cent of women but none of men chose this option.

Presumably, women teachers prefer to devote more time to grammar explanation than men teachers. They believe that learning a language can be more

effective when the grammar presentation is long enough to make the rules meaningful and memorable. It may be assumed that they like to follow a certain procedure to explain the rules clearly before practising grammar and going further.

Teaching grammar as a part of learning language skills was voted by the majority of both men and women, in detail 73.3 per cent of men and 60 per cent of women.

Only 5 per cent of women suggested that learners can acquire grammar when practising communicative activities while 20.7 per cent of men expressed the same opinion.

There may be two reasons why more men teachers prefer intuitive learning. Firstly, men teachers seem to believe in their learners' intelligence and analytical learning. Secondly, they may prefer simple and quick explanation of the rules is time-saving and provides more time for practice and explanation.

6.3 Comparison of results of questions four and five

I assumed that the teachers who claimed that grammar teaching is very important in (see question number four in the questionnaire) and the knowledge of grammatical structures and rules is essential for correct usage of the language would choose to teach grammar separately when referring to question number five of the questionnaire. However, no visible connection between these two statements.

When comparing the results of these two items eleven teachers agreed with the importance of grammar for the correct usage of the language but only five teachers stated the separate grammar teaching. I do not suppose that learners of these teachers pick the language themselves. It means although these teachers consider

grammar very important and essential they do not teach it separately, which implies that their learners acquire grammar via various communicative activities.

6.4 Approaches to grammar teaching

The next item of the questionnaire was dedicated to the preferable approach to grammar teaching of questioned teachers. As mentioned above (see chapter 2 in the theoretical part) there are two different approaches to presentation of new language items. Namely, they are inductive approach and deductive approach.

The teachers were asked which approach they choose more often when explaining grammar. For better understanding the terms of inductive and deductive approaches were explained in the brackets.

The usage of both of the approaches seems to be suitable for 90 per cent of respondents. This attitude is followed by 5 per cent of teachers who use discovery learning and the same number of teachers prefers the rule-driven presentation of a new item (see Figure 11, Appendix 2).

From my point of view, each approach has its advantages as well as disadvantages and that is the reason why the combination of both approaches seems to be effective in grammar teaching process. The teachers who combine both approaches seem to choose the appropriate one according to the learners' age and intellectual maturity. Presumably, their choice is also dependent on level of difficulty of the new grammar structure and on the time provided.

The teachers who follow only deductive approach do not seem to have to save time and can devote to grammar presentation and explanation. They believe that the knowledge of the rules helps their learners to understand the language better.

Possibly, they are convinced that their learners are not able to pick up the rules themselves.

I assume that the teachers who use inductive approach stimulate and motivate learners' own activity. These teachers also increase the learner's self-confidence when providing them with the opportunity of taking a role of a master.

The difference between the approaches used in lower secondary schools and secondary schools was also included (see Figure 12, Appendix 2). It shows that 90 per cent of teachers in both types of schools use both of the approaches. It seems that the choice of the method is dependent on the course book they use and the level of their students.

As I expected, 10 per cent of the teachers from lower secondary schools use only inductive approach. One of the reasons can be that younger learners may not be able to understand the concepts and may not know the essential grammar terminology.

As for secondary school, 10 per cent of teachers prefer the usage of only deductive approach and none of them use only inductive approach. Supposedly, the older learners use deductive approach more effectively because they usually prefer to be told the rules and they seem to be frustrated to be asked to complete a task without the necessary knowledge.

The difference between approaches used by men and women can be seen in (see Figure 13, Appendix 2). It shows that all the asked men use both of the approaches as well as 84 per cent of women. The usage of only inductive approach chose 8 per cent of women as well as the usage of only deductive approach.

6.5 Comparison of questions five and six

According to the results with the reference to question number five there are twenty-six respondents who claim that teaching grammar is a part of learning language skills and according to the results of question number six there are two teachers who stated that they use more often deductive approach when explaining grammar. Two teachers admit using inductive approach when explaining grammar and thirty six respondents state that they use both approaches.

I assumed that the teachers who consider teaching grammar as a part of learning language skills would select neither explanation of grammar rules nor the use of inductive approach only. The reason may be that either they did not understand the questions the way that they were expected to be understood or, that even though they think that grammar can be taught intuitively they devote some time to explaining the rules occasionally.

6.6 Grammar practice activities

The aim of question number seven of the questionnaire was to find out which types of activities the respondents choose most often when practising grammar. The chosen activities were described in chapters 2.2 and 2.3 in the theoretical part.

This time the question provided a chance to decide the usage of every single exercise. There were seven types of activities offered. The respondents' task was to choose the frequency of using these exercises. The options were as follows: often, sometimes or never.

The types of activities included:

- drills
- gap-filling
- free sentence composition
- discourse composition
- questions and answers
- translation

The respondents were also given a possibility to submit another type of activity to the list.

The results of the research revealed that all of the activities are used in different ways at a different frequency (see Figure 14, Appendix 2).

Awareness is used sometimes by 80 per cent of respondents and often by 5 per cent of them. 15 per cent of teachers do not use it all.

Drill is sometimes applied by 60 per cent of teachers and often by 32.5 per cent of them. 7.5 per cent of respondents never use it.

Gap-filling seems to be very popular with teachers. 65 per cent apply it often and 35 per cent sometimes involve such type of grammar exercises.

As for free sentence composition, it is used sometimes by 57.5 per cent of respondents and often by 42.5 per cent of them.

82.5 per cent of respondents chose that they apply discourse composition sometimes and 2.5 per cent apply it often. 15 per cent of respondents chose that they do not use this type of activity at all.

Questions and answers seem to be other very popular activity which is used often by 57.5 per cent of teachers and sometimes by 42.5 per cent of them.

As for translation surprisingly, it is still often used by 47.5 per cent of respondents and sometimes by the same amount of them. The option suggesting never was ticked only 5 per cent of the respondents.

As a matter of fact it may be interesting to point out that there are some differences in the frequency of usage of the activities in lower secondary schools and secondary schools (see Figure 15, Appendix 2).

In lower secondary school awareness is used sometimes by 70 per cent of teachers and never by 30 per cent of teachers while in the secondary school it is used sometimes by 90 per cent and often by 10 per cent of teachers.

Drills are used much more often in secondary schools than in lower secondary schools. 75 per cent of secondary teachers answered that they use it sometimes and 25 per cent of them use it often. In lower secondary schools exercises involving drill is applied by 45 per cent of respondents sometimes and by 40 per cent often. 15 per cent admitted that they never use drills.

Gap-filling is applied often by 85 per cent and sometimes by 15 per cent of lower secondary school teachers while in the secondary schools 45 per cent of teachers use it often and 55 per cent sometimes.

Discourse composition is used often by 5 per cent of secondary school teachers while none of the teachers from lower secondary schools chose this option. The option sometimes was ticked by 90 per cent of teachers from secondary schools and never by just 5 per cent of teachers. In lower secondary schools sometimes was agreed on by 75 per cent of teachers and never by 25 per cent of them.

Questions and answers are more popular with the teachers from lower secondary schools which are applied by 70 per cent of the respondents and

sometimes by 30 per cent. 45 per cent of teachers from secondary schools use questions and answers often and 55 per cent sometimes.

Translation seems to be used more in secondary schools where 60 per cent of teachers use it often and 40 per cent of teachers use it sometimes. In lower secondary school only 35 per cent use it often, 55 per cent sometimes and 10 per cent never.

There are also significant differences between men and women (see Figure 16, Appendix 2). Awareness is sometimes used by all men but by only 68 per cent of women. 24 per cent of women ticked never and 8 per cent ticked often.

Drills are much more often used by women who chose often by 44 per cent and sometimes by 56 per cent. None of women ticked the option never. While 13.3 per cent of men use drills often, 66.7 per cent only sometimes and 20 per cent never.

Gap filling is often used by 88 per cent of women and 26.7 per cent of men. Sometimes chose 73.3 per cent of men and 12 per cent of women.

Discourse composition is often used by 6.7 per cent of men and none of the women. This grammar feature is used sometimes by 92 per cent of women and 66.7 per cent of men. Never was chosen by 26.7 per cent of men while only 8 per cent of women.

It is interesting that translation is more applied by women. 56 per cent of women use it often while only 33.3 per cent of men do it so. 44 per cent of women apply translation sometimes while 53.3 per cent of men ticked the same. Never was chosen by no women and by 13.3 per cent of men.

6.7 The correction of the mistakes

The next three questions of the questionnaire are focused on the attitudes of teachers to students' mistakes. As it can be seen in chapter 2.4 in the theoretical part making mistakes is a natural part of learning and give an important feedback both to teachers and learners.

The question number eight explains whether the teachers correct every single mistake they see or hear or not.

From my point of view, the results are quite surprising (see Figure 17, Appendix 2). On the whole, 67.5 per cent of the respondents correct all the mistakes and only 32.5 per cent of teachers correct only mistakes affecting the meaning.

It is a paradox that in question number five the majority of teachers admitted that they do not teach grammar separately and that grammar is a part of learning language skills and in this question they admitted that they correct all the mistakes. I supposed that the teachers who use communicative language approach tend to tolerate the mistakes of their students more.

The distinction of results referring to the teachers who work in lower secondary schools and secondary schools was included too (for detailed data see Figure 18, Appendix 2). 75 per cent of lower secondary teachers correct all the mistakes and only 25 per cent correct only mistakes which affect the meaning. While the option B was chosen by 60 per cent of teachers secondary schools, the option A was voted by 40 per cent of teachers.

Another aspect that was included in this research question was the gender (see Figure 19, Appendix 2). It reveals that the majority of women tend to correct all

the mistakes. Precisely 84 per cent of them. Men teachers are more inclined to correct only those mistakes which affect the meaning, in fact 60 per cent according to the research.

6.8 Correction techniques

The question number nine aims at finding out how the teachers show grammatical incorrectness in oral work. The question was answered by all the questioned teachers as all the respondents answered in the previous question that they correct the mistakes. The respondents could choose from six techniques of showing incorrectness described by Harmer (1999, p. 68), (see chapter 2.5.1 in the theoretical part).

The respondents were asked to choose as many techniques as they wanted. According to the total collected data all the questioned teachers use more than one technique (see Figure 20, Appendix 2).

The majority of them use gestures and mimes, precisely 52.5 per cent. From my experience, it is quite time saving and it does not interrupt the learners' speech so much.

Asking the rest of the class if it is correct is applied by 50 per cent of teachers. It may be caused by the reason that peer correction seems to be more sensitive to students.

47.5 per cent of teachers repeat the bad word correctly without commenting on the mistakes. This technique could be effective mainly for adult learners as they are sensitive to criticism.

42.5 per cent of teachers tell the learner that it is not correct and only 22.5 per cent of the respondents repeat what was said badly with a questioning intonation.

As for the techniques used in lower secondary and secondary schools the significant difference can be seen in using gestures and mimes (see Figure 21, Appendix 2). It gives the evidence that in lower secondary school it is used by 85 per cent of teachers while in secondary school this technique is applied only by 20 per cent of teachers. There are not any other crucial differences in the ways of correcting mistakes by the both groups of teachers.

When distinguishing between men and women it is quite interesting that none of men repeat what has been said badly with a questioning intonation while 36 per cent of women do so (see Figure 22, Appendix 2).

Another difference can be seen in the option of asking the rest of the class if it is correct which was chosen by 64 per cent of women and only 20.7 per cent of men. Gestures and mimes are used by 60 per cent of women while only 40 per cent of men ticked the same opinion.

6.9 The use of written symbols

It seems to be quite effective when the learners are provided with a possibility to correct themselves. That is the reason why written symbols can be used within the body of the text to inform the learners about the kind of the mistake (see chapter 2.5.2 in the theoretical part).

Another item of the research also focuses on the correction of mistakes. This time, only correction of written work is included. The teachers were asked whether they use written symbols when correcting written work or not. For those who were

not familiar with the given options there was also an opportunity to add their own option or comment.

The results show that 52.5 per cent of the respondents use correct symbols in written works. There were 47.5 per cent of them who correct the mistakes themselves. Such results are not very satisfying, because it proves that students are not focused to think about the mistakes they make and there is a great possibility that next time they will do the same mistake again (see Figure 23, Appendix 2).

In secondary schools more teachers use the correction symbols than in lower secondary schools. The results show that 60 per cent of secondary school teachers and only 45 per cent lower secondary teachers use these symbols on purpose (see Figure 24, Appendix 2).

It is also interesting to point out the connection between the gender and the usage of written symbols. 86.7 per cent of men use written symbols while only 32 per cent of women are of the same opinion (see Figure 25, Appendix 2).

6.10 The most common course books

This chapter deals with the answers to the question what course book the teachers use the most often. The aim was to find out which course books are typically used in lower secondary schools and in secondary schools.

The teachers of both types of school had to write the name of the course book which they use the most often. The discovered data were put to small tables which are placed bellow for better clarity. The table A shows the results from lower

secondary schools and the table B presents the results from secondary schools. Both of the charts are designed to include the aspect of gender too.

Table A: Course books in lower secondary schools

The name of the course book	men	women	In total
<i>Project</i>	4	11	15
<i>English Zone</i>	0	3	3
<i>New English for You</i>	2	0	2

Table B: Course books in secondary schools

The name of the course book	men	women	In total
<i>New Headway Pre-Intermediate</i>	8	6	14
<i>Maturita Solutions</i>	1	2	3
<i>Time to Talk I</i>	0	3	3

The research which included twenty lower secondary teachers shows that the most common course book used in lower secondary schools are all the series of *Project* by Tom Hutchinson, Oxford University Press. This book was submitted by 75 per cent of respondents. Precisely, fifteen teachers, out of them four were men and eleven were women.

The other one is *English Zone* by Nolasco, R. and Wewbold, D., Oxford University Press which is used only by three women (15 per cent of teachers).

New English for You by Kociánová Zdeňka, *Educi* followed with 10 per cent of teachers.

The results revealed that as for the secondary school teachers from the total number of twenty teachers, 70 per cent use *New Headway Pre-Intermediate, Third Edition* by Liz and John Soars, *Oxford University Press* the most often. It is fourteen respondents, out of them eight men and six women.

Maturita Solutions by tim Falla and P. A. Davies, *Oxford University Press* is used by three teachers, precisely one men and two women.

Time to Talk I by Tomáš Gráf and Sarah Peters, *Polyglot* is used by three women.

6.11 The common weaknesses of the course books

The aim of the question number twelve is to find out whether there are any weaknesses of the course book the teachers use the most often and what the common weaknesses are in particular.

As a matter of fact, the results give the evidence that the majority of teachers are not aware of any weaknesses of the course book, exactly 75 per cent of the respondents. Dissatisfaction with grammar practice activities was expressed by 15 per cent of respondents. 12.5 per cent of teachers are not satisfied with the recommended approaches and methods. 7.5 per cent of teachers complain about the lack of the authentic materials. The statement that the grammar practice activities are not useful was ticked by only 5 per cent of the teachers (see Figure 26, Appendix 2).

The differences in particular schools are also presented (see Figure 27, Appendix 2). It shows that more teachers in secondary schools are satisfied with their course book than in lower secondary schools. Only 5 per cent of them stated that the recommended methods and approaches are not suitable for the students/teachers and the same number of teachers inclines to the opinion that grammar practice activities are not very attractive and motivating and students do not enjoy them.

None of them claimed that grammar practice activities are not very useful nor had the opinion that there are not enough authentic materials and the course book is not relevant to real life situations while 10 per cent of teachers in lower secondary school stated that grammar practice activities are not very useful and 15 per cent suggested that there are not enough authentic materials and the course book is not relevant to real life situations. For better clarity you can see the results of the particular course books below:

Project

In lower secondary schools the opinions on *Project* varied. The majority of teachers, precisely 80 per cent answered that they are satisfied with this course book. 20 per cent of teachers consider the grammar practice activities unattractive for their learners and 13.3 per cent do not find the recommended methods and approaches suitable.

English zone

All the teachers who use *English Zone* shared the opinion that this course book is not authentic and relevant to real life situations.

New English for you

According to the collected data *New English for you* seems to have most of the weaknesses. All the respondents who use this course book agreed on three weaknesses which *New English for you* has. The teachers complain about inappropriate methods and approaches as well as the useless and unattractive grammar practice activities.

Maturita Solutions and Time to Talk I

All the respondents who claimed that they use *Maturita Solutions* and *Time to Talk I* are not aware of any weaknesses of these course books.

New Headway Pre- Intermediate

In the case of *New Headway Pre-Intermediate* the research provides the evidence of the fact that the majority of teachers are satisfied but there is also an opinion that the methods and approaches used in the course book are not suitable which is shared by 7.1 per cent of teachers. The same number of teachers also claims that their students do not enjoy the grammar practice activities which are used here.

As for the aspect of gender which was also included in this research question (see Figure 28, Appendix 2), the research results present that 80 per cent of women are not aware of any weaknesses of their course book while 66.7 per cent of men share the same opinion. It is quite interesting to point out that 33.3 per cent of men are not satisfied with the recommended methods and approaches but only 8 per cent of women expressed the same opinion.

A great difference can be seen in the opinion on the usefulness of grammar practice activities and on authentic materials used in the course book. Only women consider the grammar practice activities useless and state that the course book does not contain enough authentic materials which are relevant to real life.

6.12 Additional materials/sources

It appears to be effective to use various activities and do different things to catch and hold learners' attention (see chapter 3.2 in the theoretical part). There may be two reasons why the teachers use other sources besides the course book. The first one may be the dissatisfaction with their commonly used course book (see the previous research question number twelve) or the effort to make the lessons more interesting, effective or easier.

The question number thirteen tries to discover whether the teachers use any other sources when presenting or practising grammar or not. As the choice of the convenient supplementary materials seems to be important for the process of grammar teaching and learning the second part of this question was a requirement to state the sources or additional materials the teachers use.

The results were greatly satisfying because all of the questioned teachers from both types of schools more or less use other additional sources. From the previous research question it is visible that the majority of teachers are satisfied with the course book they have. That is the reason why I presume that all the respondents want to use additional materials to promote their grammar teaching methods. It seems that they try to provide their students with various kinds of activities and exercises to help them to learn the language more effectively and more easily.

By this way they try to avoid monotonous activities which can become useless and boring.

According to the collected data there are twelve sources which were suggested by both groups of teachers (see Figure 29, Appendix 2). The sources are written in descending order according to the frequency of their application (see Figure 35, Appendix 3).

As for the supplementary materials used in lower secondary schools the teachers suggested some on-line sources as well as books (for detailed data see Figure 30, Appendix 2). The Internet websites belong to the mostly used sources. The teachers suggested mainly websites such as www.helpforenglish.cz (100 per cent) or www.real-english.com (60 per cent).

These sources are full of grammar practice activities which are designed in a very natural way. They have the power to motivate the learners because they are authentic and reflect real-life situations. They seem to be exciting for learners who are often bored with doing the same type of activities from the course book. The last common alternative was the usage of magazine *Bridge* (20 per cent) and *Gate* (20 per cent).

These findings give the evidence that only little number of teachers use the magazines full of authentic materials. It can be caused by the high price or unwillingness of learners' parents to pay for additional materials as they see them useless or expensive. The reason why the internet is used by the majority of respondents seems to be quite clear. It is free, easy to use and fast.

It also saves teachers' time because there is no or little need to copy additional materials and it is also less demanding to organize classroom activities.

In secondary schools the discovered data (see Figure 31, Appendix 2) shows that the internet is used by 100 per cent of teachers as well. Despite the fact that a few of the teachers did not submit the names of the websites as they stated that it is their secret, it was found out that there are two websites used by secondary school teachers. 100 per cent of teachers use www.helpforenglish.cz and 80 per cent recommend www.novamaturita.cz.

Essential grammar in Use by Reymond Murphy, Cambridge University Press is used by all the questioned teachers.

As for magazines, Bridge is prescribed for the use of students by 75 per cent and Gate by 15 per cent. Only 5 per cent of the respondents use *Teaching English Grammar* by Jim Scrivener.

In conclusion, the findings point out the fact that the learners of both types of schools are more or less provided with internet websites. It appears that in lower secondary schools teachers make use of more internet sources to practise grammar activities than teachers in secondary schools.

There is only one website which both groups of teachers agreed on and which is used by all of them. It is www.helpforenglish.cz.

As for the usage of magazines, they are used more in secondary schools than in lower secondary schools. Especially Bridge seems to be quite popular with both secondary school teachers and students. The reason may be that there are included grammar practice exercises and activities for the preparation for the state maturita

exam. *Essential grammar in Use by Reymond Murphy, Cambridge University Press* also tends to be used more in secondary schools.

The aspect of gender was not included in this research question.

6.13 Authentic materials in grammar teaching process

It is not easy to catch intrinsic motivation of the learners, especially adolescents (see chapter 3.3 in the theoretical part). Authentic materials are powerful tools which seem to be so exotic and exciting and bring learners closer to the target culture. That is the reason why they can utilize the motivation very strongly.

Question number fourteen tries to find out whether the teachers find the usage of authentic materials effective or not.

In short, all of the respondents from both types of schools answered the same. They agreed with effectiveness of aural materials such as tapes, CDs and DVDs and visual materials such as pictures, posters, magazines and slides. It means that teacher in lower secondary and secondary schools use the combination of aural-visual materials. Nobody added any other comments.

6.14 Motivation

When the learners are interested in the tasks and materials provided by teachers they concentrate better and can learn the language easier (see chapter 3.2 in the theoretical part). Every teacher knows that motivation and interest are very essential aspects of success in grammar learning process. On the basis of this fact, teachers should try to motivate the learner in order to enjoy the learning process.

The purpose of the last question of the questionnaire was to reveal which methods the teachers use to motivate their learners.

On the whole, it is worth noting that all of the respondents chose more than one of the given options (see Figure 32, Appendix 2). It means that they use a variety of techniques to motivate learners. All the respondents find authentic materials as well as pair work and group work helpful in the process of arising learners' motivation. 87.5 per cent of teachers think that it is effective to give learners a chance to express themselves. The usage of authentic tasks seems to be vital for 57.5 per cent of respondents. Nobody submitted any other options or comments.

With the reference to this question there is no significant difference between the teachers of lower secondary schools and secondary schools (see Figure 33, Appendix 2).

As for the differences in using motivation techniques between men and women it is quite interesting that a remarkable difference can be seen in the use of authentic tasks (see Figure 34, Appendix 2). Authentic tasks are used by all of the women but only by 13.3 per cent of men. More women also provide their learners with time to share their personal feelings, ideas and opinions. This technique was agreed on by 96 per cent of women and 73.3 per cent men.

6.15 Lower secondary vs. secondary school teachers' grammar teaching

The results of the questionnaire revealed that both groups of teachers differ in their approaches and techniques in teaching grammar. The aim of this subchapter is to sum up the tendencies of lower secondary and secondary teachers.

In conclusion, lower secondary school teachers consider grammar very important and essential for correct usage of the language. The majority of them believe that grammar teaching is a part of learning language skills. They use both inductive and deductive approach to explain grammatical rules and structures. As for grammar practice activities the most popular one is gap-filling followed with questions and answers.

Most respondents correct all the mistakes the learners make. For correction they use various techniques from which gestures and mimes are the most favourite. In written works the half of them uses written symbols.

The majority of them is satisfied with course books they have. As the most common weakness they consider the grammar practice activities which are not enjoyable for their learners. That is the reason why all of them use other sources, especially internet sources to motivate their learners. They like audio-visual materials, various types of classroom organization in order to work effectively and materials relevant to their learners' age and need.

All the teachers who teach in secondary schools consider that there should be a good balance between the knowledge and the usage of the language. They incline more to grammar teaching as a part of learning language skills.

The learners of these teachers are taught by both deductive and inductive approach.

The most popular grammar practice activity seems to be translation followed with gap-filling and questions and answers.

The most of the teachers correct all the learners' mistakes and their favourite technique how to show grammatical incorrectness is asking the rest of the class if the language item is correct. The majority of them use written symbols in written works.

As for the course books nearly all of them are not aware of any weaknesses but they still use other sources and materials to make their lessons more effective. Various types of classroom organizations, authentic tasks and audio-visual materials are used in order to motivate their learners.

6.16 Men vs. women' s grammar teaching

This subchapter deals with the tendency of grammar teaching typical for men and women. There are some differences in methods and approaches which are used by men teachers and women teachers.

All the men teachers agreed with the statement that there should be a good balance between the knowledge of the language and the usage of the language. They mainly believe that grammar teaching is a part of learning language skills.

All men combine deductive and inductive approach when explaining new grammatical structures. Questions and answers seem to be the most popular activity for practising grammar with men respondents.

Most of them only correct the mistakes which affect the meaning. When there is a mistake in learner's speech they usually repeat the word correctly without commenting on the mistake. They tend to use written symbols to note correction within the body of the written work.

Generally, they are not aware of any weaknesses of their course books. All of them use additional materials and sources to make the lessons more interesting and

effective. It seems that aural materials as well as visual materials help them when teaching grammar. Authentic materials and group or pair work seem to be another way how to motivate learners in language learning process.

Women teachers also consider that in the process of learning a language there should be a good balance of the knowledge and usage of the language and state that grammar is a part of learning language skills.

The majority of them combine the variety of the methods in order to explain the rules. Sometimes learners discover the rule from the given examples and sometimes they produce the examples from the given rules. The most common grammar practice activity used by women is gap-filling.

They, unlike men tend to correct all the mistakes. Their favourite technique how to show incorrectness in oral work is to ask the rest of the class if the dealt language is correct. It is quite interesting that in written work the majority of women correct the mistakes themselves and do not use the written symbols.

As for course books they are satisfied with the methods and activities used there. All of women teachers use also other sources to present and practise grammar.

In order to gain better effectiveness of their lessons they use audio-visual materials, group work, pair work and women also give learners the possibility to express their feelings more often compared to male teachers.

7 SUMMARY OF THE PRACTICAL PART

The practical part of the diploma thesis deals with teaching grammar in lower secondary schools and secondary schools. The aim of the research is to answer the questions stated in the introduction to the practical part.

A means of a questionnaire was decided to serve for the purposes of this research. The questionnaire comprises of fifteen questions in order to gain respondents' answers to the questions which are the basis for the research itself and its evaluation.

The respondents are teachers of lower secondary schools and secondary schools. They were asked to answer the questions connected with the issues of teaching grammar.

The items of the questionnaire focus on the importance of grammar in the language learning process, presenting and practising grammar, correction of grammatical mistakes, the most common weaknesses of the course books, the usage of other sources and authentic materials and various ways of motivating learners.

All the obtained data were analyzed and interpreted according to the theoretical background of the diploma thesis. Graphical illustration in the forms of graphs and tables was made too for better clarity. The aspect of the type of school and gender was also included.

8 CONCLUSION

The purpose of the diploma thesis was to investigate the issue of teaching grammar in lower secondary and secondary schools and consequently answer the questions referring to both defining the subject of grammar, and the importance of grammar teaching is important within the process of a language learning. It also aims at related issues concerning grammar teaching. The theoretical part also served as a background for creation of a questionnaire as a means for the research submitted in the practical part of the diploma thesis.

The practical part of the thesis provides the results of the questionnaire research whose goal was to answer the questions stated in the introduction to the practical part. The findings corresponding to the research questions are following:

- Do teachers consider grammar teaching as an important part of English lessons?

According to the research the teachers consider grammar important, yet to a various extent, and do not omit it completely. Most of them think that there should be a good balance between the knowledge of the language and the usage of the language. Only a few of the teachers consider grammar as a very important part of language learning process because without knowing the rules the usage of the language cannot be correct.

- What approaches and methods for grammar teaching do teachers choose the most often?

The majority of the teachers advocate that teaching grammar is a part of learning language skills. They are followed by the teachers who consider the explanation of the rules necessary sometimes but on the whole they think that communicative activities provide a good opportunity for acquiring grammar. Only a small percentage of the teachers teach grammar separately. The results also show that the teachers mostly use both inductive and deductive approach when explaining grammar.

- What grammar practice activities are used the most often?

The teachers use various activities to practise grammar. They apply them in different ways at different frequency. According to the answers provided by the questionnaire the most popular activities are as follows: gap-filling, questions and answers, translation, free sentence composition, drills, awareness and discourse composition.

- What is teachers' attitude to correcting mistakes?

The results reveal bigger teachers' involvement in correcting all the grammatical mistakes, not only those which affect the meaning. In oral work the teachers use various correction techniques to show incorrectness. The most popular is the usage of gestures and mimes or the repetition of the wrong item correctly, without

commenting on the mistake. The usage of written symbols in written work is used by half of the teachers. The second half of them corrects the mistakes themselves.

- Do the teachers consider the course books appropriate for presenting and practising grammar?

Most of the teachers stand for the appropriateness of the course book they use. They are satisfied with the methods and approaches which are applied there and they consider the grammar practice activities useful, authentic and attractive both for them and the learners.

- Do teachers consider authentic materials efficient in grammar teaching process?

The usage of authentic materials seems to be very important in grammar teaching process for all the teachers. Importantly, the teachers use the combination of aural materials like tapes, CDs, DVDs and visual materials like posters, pictures magazines and slides. All the teachers also use other sources besides the course book to make the lessons more effective, interesting and authentic.

- How do teachers motivate their learners to learn grammar?

The results of the questionnaire reveal that the teachers try to catch and hold learners' interest and motivation by many techniques. The most common technique is, firstly, the usage of authentic materials relevant to learners' need, age, interest and

secondly, the usage of various organizations of the work (pair work, group work). It also seems to be effective to give learners the possibility to express their personal feelings, ideas and opinions.

In conclusion, the results of the research prove quite clearly the fact that teaching grammar is important to teachers in both lower-secondary and secondary schools. In accordance with the findings of the research, especially the majority of lower secondary school teachers regard grammar teaching as a really important and essential part of a language learning process. Further, they believe that the knowledge of the rules is essential for correct usage of the language. Compared to their view, the secondary school teachers rather put emphasis on the good balance between teaching grammar and teaching other language skills.

Though the small-scale research carried out surely provides the findings which real value of evidence may be limited to some extent, nevertheless, the convincing tendencies emerging from them are beyond doubt. I, personally, see the possibility of either further increasing in volume of the respondents or a partly new research aimed at real methods and techniques how to teach grammar effectively and interestingly in order to continue and enrich the research.

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APPENDICES

Appendix 1: Questionnaire for teachers

Figure 1: Questionnaire

Good morning,

my name is Nela Vondrová and I am a student of Palacký University Olomouc, Faculty of Education, Department of English. I would like to ask you for assistance with my thesis research that is focused on **grammar teaching** at lower secondary and secondary schools. Thank you very much for your help and cooperation.

Questionnaire

1. Are you a male or a female?
 - a) a male
 - b) a female

2. How long have you been teaching? (**one** option only)
 - a) 0 – 3 years
 - b) 4 – 10 years
 - c) more than 10 years

3. Where do you teach? (**one** option only)
 - a) lower secondary school
 - b) secondary school

4. How important is teaching grammar in the process of learning a language? (**one** option only)
- a) Grammar teaching is very important, the knowledge of grammatical structures and rules is essential for correct usage of the language.
 - b) There should be a good balance between the knowledge of the language (form and meaning) and the usage of the language.
 - c) Grammar teaching is not necessary, students do not need to know the rules, they can use language intuitively.
 - d) Other option/comments_____
5. How do you teach grammar? (**one** option only)
- a) I teach grammar separately.
 - b) Teaching grammar is a part of learning language skills (listening, reading, speaking and writing).
 - c) Learners can acquire grammar when practising communicative activities, but sometimes it is necessary to explain the rules.
 - d) I do not teach grammar.
 - e) Other option/comments_____
6. Which approach do you choose more often when explaining grammar? (**one** option only)
- a) Inductive approach (learners discover the rules from given examples)
 - b) Deductive approach (learners produce the examples from given rules)
 - c) I use both of them.
 - d) I do not explain grammar rules.
 - e) Other option/comments_____

7. What grammar practice activities do you use? (choose **one** of the options for every type of activity)
- a) Awareness (for example students are asked to underline all the examples of some grammatical structures)
 - i) often
 - ii) sometimes
 - iii) never

 - b) Drills (substitution, transformation)
 - i) often
 - ii) sometimes
 - iii) never

 - c) Gap-filling (cloze, multiple choice)
 - i) often
 - ii) sometimes
 - iii) never

 - d) Free sentence composition (for example describing a picture using the appropriate tense)
 - i) often
 - ii) sometimes
 - iii) never

 - e) Discourse composition (students are given a dilemma situation)
 - i) often
 - ii) sometimes
 - iii) never

f) Questions and answers (answering the questions using short or long answers)

- i) often
- ii) sometimes
- iii) never

g) Translation

- i) often
- ii) sometimes
- iii) never

h) Other option/comments_____

8. What is your opinion on correcting grammatical mistakes ? (**one** option only)

- a) I only correct mistakes which affect the meaning.
- b) I correct all the mistakes.
- c) I do not correct the mistakes as the learners could be sensitive to criticism.
- d) Other option/comments_____

9. How do you usually show grammatical incorrectness in oral work? (fill in only if you correct the mistakes, choose as many as you want)

- a) I use gestures or mimes.
- b) I repeat what has been said badly with a questioning intonation.
- c) I tell the learner that it is not correct.
- d) I ask the rest of the class if it is correct.
- e) I repeat the word or sentence correctly, without commenting on the mistake.
- f) Other option/comments_____

10. Do you use written symbols when correcting written work? (fill in only if you correct the mistakes, **one** option only)

- a) Yes
- b) No, I correct the mistakes myself.
- c) Other option/comments_____

11. What course book do you use the most often? (please state)

12. What are the common weaknesses of the course book you use? (choose as many as you want)

- a) The recommended methods and approaches are not suitable for my students/ for me.
- b) Grammar practice activities are not very useful.
- c) Grammar practice activities are not very attractive, students do not enjoy them.
- d) There are not enough authentic materials, the course book is not relevant to real life.
- e) I am not aware of any weaknesses of the course book.
- f) Other option/comments_____

13. Do you use any other sources to present or practise the grammar? (**one** option only)

- a) Yes (please state the sources)_____
- b) No

14. Which authentic materials do you find effective in grammar teaching process? (choose as many as you want)

- a) Aural materials (tapes, CDs, DVDs)
- b) Visual materials (pictures, posters, magazines, slides)
- c) Something else (please state)_____
- d) I do not use any authentic materials (my course book contains enough authentic materials).
- e) I do not use any authentic materials, even though my course book does not contain authentic materials.
- f) Other option/comments_____

15. How do you motivate your learners? (choose as many as you want)

- a) I use authentic tasks.
- b) I use authentic materials relevant to learners need, age, interest,....
- c) I give learners the possibility to express their personal feelings, ideas, opinions,....
- d) I use various organizations of the work (pair work, group work) to make a friendly atmosphere.
- e) Other option/comments_____

Appendix 2: Results of the questionnaire

Figure 2: question nr. 1

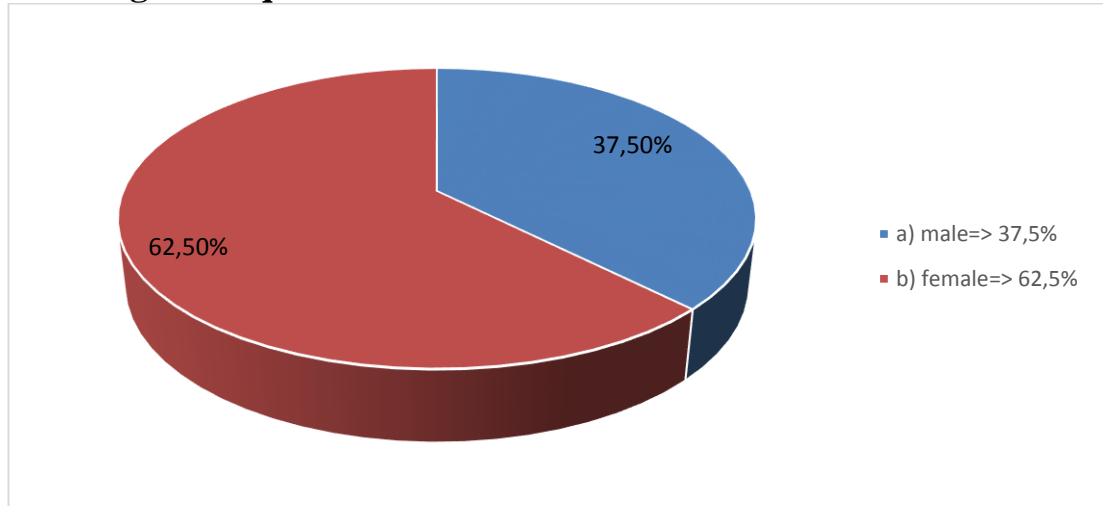


Figure 3: question nr. 2

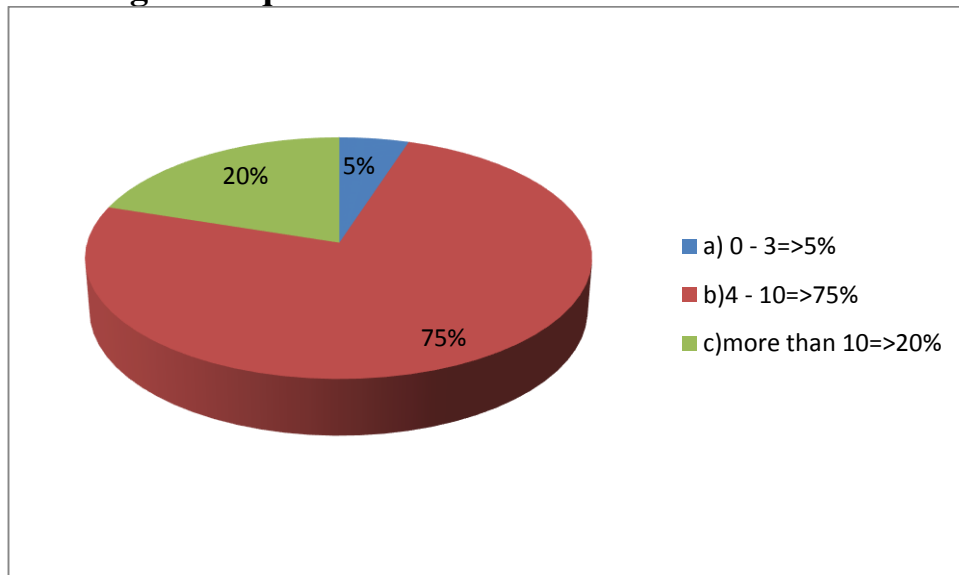


Figure 4: question nr. 3

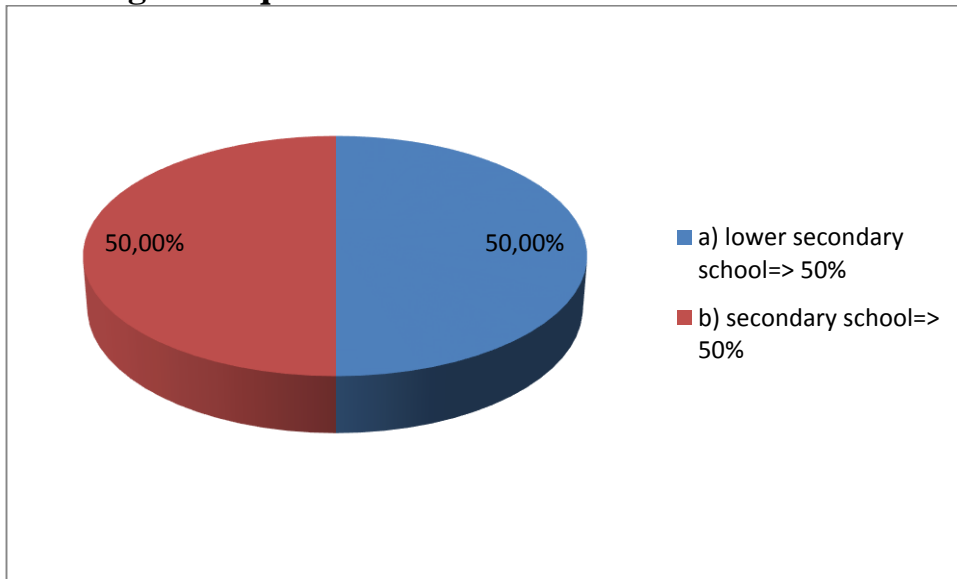


Figure 5: question nr. 4

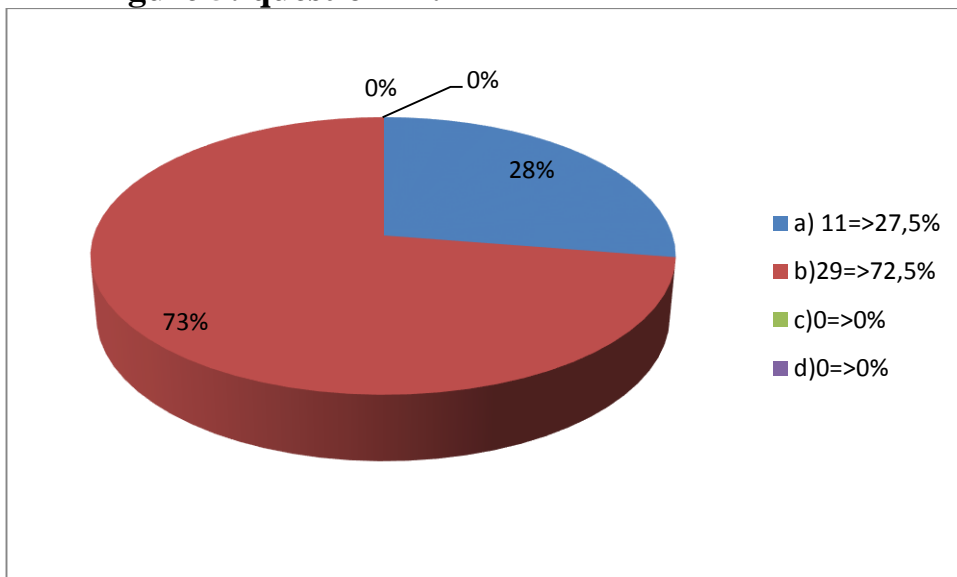


Figure 6: question nr. 4, differences between lower secondary school and secondary school

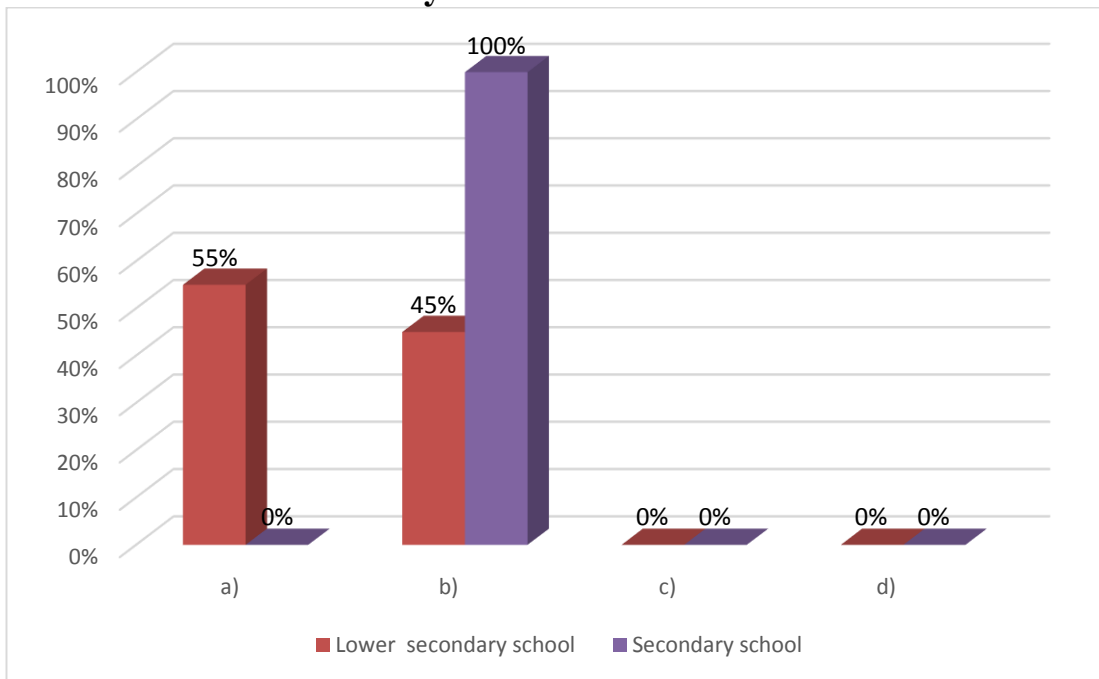


Figure 7: question nr. 4, men's and women's answers distinction

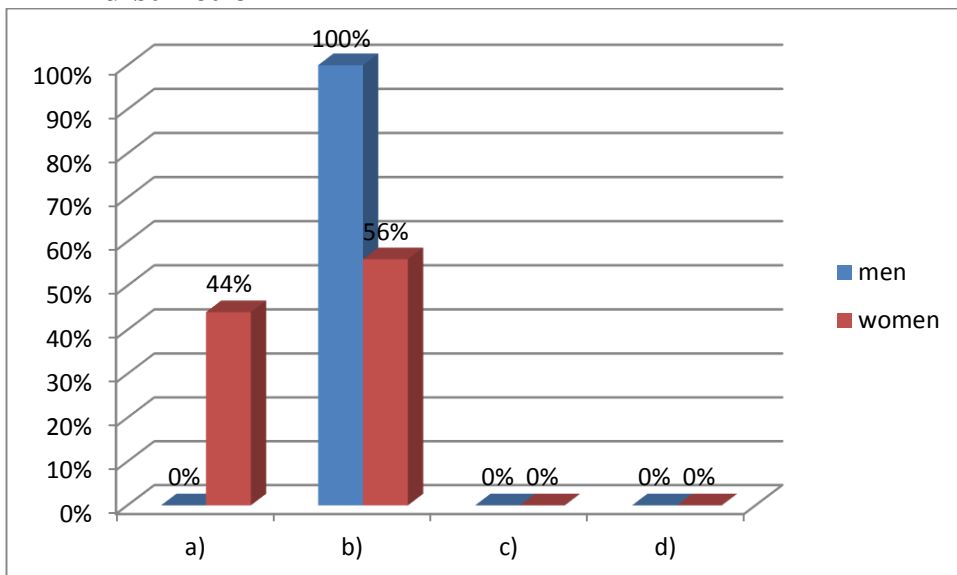


Figure 8: question nr. 5

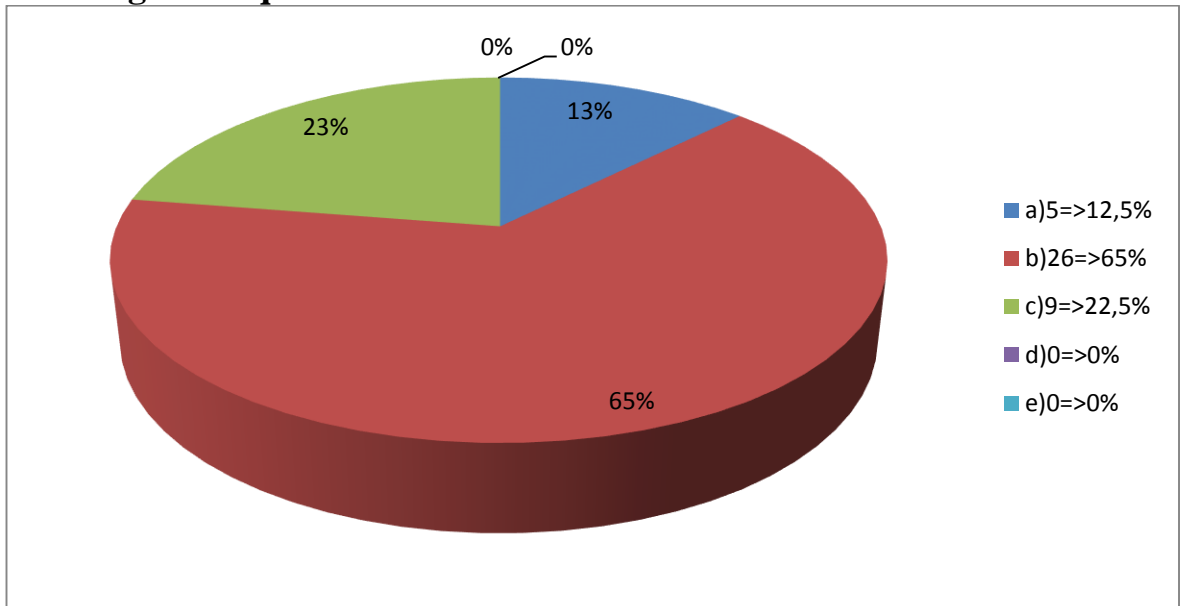


Figure 9: question nr. 5, differences between lower secondary school and secondary school

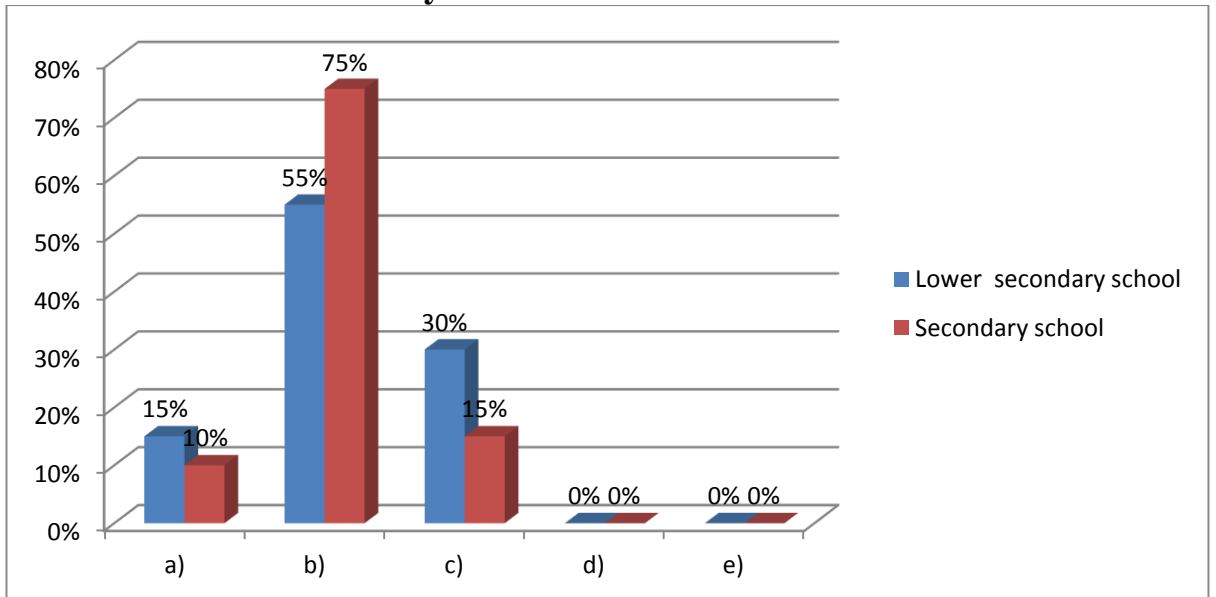


Figure 10: question nr. 5, men's and women's answers distinction

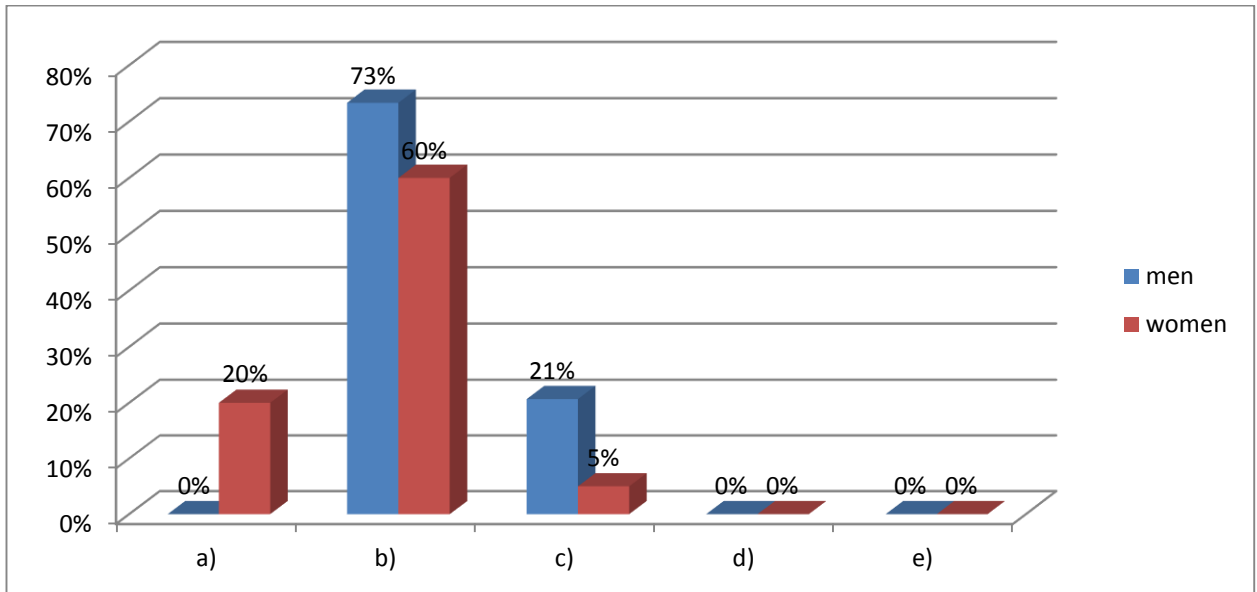


Figure 11: question nr. 6

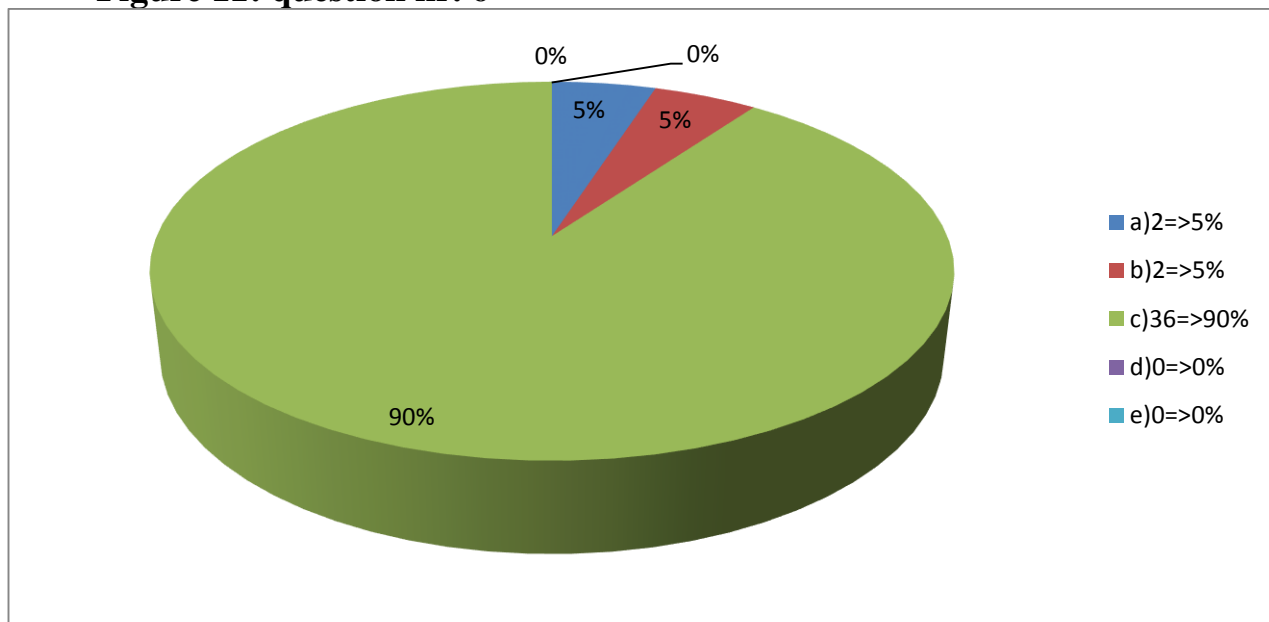


Figure 12: question nr. 6, differences between lower secondary school and secondary school

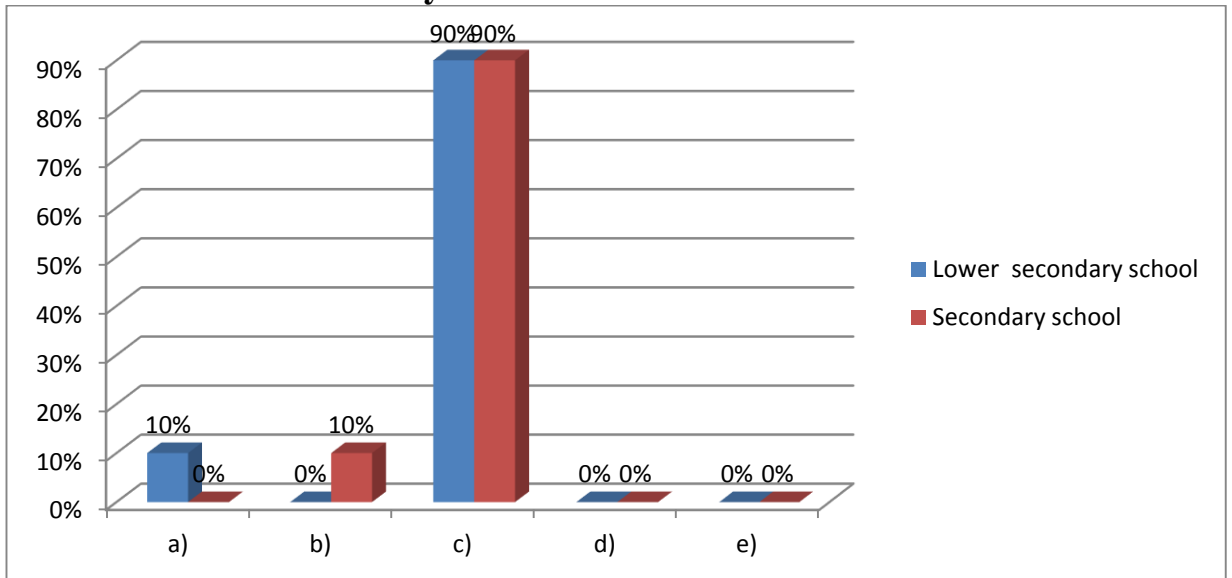


Figure 13: question nr. 6, men's and women's answers distinction

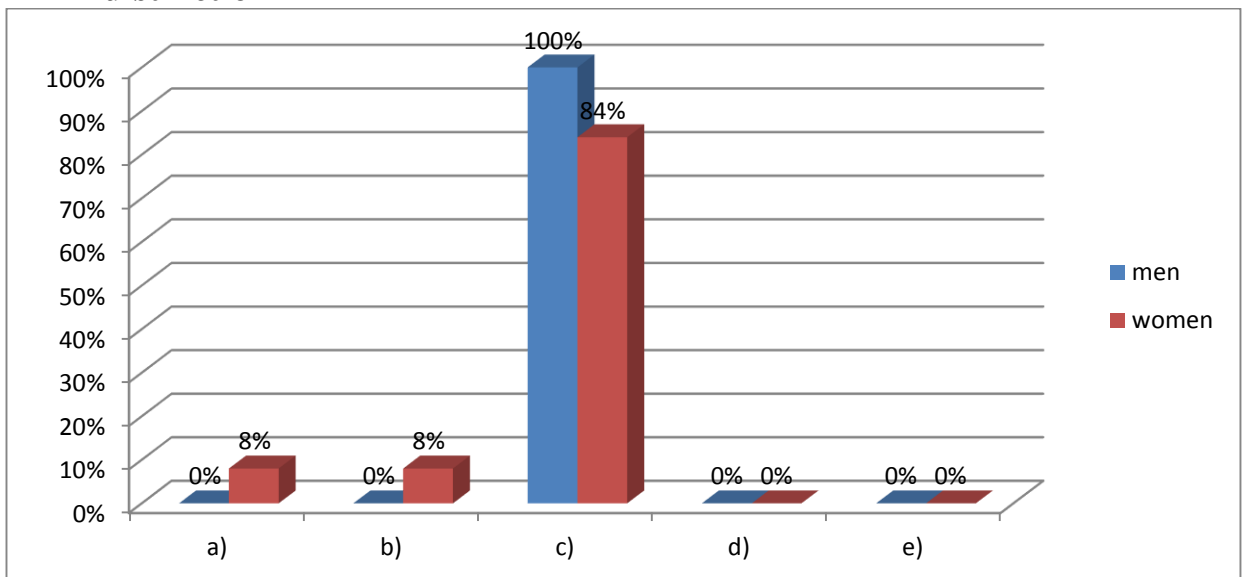


Figure 14: question nr. 7

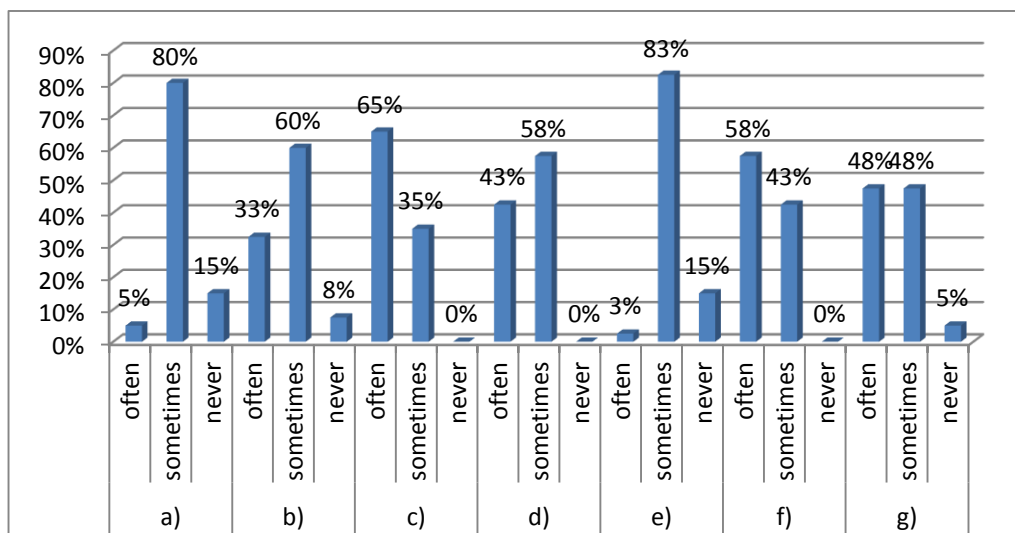


Figure 15: question nr. 7, differences between lower secondary school and secondary school

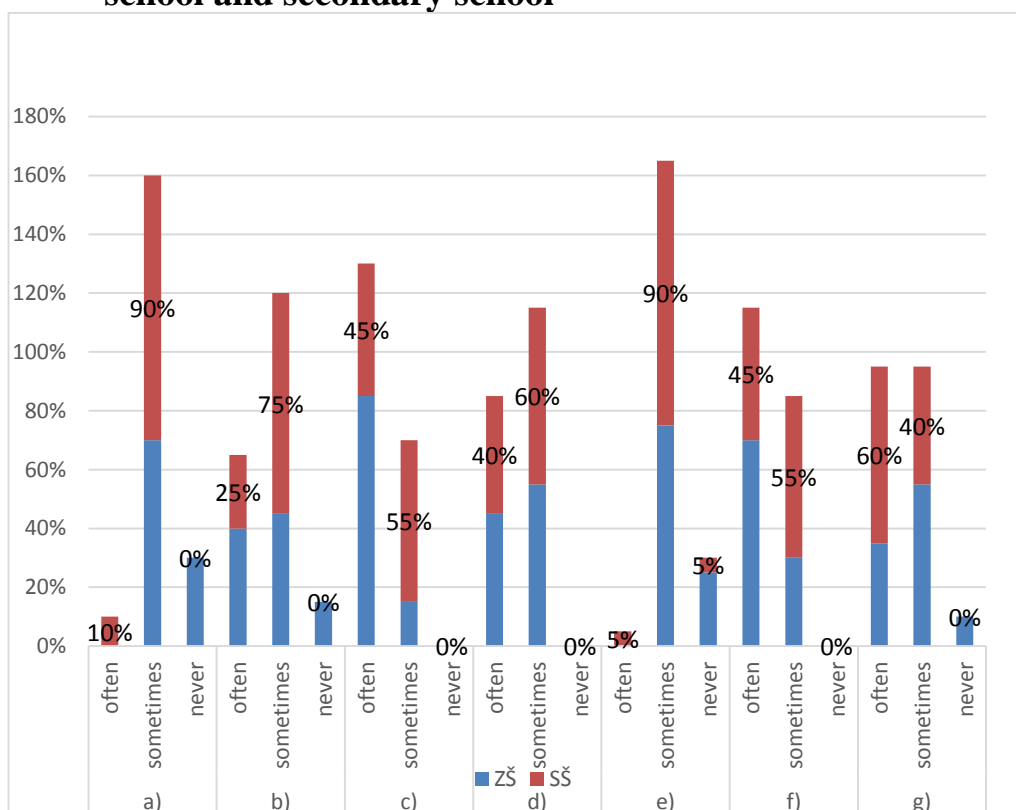


Figure 16: question nr. 7, men's and women's answers distinction

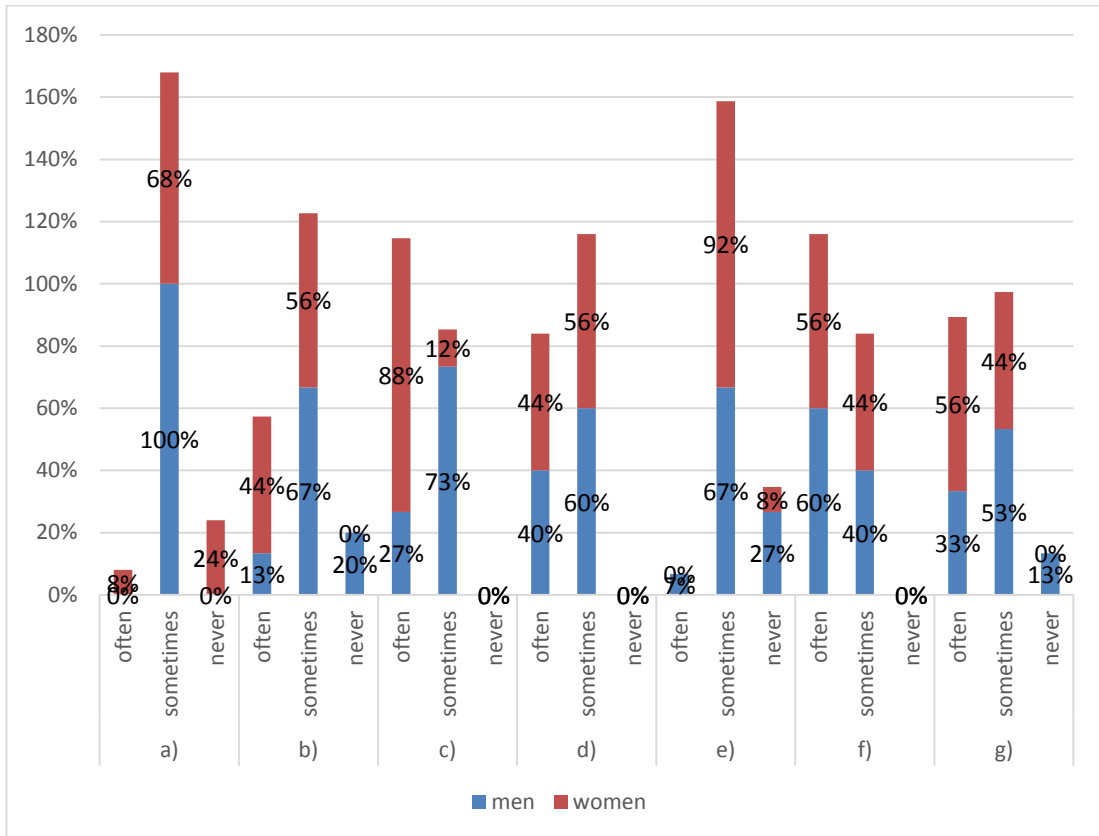


Figure 17: question nr. 8

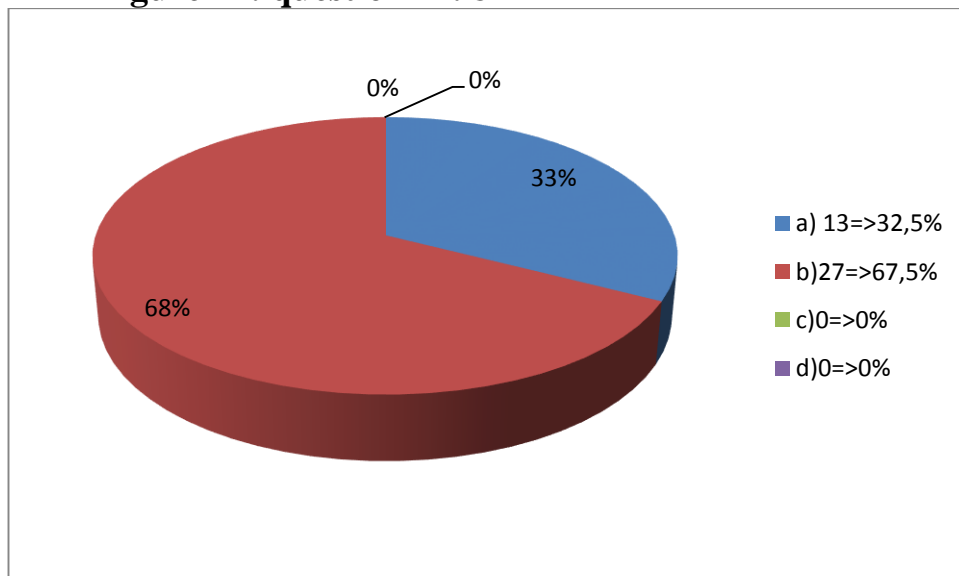


Figure 18: question nr. 8, differences between lower secondary school and secondary school

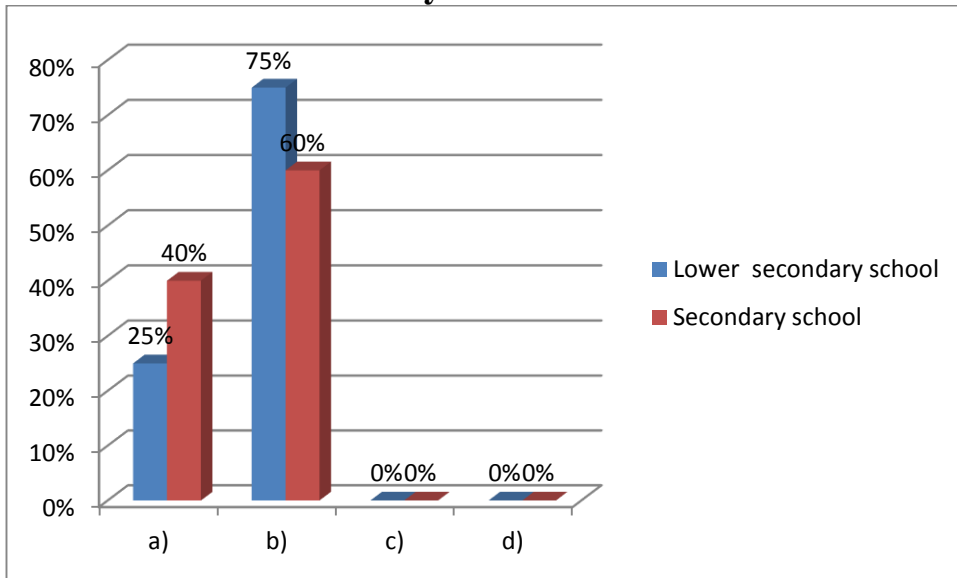


Figure 19: question nr. 8, men's and women's answers distinction

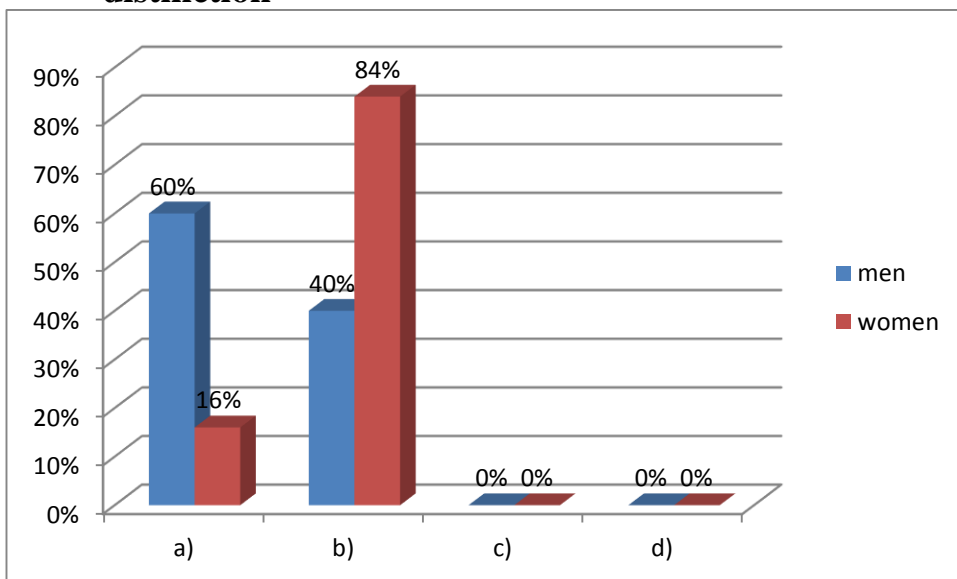


Figure 20: question nr. 9

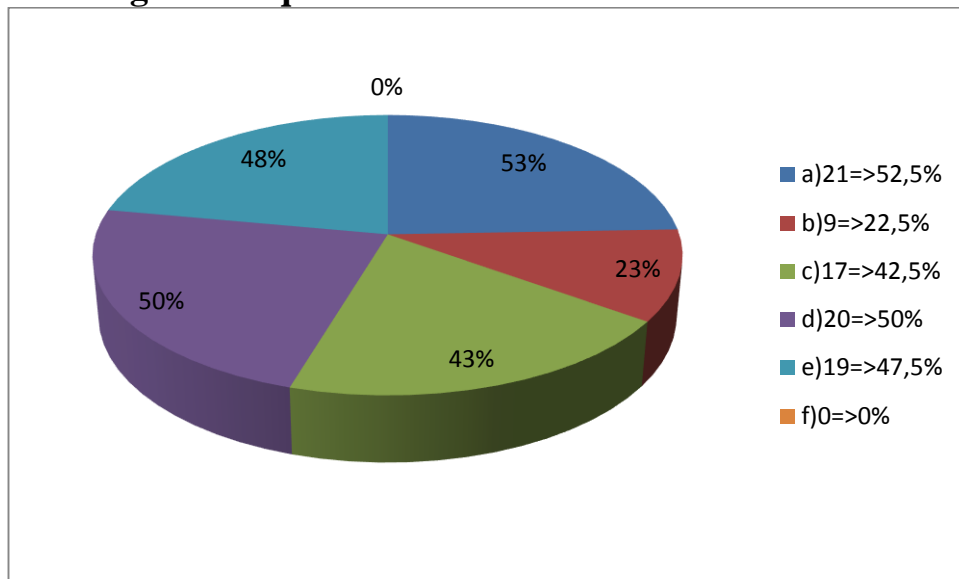


Figure 21: question nr. 9, differences between lower secondary school and secondary school

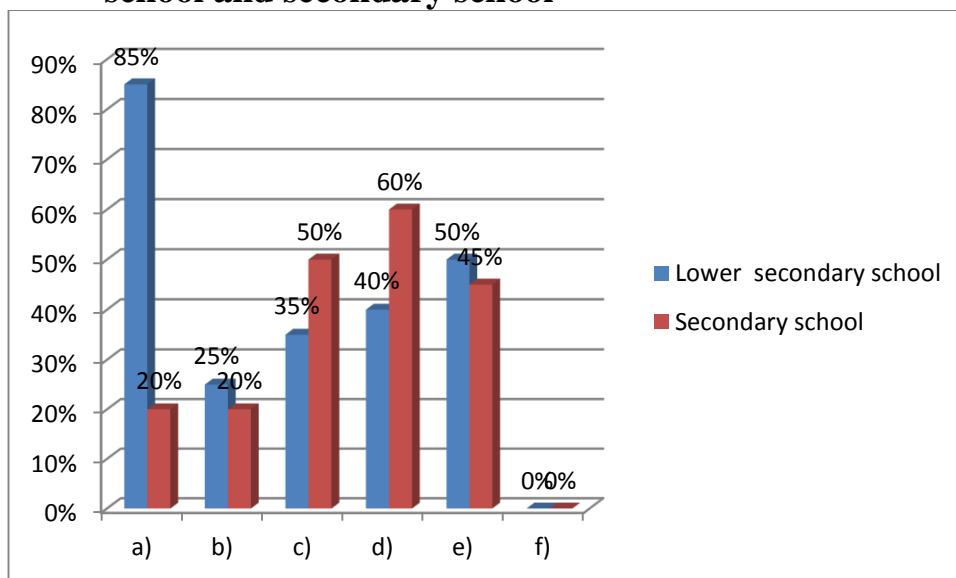


Figure 22: question nr. 9, men´s and women´s answers distinction

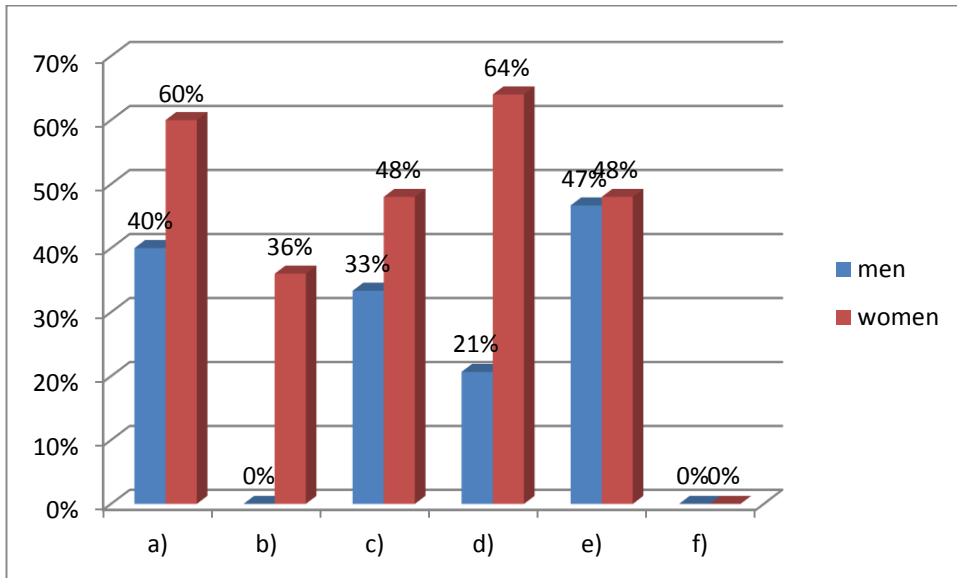


Figure 23: question nr. 10

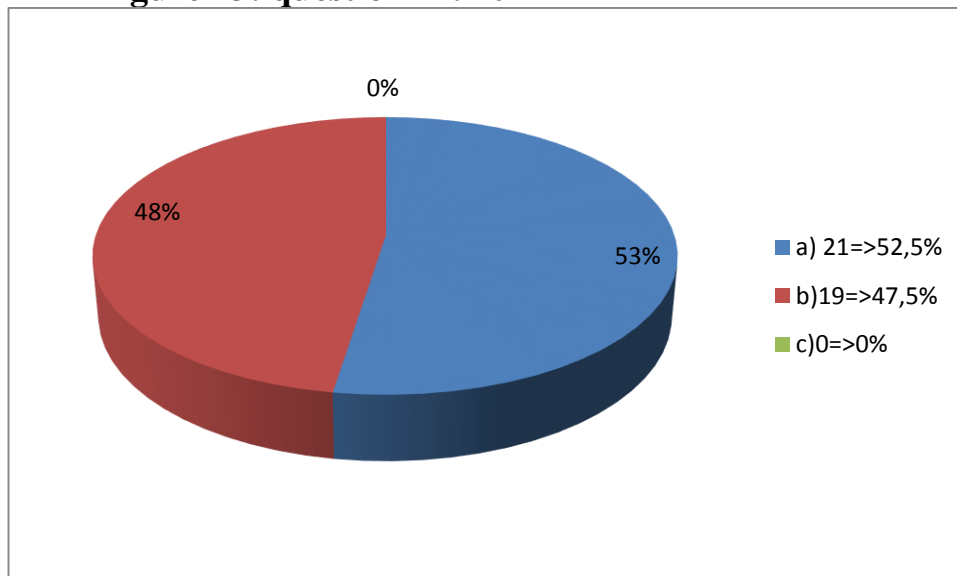


Figure 24: question nr. 10, differences between lower secondary school and secondary school

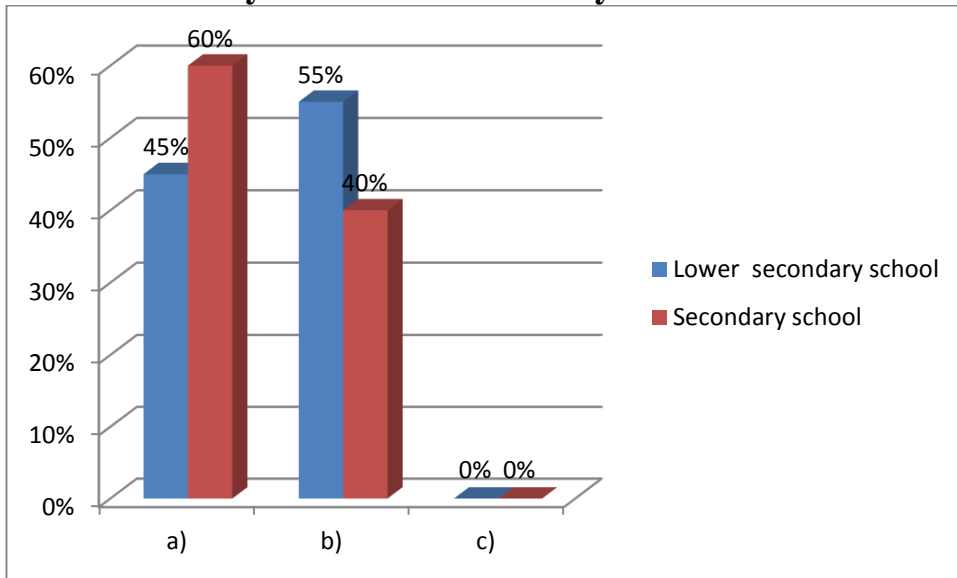


Figure 25: question nr. 10, men's and women's answers distinction

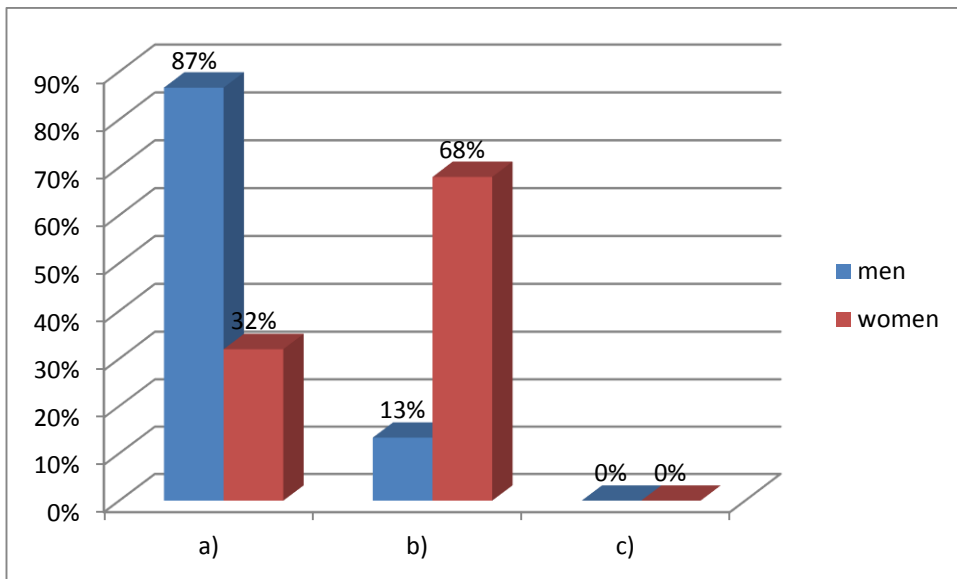


Figure 26: question nr. 12

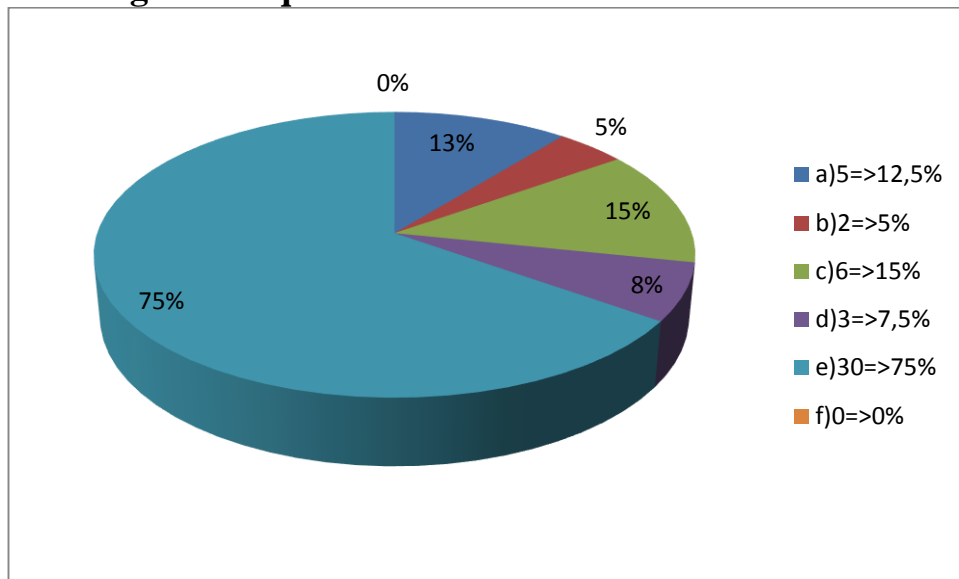


Figure 27: question nr. 12, differences between lower secondary school and secondary school

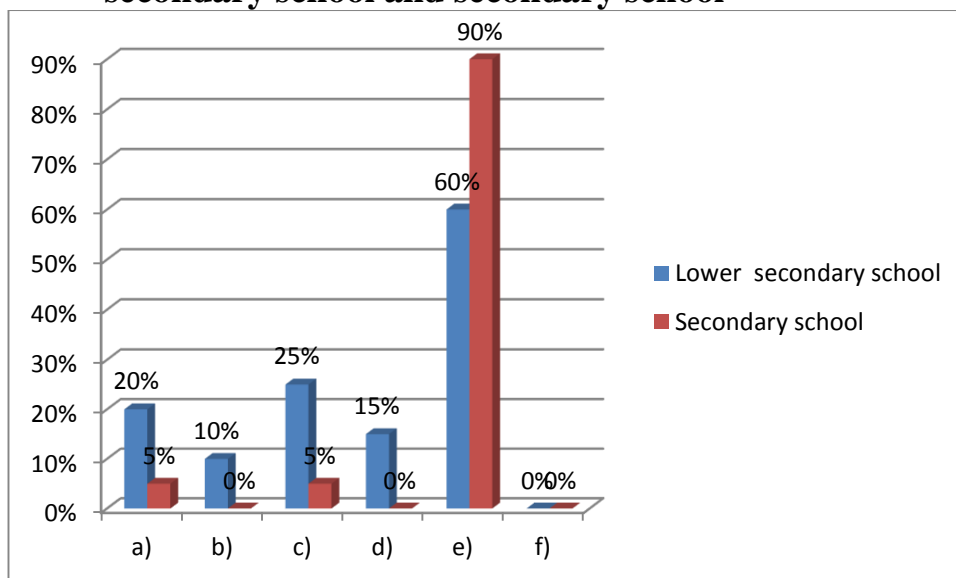


Figure 28: question nr. 12, men's and women's answers distinction

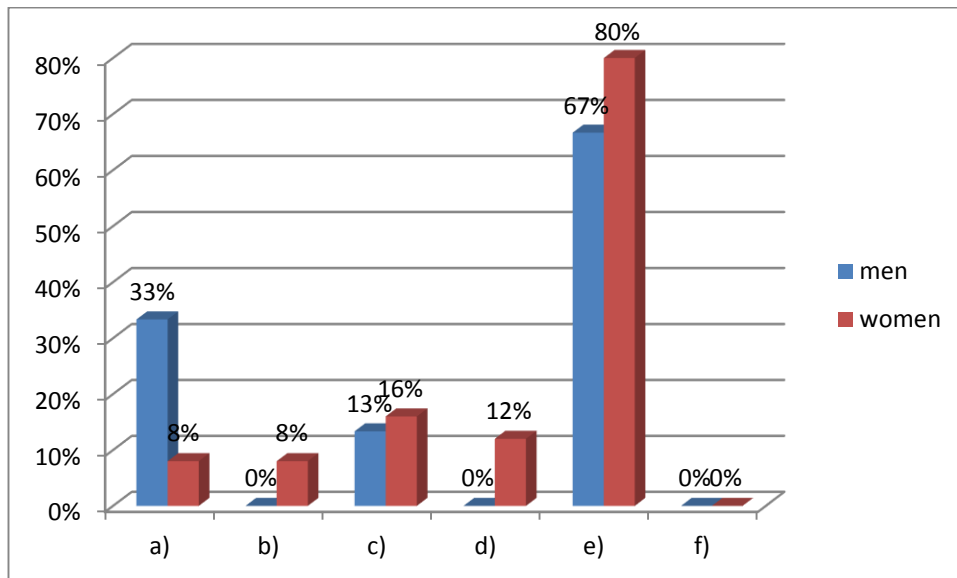


Figure 29: question nr. 13

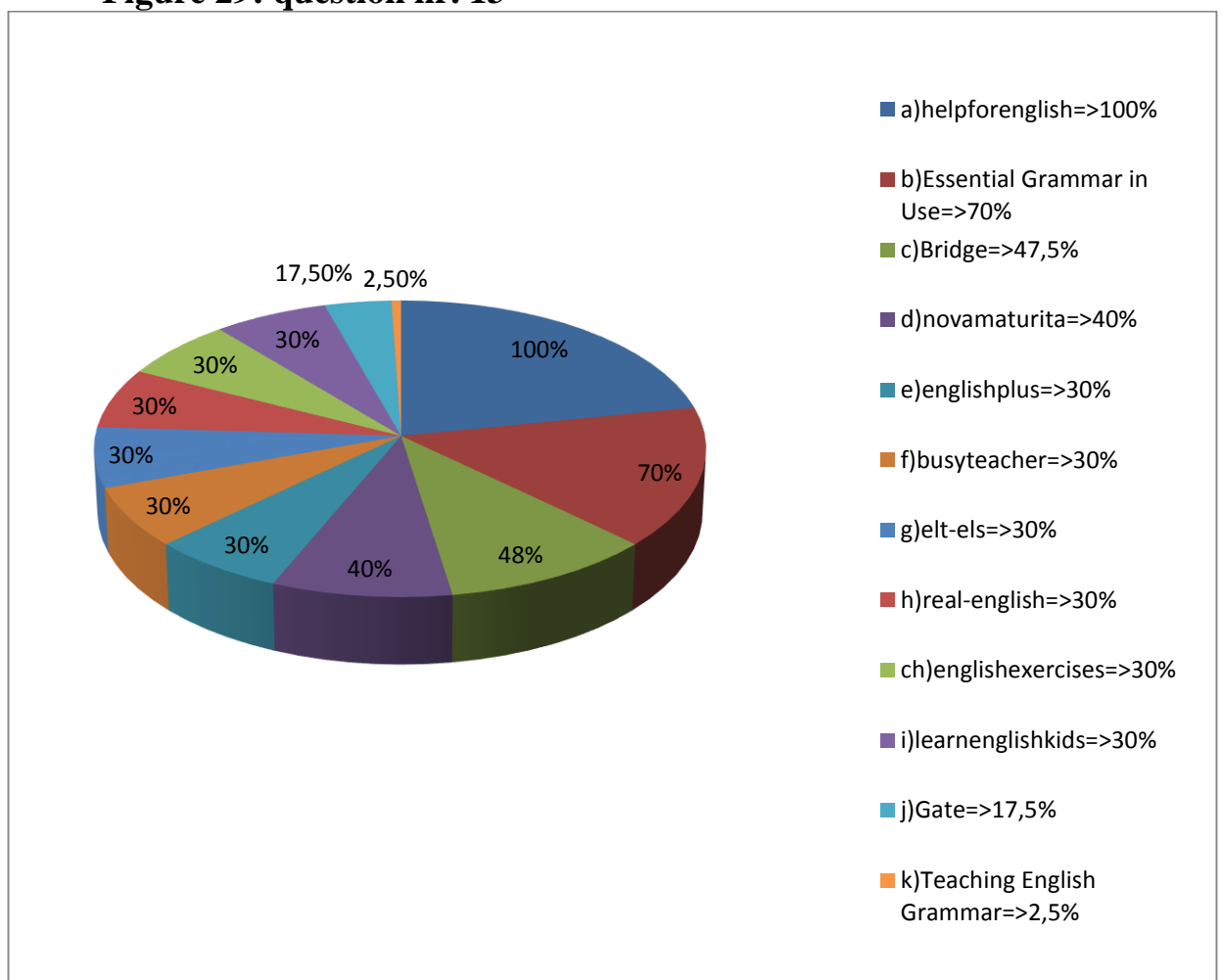


Figure 30: question nr. 13, lower secondary school

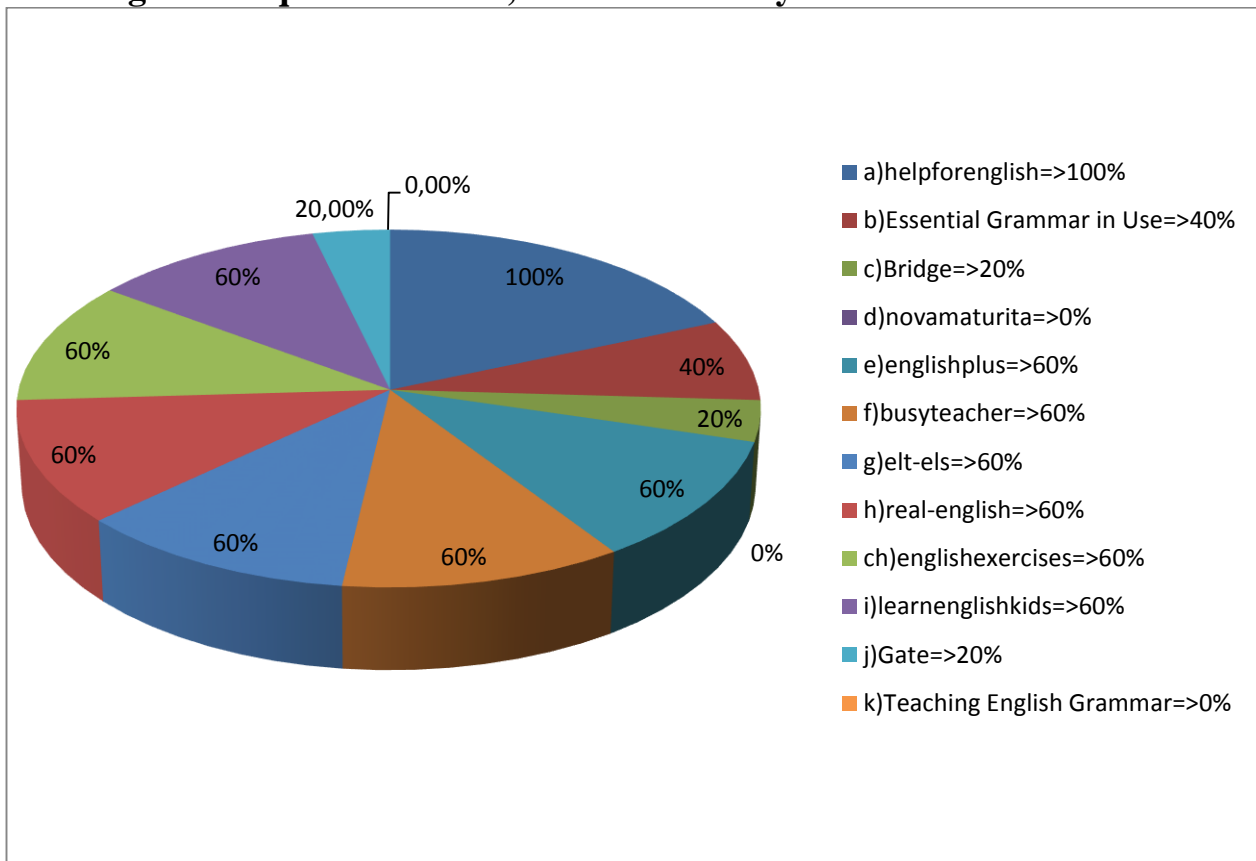


Figure 31: question nr. 13, secondary school

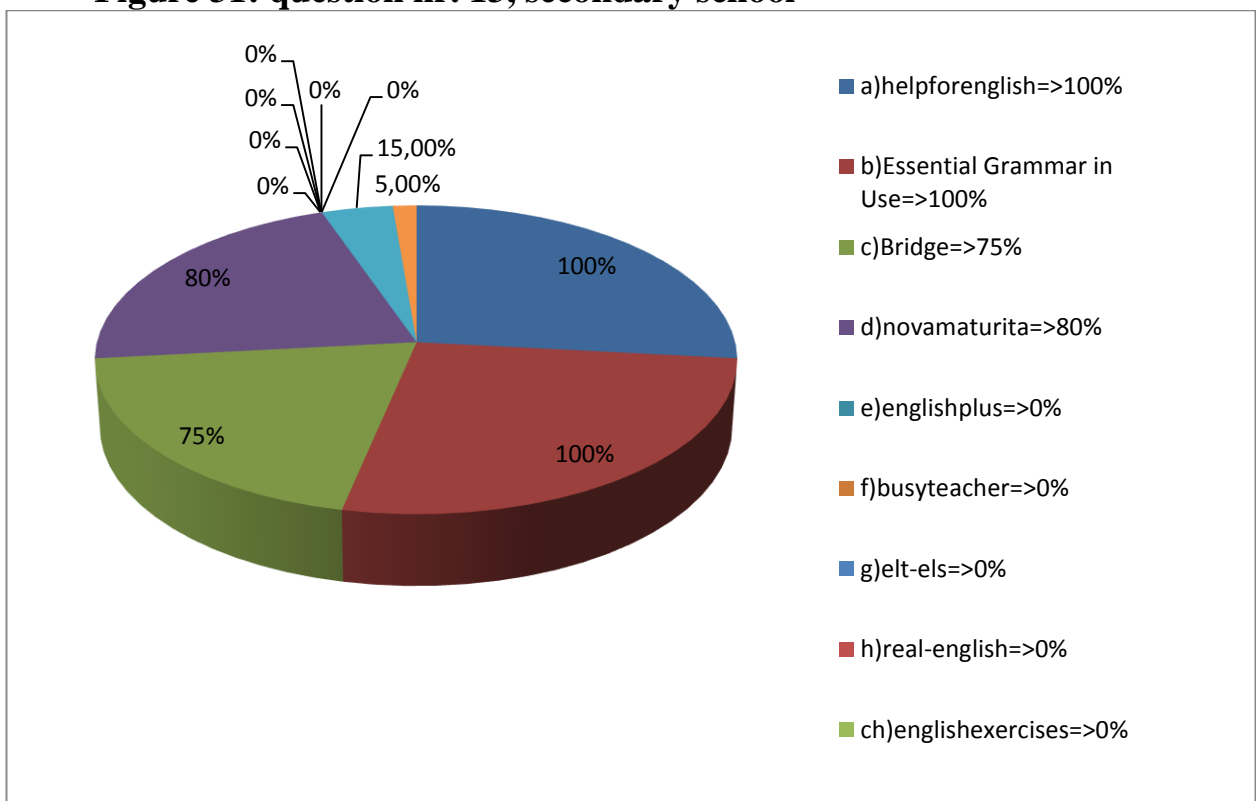


Figure 32: question nr. 15

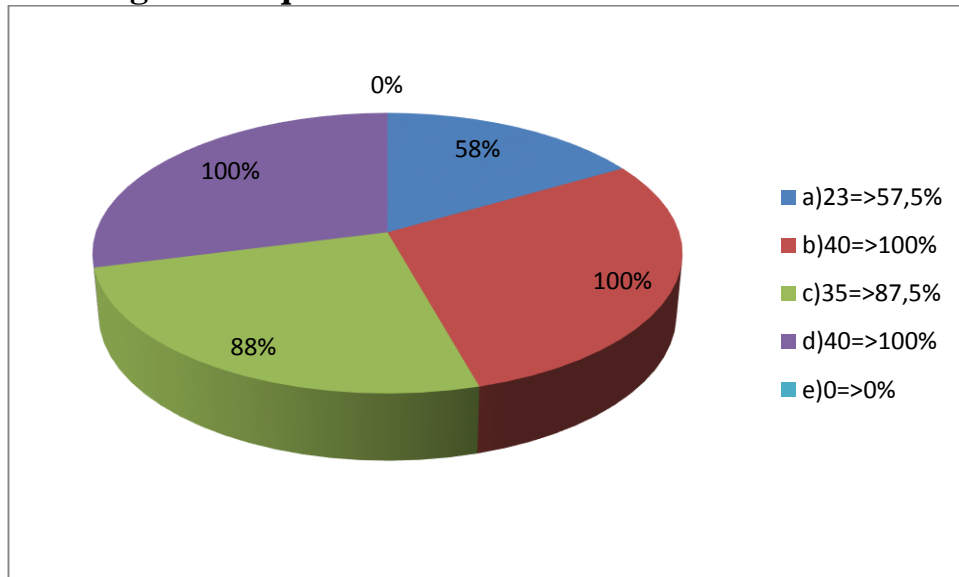


Figure 33: question nr. 15, differences between lower secondary school and secondary school

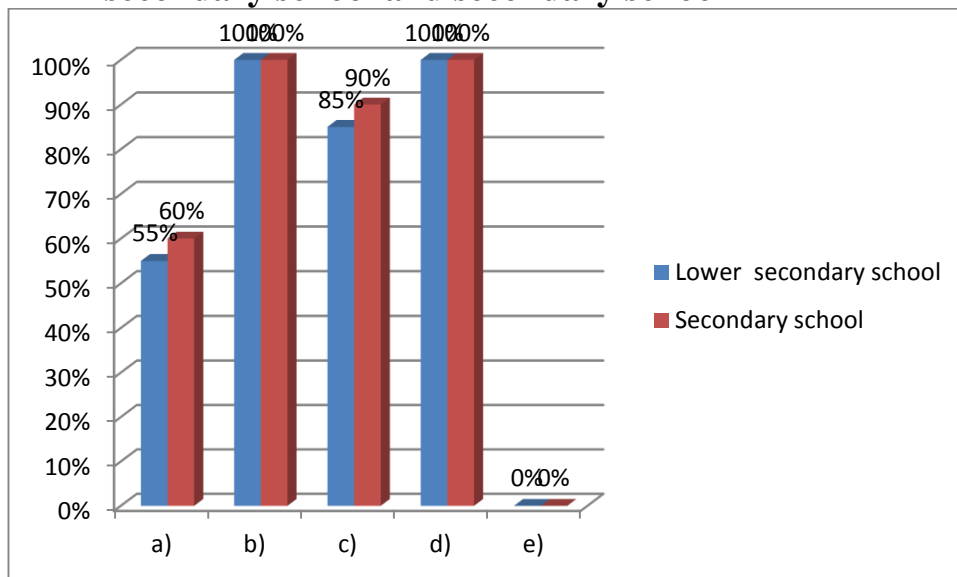
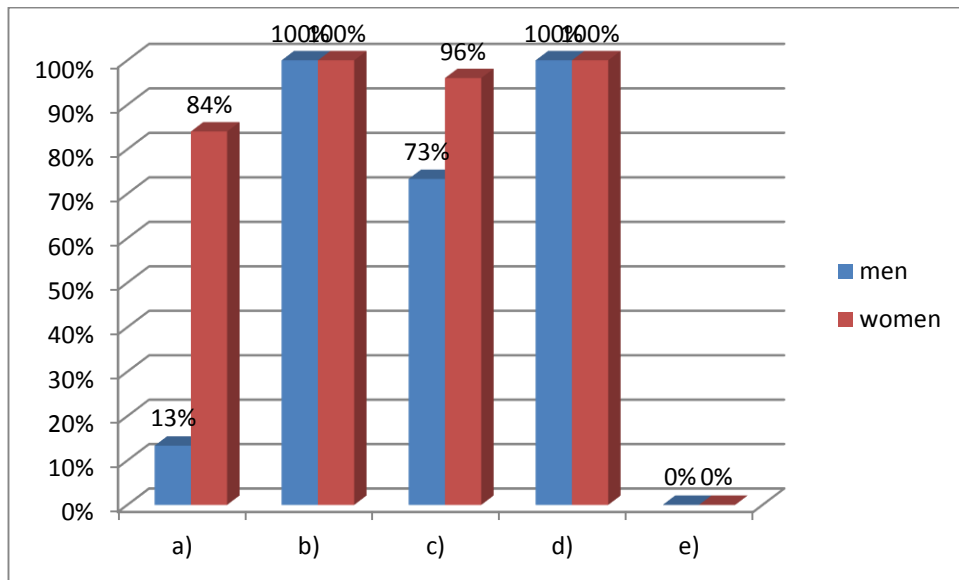


Figure nr. 34: question nr. 15, men's and women's answers distinction



Appendix 3: The most common additional materials/sources

Figure nr. 35: Sources

- *www.helpforenglish.cz* which is used by 100 per cent of the respondents
- *Essential grammar in Use by Reymond Murphy, Cambridge University Press* which is used by 70 per cent of the respondents
- *Magazine Bridge* which is used by 47.5 per cent of the respondents
- *www.novamaturita.cz* which is used by 40 per cent of the respondents
- *www.englishplus.cz* which is used by 30 per cent of the respondents
- *www.elt-els.com* which is used by 30 per cent of the respondents
- *www.real-english.com* which is used by 30 per cent of the respondents
- *www.englishexercises.org* which is used by 30 per cent of the respondents
- *www.learnenglishkids.britishcouncil.org/en/teachers* which is used by 30 per cent of the respondents
- *Magazine Gate* which is used by 17.5 per cent of the respondents
- *Teaching English Grammar by Jim Scrivener* which is used by 2.5 per cent of the respondents

RESUMÉ

Diplomová práce objasňuje otázku důležitosti gramatiky při výuce jazyka. Teoretická část podává teoretický základ, který se zabývá různými přístupy a metodami, které se užívají pro prezentaci, procvičování, testování a opravě gramatických chyb. Zaměřuje se také na motivaci náctiletých studentů. Praktická část předkládá dotazníkový výzkum, který analyzuje a interpretuje názory učitelů ze základních škol a učitelů ze středních škol na výuku gramatiky.

ANOTACE

Jméno a příjmení:	Bc. Nela Vondrová
Katedra nebo ústav:	Katedra anglického jazyka
Vedoucí práce:	Mgr. Blanka Babická, Ph. D.
Rok obhajoby:	2015
Název práce:	Výuka gramatiky
Název práce v angličtině:	Teaching grammar
Anotace práce:	Diplomová práce objasňuje otázku důležitosti gramatiky při výuce jazyka. Teoretická část podává teoretický základ, který se zabývá různými přístupy a metodami, které se užívají pro prezentaci, procvičování, testování a opravu gramatických chyb. Zaměřuje se také na motivaci náctiletých studentů. Praktická část předkládá dotazníkový výzkum, který analyzuje a interpretuje názory učitelů ze základních škol a učitelů ze středních škol na výuku gramatiky.
Klíčová slova:	Výuka gramatiky, gramatika, gramatická cvičení, testování gramatika, gramatické chyby, oprava gramatických chyb, motivace
Anotace práce v angličtině:	The diploma thesis clarifies the importance of teaching grammar in the process of learning a language. The theoretical part which provides with the theoretical background aims at various approaches and methods used for grammar presentation, practice, testing and correction grammatical mistakes. It also focuses on the motivation of teenagers. The practical part provides with the questionnaire research deals with analysis and interpretation of lower secondary school teachers and secondary school teachers' opinions of teaching grammar in both types of schools.
Klíčová slova v angličtině:	Teaching grammar, grammar, grammar practice activities, grammar testing, grammatical mistakes/errors, correction techniques, motivation
Přílohy vázané k práci:	Appendix 1: Questionnaire for teachers Appendix 2: Results of the questionnaire Appendix 3: The most common additional materials/sources
Rozsah práce:	102 s.
Jazyk práce:	anglický