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BAKALÁŘSKÁ PRÁCE

Grammar sections in selected ELT coursebooks

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*Šestková*  
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Podpis

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## Anotace

<b>Jméno a příjmení:</b>	Bára Šustková
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<b>Název práce:</b>	Gramatické sekce ve vybraných učebnicích angličtiny
<b>Název v angličtině:</b>	Grammar sections in selected ELT coursebooks
<b>Zvolený typ práce:</b>	Výzkumná práce – zpracování primárních dat
<b>Anotace práce:</b>	<p>Bakalářská práce se zabývá gramatickými sekcemi ve vybraných učebnicích angličtiny vhodných pro výuku šestých a devátých tříd. Teoretická část je zaměřena na definice termínů jako gramatika a učebnice, avšak největší důraz je kladen na výuku gramatiky, konkrétně na hlavní přístupy k výuce gramatiky, prezentaci a procvičení gramatiky. Praktická část se skládá z analýzy a porovnání gramatických sekcí ve vybraných učebnicích.</p>
<b>Klíčová slova:</b>	Gramatika, učebnice, deduktivní přístup, induktivní přístup, prezentace gramatiky, procvičování gramatiky
<b>Anotace v angličtině:</b>	<p>The bachelor's project examines grammar sections in selected ELT coursebooks suitable for the 6<sup>th</sup> and the 9<sup>th</sup> grade. The theoretical part explores definitions of the terms grammar and coursebook, but the main focus lies on teaching grammar, specifically the main approaches to teaching grammar, grammar presentation and grammar practice. The practical part consists of an analysis and comparison of the grammar sections in the selected coursebooks.</p>

<b>Klíčová slova v angličtině:</b>	Grammar, coursebook, deductive approach, inductive approach, grammar presentation, grammar practice
<b>Přílohy vázané v práci:</b>	<p>Overview of numbers of grammar practice activities in the selected coursebooks</p> <p>Examples of exercises assigned to specific types of grammar practice activities in P1</p> <p>Examples of exercises assigned to specific types of grammar practice activities in P4</p> <p>Examples of exercises assigned to specific types of grammar practice activities in WtW6</p> <p>Examples of exercises assigned to specific types of grammar practice activities in WtW9</p>
<b>Rozsah práce:</b>	68
<b>Jazyk práce:</b>	Anglický jazyk

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## Introduction

The research on how to improve language teaching, especially in the school environment has a long tradition among linguists as well as teachers. There appears a need to use sophisticated materials reacting to the needs of the modern world, materials that correspond with current didactic trends. As a future teacher, I consider it vital to know which materials are suitable for a specific course and how to work with them correctly which is a reason why I decided to investigate this topic in more detail. Another reason for choosing this topic is the interest in the strategies of teaching English as a foreign language. In my personal opinion, it is essential to be aware of the most effective ways of language teaching even before becoming a teacher to be ready for practice.

The thesis deals with two main topics, namely teaching grammar and coursebooks. A good-quality coursebook represents an essential tool for most of the practising teachers while grammar is an inherent part of language teaching since it is one of the three language systems. All teachers should be aware of the qualities of the coursebooks they use and if the grammar sections meet the course requirements. Selection of a suitable coursebook is not an easy task thus the evaluation of some of them included in this project might be helpful.

The project is divided into two major sections, specifically the theoretical part exploring the basic terms, approaches to language teaching, and forms of grammar presentation and practice. The theoretical part provides background knowledge for the second, practical part investigating the objectives of the thesis. This project aims to examine grammar sections in selected ELT coursebooks. The objectives are:

- to explore how is grammar in the selected coursebooks presented and practised.
- to examine whether the approach in grammar sections in the coursebooks for the 6<sup>th</sup> varies from the coursebook for the 9<sup>th</sup> grade.
- to identify how grammar sections in the coursebooks produced by Czech vs British publishers differ.

The strategy of exploring the objectives is based on a combination of quantitative and qualitative methods. The grammar sections in selected ELT coursebooks are firstly analysed individually and subsequently compared.



## **I. THEORETICAL PART**

# **1. Teaching grammar**

## **1.1. What is grammar**

Grammar is an essential unit of any language system used all over the world. Průcha (2003) defines grammar as a mechanism of a natural or an artificial language enabling its functioning, which involves generating sentences and texts according to its rules. Thornbury (1999) similarly claims that grammar studies what pattern a speaker can and cannot use when using language in practice, specifically what is the correct order of words in a sentence. For instance, it depicts why the sentence “*I am looking for my dog.*” is possible but the sentence “*Am looking I for my dog.*” is not (Thornbury, 1999, p. 1-2). Ur (1996) comments on the oversimplification of Thornbury’s definition but acknowledges its efficiency considering explaining the term to pupils in elementary school.

Grammar consists of two main areas. One of these sections as it was mentioned above, regulates how to form a sentence using words in the right order, which is known as syntax. The second section focuses on the rules of word formation, this area is called morphology (Thornbury, 1999, p. 2). To illustrate the purpose of morphology, it tells the learner why it is grammatically correct to say the verb “*went*” but not “*goed*” (Ur, 1996, p. 75). Proper language usage requires both, when leaving out any of these categories, the sentence starts to lose the intended meaning (Thornbury, 1999, p. 2).

## **1.2. Covert and overt teaching**

Many teachers around the world have invested time and effort in trying out multiple teaching methodologies and techniques in order to discover those that bring the best results, or which one is the most suitable for a certain group of students. There is a necessity to distinguish the two basic approaches, superior to all of the other methods used on a daily basis not exclusively at schools. The two approaches are covert and overt, also known as implicit and explicit teaching. Additionally, other terms such as basic (for the covert) and classic (for the overt), or communicative and structural have been implied to address the approaches. Regardless, both of them have their positive and negative sides, they have considerable potential especially when combined. (Abdullah and Shah, 2015, p. 193-194; Faiza, 2015, p. 23)

### **1.2.1. The covert approach**

The whole point of the covert approach is to put a grammar rule or another language item into use without actually presenting or drilling it (Faiza, 2015, p. 24-25). The teacher interferes only when the students are already aware of the new language and questions arise (Thornbury, 1999, p. 23; Abdullah and Shah, 2015, p. 194). Therefore, the focus lies fully on the learners' activity and their attempts to communicate which allows practicing language unconsciously and without fear. The unconscious practice and absence of shame or anxiety can be reached via various activities, in particular role-playing or games (Abdullah and Shah, 2015, p. 194-195; Faiza, 2015, p. 24-25). The approach ensures that the language and its structures come to the learner in its authentic form so the learner has the opportunity to come across the real language. The most popular method considering the covert approach is believed to be CLT (communicative language teaching) which has become the basis for teaching foreign languages in many countries. Acquiring language this way is said to be logical, natural, and consistent since it is based on their intuition and critical judgment of language structure (Faiza, 2015, p. 24-25).

### **1.2.2. The overt approach**

The overt approach relates to the teacher or an institution portioning out the language into segments just big enough for students to absorb in one lesson. (Abdullah and Shah, 2015, p. 194; Faiza, 2015, p. 23-24). The grammar rules are explicitly presented using requisite terminology and consciously perceived by learners (Thornbury, 1999, p. 23). Individual items are presented and practiced until incorporated into the student's wider conception, so the student is adopting the language systematically, a bit at a time (Faiza, 2015, p. 23-24). When considering overt teaching there are two paths that the teacher can choose from, either deductive, also called the top-down approach, or inductive, widely known as the bottom-up approach (see chapter 1.3.) (Mallia, 2014, p. 222; Faiza, 2015, p. 23-24).

## **1.3. Deductive vs. inductive approach**

Even before the specific terms for individual methods and approaches were created, teachers all over the world have been using a variety of them based on the student's age, level, or specific language aspects a teacher intends to teach. Special attention has been drawn to deductive and inductive approaches, mainly used for presenting certain language areas to the students (Harmer, 2007b, p. 81). Deduction itself addresses employing general patterns to

specific examples whereas induction consists of taking concrete instances and making conclusion out of them (Gollin, 1998, p. 88).

Thornbury (1999) likens the deductive approach to rule-driven learning and on the contrary the inductive approach to discovery learning (Thornbury, 1999, p. 29). The term *discovery* was also used by Abdullah and Shah (2015) as well as Ellis (2005) who distinguishes the two main approaches as “didactic” which refers to the deductive approach, and “discovery” based approach which reflects the inductive one. Nitta (2005) adds two more terms, relating to the inductive approach which is “task-based” and “explanation-based” grammar presentation which is related to the deductive approach.

Even though many studies have attempted to determine which of these approaches is more effective, the results were mostly inconclusive (Thornbury, 2006, p. 61-62). This resulted in both deductive and inductive approaches being included in various teaching methodologies (Mallia, 2014, p. 222). Study materials such as coursebooks used at schools use often an inductive approach since it is assumed that the teacher is available, ready to help, and lead the students in the right direction. Textbooks dedicated to self-studying usually operate with a deductive approach (Thornbury, 2006, p. 102).

### **1.3.1. Deductive approach**

The deductive approach is based on the teacher providing the students with generalizations or explicit grammatical rules on how to construct a certain structure, for instance. The students then apply the teacher’s explanation and create a sentence using the structure (Thornbury, 2006, p.61). For example, the teacher explains the rule of constructing present continuous tense followed by giving the students model sentences, such as “*She’s cooking a dinner.*” based on a shown picture. Students first repeat the model sentence and subsequently, take another one. When the students understand the rule, they can try creating sentences corresponding to the rest of the pictures. So the deductive approach refers to the studying pattern which goes like “*engage → study → activate*” (Harmer, 2007b, p. 81-82).

#### Advantages of the deductive approach

The deductive approach is very straightforward and often quick which allows spending more time practising and actually using the language (Faiza, 2015, p. 24; Thornbury, 1999, p. 30). It might be more suitable for adults because it respects their cognitive skills (Thornbury,

1999, p. 30). Thornbury (1999) claims that deductive learning might be also more useful when teaching less complex rules, in an ideal case with no anomalies (Thornbury, 2006, p. 61-62) which contrasts with Celce-Murcia's (2001) opinion who states that using this approach is reasonable when the grammatical rule is rather complicated (Celce-Murcia, 2001, p. 264). Another argument for the deductive approach is the occurring questions, which can be dealt with right away. This can prevent misunderstandings during practice (Thornbury, 1999, p. 30).

#### Disadvantages of the deductive approach

Besides the pros there appear to be also certain cons regarding the deductive approach. It happens to be unpleasant for many students to start the lesson with grammar explanations, either for lacking the essential terminology or not knowing the concept that is being analysed. The next issue related to the deductive approach is a deficiency in students' participation. The teacher often spends more time explaining than engaging the students to use the language. Explanation will never be as effective and memorable as other ways of presenting, such as illustration, or demonstration (Faiza, 2015, p. 24; Thornbury, 1999, p. 30). Thornbury (1999) also claims that learning a language is far from just knowing the rules which might be misunderstood when using the deductive approach. Celce-Murcia (2001) also points out that teachers should endeavour to reveal the language competence reflecting the adopted rules, but not the explicit rules themselves.

#### **1.3.2. Inductive approach**

The opposite, inductive approach is designed to inspire students to notice beforehand selected forms (Ellis, 2005, p. 35). By this it delegates greater liability on the students regarding their learning (Mallia, 2014, p. 222). Thornbury (1999) addresses inductive learning as more natural for a learner to acquire the language and claims that the student should be able to adopt the various patterns via a heavy amount of input without the need for explicit explanation.

The approach suggests a different order of the stages of the learning process, firstly showing examples and subsequently resolving the rule. It is evident that the pattern of the study process will be modified into the following sequence "*engage* → *activate* → *study*" (Harmer, 2007b, p. 82). Additionally, it does not have to be strictly a rule that is being resolved but also a hypothesis can be formulated using this approach (Vold, 2017, p. 10).

The inductive approach goes hand in hand with so-called discovery activities. For example, instead of the teacher describing to the class the usage of various past tenses, they are asked to figure it out from a story on their own (Harmer, 2007b, p. 82-83). These discovery techniques can often combine both approaches. The stage of guidance has to be taken into consideration as well as the time when the rule is being described, either before, or after practice. (Gollin, 1998, p. 88).

This approach is mostly operated with while teaching language via either listening to dialogues, reading texts, or combined (Harmer, 2007b, p. 82). The statement has been supported by Mallia (2014) and Thornbury (1999) who claim that the inductive approach sets the basis for the audio-lingual method. The reason for this is the absence of explicitly stated meaning or grammar. Adopting grammatical rules like this might be even unconscious (Gollin, 1998, p. 88). The practical usage could be seen in reading a text and then asking the students to find examples of past tenses. Another way could be listening to an interview with the same task that would follow. A great opportunity to combine these two methods is listening to a dialogue while looking at the given transcript (Harmer, 2007b, p. 82).

#### Advantages of the inductive approach

This approach requires using one's cognitive skills which is also a reason why it can be so effective. The student who has to make more effort will adopt the rule better than a student who is given everything needed (Harmer, 2007b, p. 82-83; Thornbury, 1999, p. 54). It often involves problem-solving which adds to the cognitive skills development and offers more space for language training if it is a collective work (Thornbury, 1999, p. 54). Thornbury (1999) and Gollin (1998) share the idea that the students have more space to participate in the lesson so they tend to be more motivated and active. Last but not least, this kind of approach encourages learners to be less dependent on the teacher (Thornbury, 1999, p. 54). In addition, due to this approach the teacher can easily uncover what the students already know and make the lesson more efficient (Celce-Murcia, 2001, p. 264). It might be even more enjoyable for some students. Generally, it suits rather more advanced learners, since it is quite challenging for learners with a small language experience (Harmer, 2007b, p. 83).

#### Disadvantages of the inductive approach

Similarly to the deductive approach, there are also certain disadvantages when it comes to the inductive approach. The inductive learning might be energy as well as time-consuming

which can lead to less time for practice (Widodo, 2006, p. 128). It is not only discussed in the sense of time in the lesson but also regarding the teacher's preparation and the planning of how to lead the learners to the accurate formulation of the rule. There also occurs a danger that the discovered rules might be not very precise (Thornbury, 1999, p. 54-55). Finally, it might frustrate those students who prefer a more direct learning style (Widodo, 2006, p. 128).

#### **1.4. PPP method**

The PPP is a teaching model that has been highly used in ELT (English language teaching) coursebooks for over fifty years now. The three Ps stand for three stages of the teaching process. The first stage is a presentation of a certain item to the learners (Thornbury, 2006, p. 172). The aim of the presentation is not only to address a new language item in an appropriate context to illustrate its meaning but also to link the new item to learners' previous language experience and knowledge. In this stage, the teacher works as an instructor and a guide (Hedge, 2000, p. 166).

Next, the presentation is followed by practice which focuses on accuracy (Thornbury, 2006, p. 172). The stage of practice is a time for errors and repetition so the students can learn the form and develop confidence while using it. In this case, the teacher's role is a manager or evaluator (Hedge, 2000, p. 166).

The practice should result in the third and last stage, which is production, specifically fluent production of the grammatical item in use (Thornbury, 2006, p. 172). Here, the learners do mostly speaking activities so they can apply their knowledge to a realistic conversation (Hadfield, 2008, p. 16). The purpose of the production is to support the students in using the freshly learned form and expressing their own thoughts with it. The control should not be so strong anymore and the teacher is now only in the role of an observer (Hedge, 2000, p. 166).

Here is an example of using the PPP method, while teaching the phrase going to. The presentation would involve using sentences such as "*She is going to visit her grandpa.*". Then, the students would practise forming sentences with "going to" or filling in exercises. Finally, in the production stage, their task would be to create sentences about their own plans for the following week (Harmer, 2007b, p. 49-50). Some linguists recommend an empirical form of the PPP method where production comes first and is followed by presentation and practice (Tomlinson, 2011, p.15).

## **1.5. Presenting grammar**

### **1.5.1. Principles of presenting**

Presenting new grammar topics to the class involves firstly full comprehension by the teacher, including the possible troubles the learner could have while learning the topic. The next phase is the presentation itself, which consists of the clear formulation of an explanation as well as examples of the grammatical structure that is being taught (Ur, 1996, p. 81). Explanation is either demanded by thematic plan or by student needs. In case the student is a bit lost in a specific grammar area, a straight explanation might be helpful (Ur, 2012, p. 80).

Scrivener (2011) advises keeping the explanation rather short. To keep it economical it is beneficial to prepare the exposition conscientiously while preparing the lesson. The explanation should be also simple and yet accurate. There could be certain nuances between those two aspects. Ur (1996) emphasizes the problem of finding balance since what is perfectly accurate might not be simple at all, whereas if the teacher oversimplifies, he might lose accuracy.

It is believed that quality presentations should be not only oral but also in written form, considering that students differ in favoured learning techniques and the fact they are supposed to use grammar both while writing and speaking (Ur, 2012, p. 80). An excellent addition to either oral or written explanation is the use of visual materials (Ur, 1996, p. 82). Whether using written or oral form, it is a good practice to give the students an image, a sample of what is going to be presented before it is discussed in depth so the students have a picture of what is being explained (Scrivener, 2011, p. 165).

Hadfield (2008) and Ur (1996) are in agreement that it is necessary to present to the learners the grammatical form as well as grammatical meaning. It is vital to always introduce grammar structures in a meaningful context accompanied by an illustration of how is the structure used in real conversation (Hadfield, 2008, p. 20). It is unfortunate that teaching the grammatical meaning together with the form is often missed out in many coursebooks (Ur, 1996, p. 76).

Not less important is providing the learners with a great number of contextualized examples, with the comparison to the mother tongue if possible (Ur, 1996, p. 82). Haussamen (2003) adds that also comparing certain grammatical structures in other languages besides



English and the mother tongue could be beneficial for better comprehension. For example, negation in English is allowed only once unlike it is practised in French or Spanish (Haussamen, 2003, p. 11-14). Although it is an interesting addition to use other linguistic systems in the teaching process, Ur (2012) recommends explaining the grammar in the students' mother tongue unless the students are advanced enough (Ur, 2012, p. 80).

Finally, Scrivener (2011) indicates the necessity of finding a balance between presentation and practice. The teacher should guide and encourage the students to speak the language instead of providing theoretical lectures, in particular not at the end of a lesson. Ur (2012) generally recommends presenting grammar at the beginning when the students focus the most.

### **1.5.2. Ways of presenting**

Harmer (2007a) distinguishes presenting grammar into introducing it and discovering it. This specific division relates to the correlation between deductive and inductive approaches. It is evident that introducing grammar refers to the deductive approach where the teacher introduces and explains the rule himself. Whereas discovering grammar concerns mainly students who are due to the inductive approach supposed to come up with the rule themselves. (Harmer, 2007a, p. 210-219)

#### **Introducing grammar**

One of the many ways to present grammar is by using pictures, either on flashcards, drawn on the blackboard, or projected on the whiteboard (Harmer, 2007a, p. 210-211). Using pictures is also a good example of a situational presentation performed by the teacher using beforehand prepared context (Scrivener, 2011, p. 161-162). The following sample illustrates how grammar introduction via pictures can be realized in a lesson. For instance, when teaching how present simple varies while talking in the third person singular, the teacher shows the students a picture of a person. The students are supposed to guess what is the person's occupation. The teacher does not reveal the correct answer. Instead, he/she tells the class a few sentences using present simple in the third person singular about what the person does throughout the day also using pictures and the students guess one more time. The students subsequently repeat the teacher's sentences and when they are confident enough, they are asked to think of another profession and create their own sentences about what the person does in his ordinary working day (Harmer, 2007a, p. 211).

It has been pointed out that using coursebooks represents major limitations regarding the missing context. The sentences are presented mostly isolated although in reality sentences are accompanied. The resolution to this issue is hidden in another way of presenting language which is through texts (Haussamen, 2003, p. 16-17). The teacher can make use of newspapers, commentaries, anecdotes, instructions of any kind, songs, literature, or any other authentic texts (Thornbury, 1999, p. 71-72). There are many possible ways of using text as an introduction to a grammar topic. The teacher could for example ask the class to read only a certain part of the text and then ask them what might happen next while encouraging them to use modal verbs such as could, might, or should (Harmer, 2007a, p. 215-216).

An ordinary discussion is another essential resource for introducing grammar (Haussamen, 2003, p. 10). This particular method would be typical for example for illustrating how reported speech is produced. The students would listen to a dialogue between two friends while one of them was on the phone, talking to a girl he met. Later, the second friend asks the first one what she said and he responds in reported speech. Thereafter the teacher writes down a few examples of the tense shifting. Students can pretend to be on the phone with someone and then report what the person said (Harmer, 2007a, p. 214).

### Discovering grammar

Harmer (2007a) states that students are repeatedly able to use grammar that has not been covered yet and are occasionally encouraged to work the grammatical rules out on their own. This refers to the inductive approach applied to presentation which allows students to generate grammatical rules from a number of examples (Celce-Murcia, 2001, p. 264). In practice, it could be done for instance by first giving the students an exercise with a list of adjectives with their comparative forms and their task would be to work with their partner and find rules for the construction of the forms. Another illustration of the approach might be the teacher using signs to teach obligations. The students are required to look at a number of signs and interpret them using modals such as can, must, should, and others (Harmer, 2007a, p. 216-219).

## **1.6. Practising grammar**

Průcha (2003) defines practising as either a learner's operation consisting of repetitive completion of cognitive and sensorimotor activities which they are attempting to adopt or a teacher's operation during which they control the students' mentioned activities. Thornbury (2006) agrees that if one wants to adopt a skill so it becomes automatic, then they have to

experience it several times. Practice activities encompass those which are done in class as well as those which are assigned for home in order to comprehend the new language fully (Ur, 1988, p. 7).

All kinds of practice are supposed to help students with automatizing the new language item so they would be able to use it in practice (Hadfield, 2008, p. 21). Ur (2012) points out an issue where students fill out grammar exercises correctly but when it comes the time to compose their own sentences, mistakes regarding the freshly learned structure start to appear. It is a sign that the grammatical item was not fully adopted. Although students manage to apply the rule while focusing on correctness, they are not able to do so while concentrating on communication. That is why it has to be automatized. This kind of mistake usually comes from interference with their mother tongue (Ur, 2012, p. 82). Hadfield (2008) adds another challenge, considering that every class is distinctive, one may need differently focused activities in contrast with others.

It has been stated that the question has never been whether it is profitable to practise but how it should be implemented and what amount should be done (Thornbury, 2006, p. 173). Hadfield (2008) and Ur (2012) claim there needs to be a balance between activities focusing on accuracy (producing the grammatical structure correctly) and on fluency (conveying the message). Gap-filling or matching exercises focusing on accuracy are a great start but it is not enough to transfer the knowledge to practice (Ur, 2012, p. 82). Matching exercises can be for example in the form of sentences split in half, where students are supposed to put the suitable halves together. This is an excellent activity for practising for example conditional clauses (Scrivener, 2011, p. 177).

Exercises requiring producing one's own sentences as well as accuracy are necessary to acquire the structure (Ur, 2012, p. 82). Among those activities improving fluency can be found discussions, drama-based activities, or information gap activities (Hadfield, 2008, p. 21). An alternative to information gap activities is the opinion gap activities, where instead of specific information the student derives his ideas which adds a touch of personalization to the exercise (Ur, 1988, p. 21-22).

### **1.6.1. Typology of practice activities**

There is a wide range of types of exercises. Ur's typology (2012) goes from highly controlled exercises mainly focused on the correct form to activities based on fluent production

in the field of context (Ur, 2012, p. 82-84). In more detail, it is discussed in the following paragraphs.

The very first type of exercise is called *Awareness*. These exercises are based on observing the form and usage after the grammatical item has been introduced (Ur, 2012, p. 82). For instance, the students' task would be reading a story and subsequently underlining every past form they can find, eventually, they could divide them into individual groups (Harmer, 2007a, p. 220). The same thing could be done with any kind of text, such as an article from the newspaper (Ur, 2012, p. 82).

Next, there are *Controlled drills* which consist of producing examples of the specific structure (Ur, 2012, p. 82-83). Scrivener (2011) states that the most basic drills consist of simple repetition which is helpful considering the automatization. Whereas Ur' (2012) controlled drills are already based on a production that can be determined by the material the class uses and it could be completed even without understanding the meaning. An example of this type of practice could be a task containing particular facts about two sisters, and the students would be expected to write sentences in the present simple tense about them (Ur, 2012, p. 82-83). The controlled practice relates to the second stage of the PPP teaching model where it can be controlled language-wise (only a certain item is being practised) or interactional-wise (the teacher supervises and directs the learners' anticipation) (Thornbury, 2006, p. 173).

The third type is *Controlled response through sentence completion, rewrites, or translation*. This type of exercise includes creating examples similarly as controlled drills but in this case, the task is to rewrite a sentence per the given instruction or translate it from their first language. For example, the task could be rewriting a given sentence so it preserves its original meaning but using a passive voice (Ur, 2012, p. 83). These types of exercises include meaning and they usually focus on separate grammatical items and are mostly not open-ended (Ur, 1988, p. 8). Aski (2003) suggests different categorisation in which she combines this with the previous type and calls it *Mechanical drills*.

The types covered so far are rather on the very controlled side and the next type is not an exception. The next category is called *Meaningful drills*. The difference with this one is that the student is now able to choose vocabulary to a certain point (Ur, 2012, p. 83). Moreover, it is essential for the learners to understand the meaning of what is being discussed in order to answer correctly. Because of that, it might be very helpful to use personalization for this type

of exercises (Aski, 2003, p. 59; Thornbury, 2006, p. 173). Ur (1988) explains personalization as building on the student's personal experience, internal thoughts, or feelings (Ur, 1988, p. 22). For illustration, the student's task would be to choose a specific person and write a few sentences about them in present simple according to the given pattern (Ur, 2012, p. 83).

Another type is *Guided, meaningful practice*. It is very similar to the previous one but now the choice of the vocabulary is up to the students. For instance, when teaching the second conditional clause, the students would be asked to complete the sentence, while the first half of the sentence starting with *if* would be given to them (Ur, 2012, p. 83). Correspondingly, when teaching present continuous the students would be asked to think of a place and then create sentences in present continuous describing the surroundings. The teacher provides them with the beginning of the sentence, like "People around me..." and the student can continue as "...are shouting.". When the students are done, they can present their sentences to the rest of the class which can guess where they are (Harmer, 2007a, p. 219).

Further, there is (*Structure based*) *free sentence composition* in which the students are encouraged to compose their own sentences using the given cue, for example producing sentences in present continuous based on a picture displaying people playing different sports (Ur, 2012, p. 83). Furthermore, it could be an activity where the students are given sentences by the teacher and they are supposed to come up with sentences responding to or explaining the given sentence in past simple tense, for example, "I found my sister lying on the floor when I came home last night.". And the students' response could be "She saw a mouse and fainted." (Harmer, 2007a, p. 222-223). According to Aski's (2003) categorisation, this type as well as the previous one could be classified as *Communicative drills*.

The penultimate type is similarly called (*Structure based*) *discourse composition*. The students produce either a dialogue or a written paragraph or two in which they are supposed to use the structure that is being practised (Ur, 2012, p. 84). For example, when teaching modal verbs, they could be asked to suggest a possible solution for a given dilemma using modal verbs such as *might*, *can*, *ought to*, and others (Ur, 1988, p. 9).

Finally, the last type, *Free discourse* is analogous to the previous type but without the instruction to use the form or structure since it is likely to appear naturally (Ur, 2012, p. 84). An example of free discourse is "growing stories", an activity during which each student says

a sentence or two while creating a story together (Scrivener, 2011, p. 179). This and the last but one type could be also classified as *Communicative language practice* (Aski, 2003, p. 61-62).

In the final stages of practice, it has been recommended to give feedback afterward (Hedge, 2000, p. 164). Hedge (2000) even recommends encouraging the students toward self or peer-correction. Several linguists suggest that since the students reach the final stage of practice, occasional grammar errors should be allowed. The reason why errors should be acceptable is the human practice of not speaking perfectly correctly (Widodo, 2006, p. 123-124).

## **2. Coursebook**

### **2.1. What is a coursebook**

Průcha (2003) defines a coursebook as a publication which is due to its content and structure adapted for didactic communication. In other words, it is a medium via which a segment of the curriculum is being presented. Cunningsworth (1995) sees a coursebook as a tool that helps the teacher and the students to achieve learning objectives. It is vital to realize the coursebook should not dictate the aims or be the aim itself. Although a coursebook can influence the course of the language class to a certain extent, it should always serve the teacher and the learners, not vice versa (Cunningsworth, 1995, p. 7).

Thornbury (2006) ranks a coursebook among a wide range of school materials used either for teaching or learning. While Thornbury (2006) does not give a coursebook more importance than other learning materials, Tomlinson (2011) highlights it as the essential material in language class. The reason for this is the design and careful selection that corresponds with the course requirements (goals, preferred methods) so no other book is needed (Tomlinson, 2011, p. 11; Cunningsworth, 1995, p. 7).

Coursebooks have several types, although the school textbook is considered to be the most popular (Průcha, 2003, p. 258-259). Thornbury (2006) claims that a coursebook usually consists of sets of texts and tasks concerning all of the language systems (functions, grammar, pronunciation, vocabulary) and language skills (listening, reading, speaking, and writing) (Tomlinson, 2011, p. 11; Thornbury, 2006, p. 127). Besides the extensive amount of standard coursebooks that are produced every year (Garinger, 2002, p. 1), there are also alternative textbooks being developed all over the world, including the Czech Republic (Průcha, 2003, p. 258-259).

### **2.2. Use of a coursebook**

The role of the coursebook is that it serves as a tool for presenting certain language, and it offers a variety of practice activities. Further, it provides the participants of the teaching and learning process with a syllabus, and it offers an opportunity for the learners to continue studying beyond class time. Another function could be seen in supporting teachers in their

striving as it serves also as a bank of ideas for classroom activities (Cunningsworth, 1995, p. 7; Thornbury, 2006, p. 127).

The extent of a coursebook use depends on the teacher's experience, framework, educational system as well as cultural characteristics of the specific country, the teacher training, and accessibility to various materials (Allwright, 1981, p. 10-13; Cunningsworth, 1995, p. 9-11). The case against materials, including coursebooks is the danger of creating a "*materials-centred classroom*", while a "*person-centred classroom*" should be preferred according to basic principles of ELT (Thornbury, 2006, p. 127). Harmer (2007a) comments that before opening the book the students need to be engaged and aware of what they are going to learn and only then dive into a book. Harmer (2007b) explains that if the students open the book before the teacher gives them the instructions, they often do not focus on what the teacher is trying to convey.

According to Cunningsworth (1995), there are three ways to a coursebook use. Firstly, strictly following the plan that the coursebook offers by doing every given task. It is typical for inexperienced teachers to use the coursebook more heavily. Nevertheless, this approach is often criticized for possible repetitiveness in school activities, or lack of attention to the student's individual needs. And finally, it tends to prevent innovation in teaching (Celce-Murcia, 2001, p. 422; Cunningsworth, 1995, p. 10; Ur, 2012, p. 198).

Another less controversial approach is using various materials from different resources, possibly with the coursebook prescribed. In this case, the coursebook functions as a guide, while only the most valuable parts of it are used for the course purposes. For instance, only the not suitable exercises could be omitted, replaced, adapted, or added (Cunningsworth, 1995, p. 10; Harmer, 2007b, p. 146-147; Ur, 1996, p. 187-188). Since teachers can experiment with other resources it adds to the diversity of classroom activities. With such freedom, the teacher can also better react to current students' needs (Cunningsworth, 1995, p. 10; Garinger, 2002, p. 1)

The opposite extreme to the first approach is total freedom by using no coursebook at all (Ur, 1996, p. 183). Besides the given framework the teachers have full autonomy in how they teach the language content which means they create plans for the lessons completely on their own (Cunningsworth, 1995, p. 10-11). Cunningsworth (1995) suggests that although it can become time and energy-consuming, many teachers find themselves in such creative work.



In contrast, Harmer (2007a) claims that most teachers avoid this coursebook-free approach for the reasons mentioned by Cunningsworth (1995) himself.

### **2.3. Selection of a coursebook**

Thornbury (2006) emphasizes selecting and using materials carefully in order to meet the student's individual needs. While selecting a coursebook it has to be taken into account if the content of the coursebook corresponds with the curriculum. Further, the aspects of practical usage of the book, and its effectiveness also have to be explored (Celce-Murcia, 2001, p. 422; Hedge, 2000, p. 354).

Cunningsworth (1995) suggests a method how to make sure that the best coursebook possible has been chosen, specifically by trying out all of them available. Although piloting the whole or even part of the book can provide useful facts regarding the upsides and downsides of the material (İnal, 2006, p. 25), the strategy is too time-consuming and not practical. A less demanding technique may be interviewing other practising teachers about their experience with the book. A useful addition to the teachers' responses might be also the students' opinions. Although, they do not focus on the language content, they know whether and what exactly they do or do not like about the books. Since the students are the majority using them, their opinions should be considered (Cunningsworth, 1995, p. 8; Harmer, 2007b, p. 153).

In case, the previous methods are not possible, then a thorough analysis of the coursebook is needed. This strategy is convenient mainly for its time-saving character (Cunningsworth, 1995, p. 8-9). The process starts with gathering detailed information from chosen areas, fundamental for the selector, such as structure, methodology, themes, and others. The information is subsequently interpreted by considering the implications of the data (Harmer, 2007b, p. 153). An individual evaluating the coursebook happens to be influenced by his personal preferences (Garinger, 2002, p. 1). Finally, the evaluator matches the features of the coursebooks with the requirements are matched (Cunningsworth, 1995, p. 8-9).

Many authors paid more or less attention to specific criteria for a coursebook selection. Harmer (2007b) and Ur (2012) are in agreement regarding criteria such as availability and fair price, appropriate design/layout, quality of the instructions, emphasis on language skills, sufficiency of the syllabus, and usefulness of teacher's guide. Sheldon (1988) and İnal (2006) address a few more, in particular the coursebook's ability to arouse the learner's interest, the authenticity of language, and the adequacy of cultural bias.

## 2.4. Grammar in coursebooks

Cunningsworth (1995) claims that grammar in a coursebook can be taught without knowing the practical use, usually through addressing a few examples of the form with no context provided. For example, depicting indefinite and definite articles with several examples but not within a sentence. Similarly, it is possible to introduce the use of the new structure, in other terms its meaning in utterance without focusing on its form (Batstone and Ellis, 2009, p. 197; Cunningsworth, 1995, p. 32). An excellent example of it is a presentation through text according to Harmer (2007a), for instance reading a text while underlying verbs in the past tense. Both of these cases may correspond with the first two types of Ur's (2012) typology of grammar practice activities and at the same time with the principles of the inductive approach. Regardless, both, use and form must be presented in a coursebook for complete comprehension, although Aski (2003) emphasizes the meaning over the form. It has been proven that learners need sufficient opportunity to confront the meaning so they fully process the structure (Aski, 2003, p. 59). The focus on either of the aspects varies depending on the students' level, the difficulty of the language item or what the authors of the book believe is more effective (Cunningsworth, 1995, p. 32).

Cunningsworth (1995) presents several criteria for grammar items in coursebooks which should be fulfilled to correspond with the user's needs. Firstly, the grammatical items themselves should coincide with the learner's needs. Secondly, the items ought to be presented in adequately small units to make the learning process as easy as possible and whether there is a balance between the focus on use and form, possibly what prevails. Last but not least criteria concerns if the new structures are put into the context of the already discussed ones (Batstone and Ellis, 2009, p. 195; Cunningsworth, 1995, p. 34).

Grammar as one of the language systems goes hand in hand with the four language skills that create the main goals for language teaching. Language skills, namely speaking, writing, reading and listening should be balanced throughout a coursebook, including grammar sections (Cunningsworth, 1995, p. 64). Many researchers have proven that the reality in many coursebooks is distinct and learners are not supplied with decent practice expanding the learners' perception to formulate their thoughts (Aski, 2003, p. 59). As grammar and other language systems become more advanced, there should be a significant increase in the demands considering the skills, in reading for example, the texts are usually longer and more complex (Cunningsworth, 1995, p. 64).

## II. PRACTICAL PART

As already stated, the main aim of this paper is to examine grammar sections in selected ELT coursebooks. One of the specific objectives is to explore how is grammar in the chosen coursebooks presented and practised. Another area the paper aims to examine is whether the approach in grammar sections in the coursebooks for the 6th grade varies from the coursebook for the 9th grade. The third of the formulated objectives was to identify how grammar sections in the coursebooks produced by Czech vs. British publishers differ.

The objectives are investigated through the use of a thorough analysis and subsequent comparison of four textbooks, always two from the same series, where one of them has been published by Czech and the other by a British publisher. *The main focus lies on the sections in the coursebook that are related to grammar while the rest of the coursebook is taken into account so the context is not neglected.* The investigation consists of a general description of the book series, followed by the analysis of the individual coursebooks, specifically the approach to grammar, grammar presentation, and the evaluation of practice activities using Ur's (2012) classification.

Every activity concerning the practice of a grammatical item mentioned in the grammar syllabus of each book has been evaluated in the sense of the level of understanding that is necessary to answer correctly. Another criterion was the level of freedom speaking of the choice of vocabulary (for example, whether there is a pattern of a sentence that has to be followed, or if the structure of a sentence is up to the learner). Based on these criteria in combination with the description of individual types of activities in Chapter 1.6.1., all activities have been assigned to specific types of Ur's (2012) categorisation. The data were subsequently put into charts for better visualisation while the tables with the original numbers of the types of activities per unit and the total numbers are included in Appendix 1. Examples of classified exercises from all four coursebooks can be found in appendices as well.

The investigated corpus consists of four ELT coursebooks suitable for teaching lower secondary school learners. Two of those coursebooks are from the Project series produced by Oxford, particularly Project 1 and Project 4 (third edition). The other two coursebooks are representatives of the Way to Win series published by Fraus, specifically Way to Win 6 and Way to Win 9.

# 1. General description

## 1.1. Project

The textbook series consists of five books designed for teaching EFL classrooms, especially pupils aged ten to fifteen years. Each of the five volumes includes a textbook and a workbook with interactive CD-ROM and the teacher's book.

The workbook comprises practice activities graded based on difficulty, therefore suitable for classes with pupils with a distinctive level of language. Czech instructions are adopted in the workbook, also the English-Czech dictionary as well as a grammar overview in Czech is included. For the self-assessment, there are sections called "*can do*" in each unit which are based on the Common European Framework of Reference for Languages (CEFR). The attached CD-ROM carries additional practice of grammar and vocabulary, as well as dialogues and clips from the DVD. The teacher's book provides the teacher with copyable communication exercises and a DVD with a range of worksheets and tests.

The textbook itself claims to use an analytical approach to grammar teaching with various types of practice activities. Vocabulary is organized and presented in lexical groups. The textbook contains cartoons, games, project suggestions, traditional songs, and stories. There is the option to get Culture DVD and Project iTools, which represent extra materials for whiteboards. Regarding the CEFR scale Project 1 designed for the 6<sup>th</sup> grade corresponds with level A1, whereas Project 4 designed for the 9<sup>th</sup> grade shifts to level A2 to B1.

Each of the five books consists of six units divided into four sections A to D. One section covers always a double page and usually focuses on comprehension, improving one or more language systems, as well as one or more language skills. After each unit follows a page dedicated to culture, a part called English across the curriculum which links English with other subjects, revision of the whole unit, and last but not least a part called Your project focusing on pupils' free production.

## 1.2. Way to Win

A four-part coursebook series claims to be suitable for teaching English as a foreign language at lower secondary schools and grammar schools. Every volume of this particular

coursebook series also contains a textbook, a workbook with an overview of the curriculum, a teacher's guide, an audio CD for the teacher, and an audio CD for the pupil.

According to the Common European Framework of Reference for Languages, the textbooks guide learners from level A1 adopted in Way to Win 6 to level A2 adopted in Way to Win 9. Compilation of the textbooks corresponds with the requirements of the Framework Educational Program for Basic Education. The back cover of every textbook from the set alleges to respect current trends in teaching and to support creating and developing students' key competencies. The series also strengthens cross-curricular relations and contains aspects of external integration. The textbooks claim to stimulate the learner to active participation and emphasize the visualization of the curriculum with many photos and illustrations. Beyond that, the textbooks are processed in electronic form for teaching via the whiteboard. Besides the digital textbooks, there are additional online practice activities and texts on the publisher's website.

The number of units in the textbooks is not uniform, there are ten units in Way to Win 6 and seven units in Way to Win 9. Individual pages are divided into the main body and the sidebar where the learners can find, for instance, additional tasks, information, or questions related to different subjects which should help with connecting knowledge from other fields. The sidebars also offer notice of differences between individual varieties of English.

There is an introductory page at the beginning of every unit with a significant design, in Way to Win 6 the purpose is to attract learners' attention and to inform them what they are going to learn in the following unit. In Way to Win 9, the page is dedicated to information about life in English-speaking countries. The language skills or language systems throughout the unit that are being practised are not explicitly stated but can be indicated by the icons. Each unit ends with a grammar summary as well as a vocabulary overview. Further, at the back of each textbook, there are extra texts for reading.

## **2. Individual analysis of the selected coursebooks**

### **2.1. Project 1**

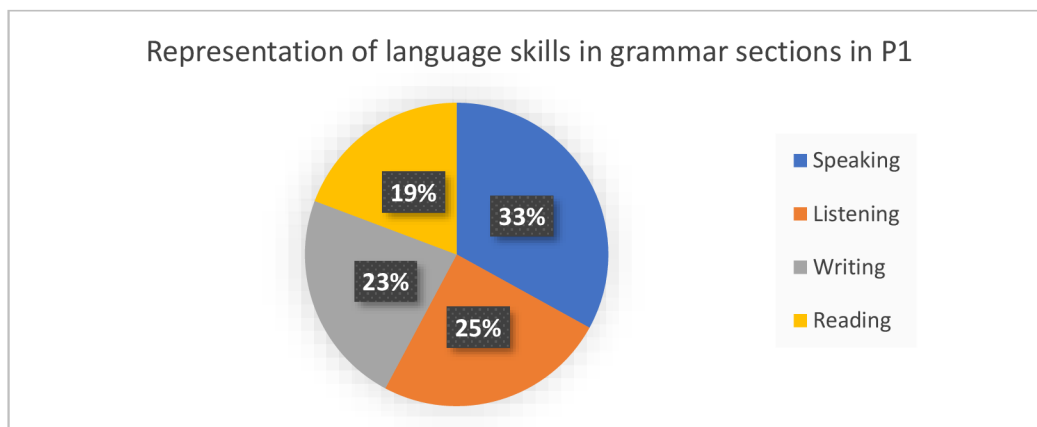
#### **2.1.1. Grammar in context**

The grammatical topics included in Project 1 (hereinafter referred to as P1) are compiled into a comprehensive framework considering continuity with other language systems. Vocabulary and pronunciation are closely related to grammatical items that are being reviewed in the same unit. For instance, plurals as a grammatical topic are connected with numbers, or the phrase “*have got*” is combined with vocabulary about technical equipment, school subjects, and pets. There are for example speaking activities where the learners tell their partners either what they have or haven’t got at home. Then there is the topic of daily routines in response to prepositions of time, possessive adjectives relating to family, or teaching prepositions of place while discussing the theme Places in town. These are just a few of the cases in this coursebook that prove the existing context of the grammatical items in appropriate combination with vocabulary topics and pronunciation related. It provides the learners with demonstration of how the individual items work in practice. To further support this argument, the grammar items are also involved in sections such as *English across the curriculum* or occasionally in suggested projects. This generates an even wider context for language comprehension.

#### **2.1.2. Grammar and language skills**

As Figure 1 demonstrates, the grammar sections do not only cover adopting the particular language structure but also focus on developing the language skills. Besides the first introductory unit, the productive skills are paid more attention than the receptive ones.

The most emphasized skill is speaking considering the production. Speaking is followed by listening mainly to raise awareness of the structure and pronunciation and a similar amount of space within the grammar sections is designated for writing. The least amount of attention is dedicated to reading, even though there are comprehension sections with texts and tasks, these activities are not exclusively there for teaching grammar. The reading exercises concerning primarily grammar are rather rare and do not appear until Unit 5.



*Figure 1 - Representation of language skills in grammar sections in P1*

After presenting a specific grammatical topic visually, the coursebook also offers listening activities to raise awareness of the structure. After listening to the language structure and tasks related follow speaking activities. Among the speaking activities are acting out illustrated stories or creating dialogues based on the given cues. Less often are writing activities, however, they still appear quite regularly, mainly at the end of the unit, and are often related to the previous listening tasks. To demonstrate what has been stated so far, there is an example of writing activity where the learners first listen to a dialogue, then write a few sentences based on the information from the dialogue and finally use it as a guide to talk to one or more partners (Hutchinson, 2008, p. 21).

### **2.1.3. Deductive or inductive approach**

Explicit explanations are nearly absent and presenting grammar is done through observing examples and figuring out how the structure is completed. In other cases, grammar is presented directly through tasks usually from the first category *Awareness* (see Chapter 1.6.1.). These are the indicators of an inductive approach which is adopted throughout the textbook. Explicit explanations are very rare for the coursebook and appear only in the form of a table depicting new structures if the more advanced topic comes around. And yet, more than an explanation it provides only examples of the language.

### **2.1.4. Presentation of grammar**

Grammar is presented in green boxes in the form of one or more examples of the language structure and additional unfinished examples which the pupil is supposed to complete due to the given cues. Most of the boxes could be considered a practice activity of the first type *Awareness*. In other cases, there are boxes with only examples demonstrating the grammar item

and raising awareness of it with no further tasks within the box. In the grammar boxes, there often appears a cartoon dog character serving as a guide for the learners. It asks questions and provides the pupils with comments on the grammatical topic. To complete the grammar boxes, the pupils are expected to work with short texts from other sections.

From the second unit till the end of the coursebook, there is usually every double page containing a section called Comprehension. It usually combines new grammar with new vocabulary and illustrates how they work together. These sections consist of comics that serve as a tool for raising awareness and providing young learners with authentic conversations that add context to the learning process. These sections correspond with Harmer's (2007a) description of presenting grammar through texts. Speaking of texts, there are either cartoon stories or dialogues illustrated with photos of children or adults where the replicas are in bubbles above the head similarly as in comic books.

#### **2.1.5. Grammar practice activities**

This section focuses on grammar practice activities, specifically what types of exercises are adopted in P1 according to Ur's (2012) typology. The book includes only the first five stages (types) of the scale, the last three are omitted.

As Figure 2 illustrates, most exercises consist of the first two types, namely *Awareness* and *Controlled drills*. The *Awareness* tasks appear chiefly at the beginning of the unit, or always when a new language structure appears. At the end of every unit in the *Revision* section, the *Awareness* activities do not occur anymore. Revisions are largely composed of drills and other exercises since the grammatical items should be automatized at this point.

After the first two types, the group of exercises called *Controlled response through sentence completion, rewrites, or translation* comes on the scene. Because P1 is written purely in English and is intended also for other countries, there are no tasks concerning translation. Speaking of sentence completion, it is quite frequent throughout the book, equally as rewrites.



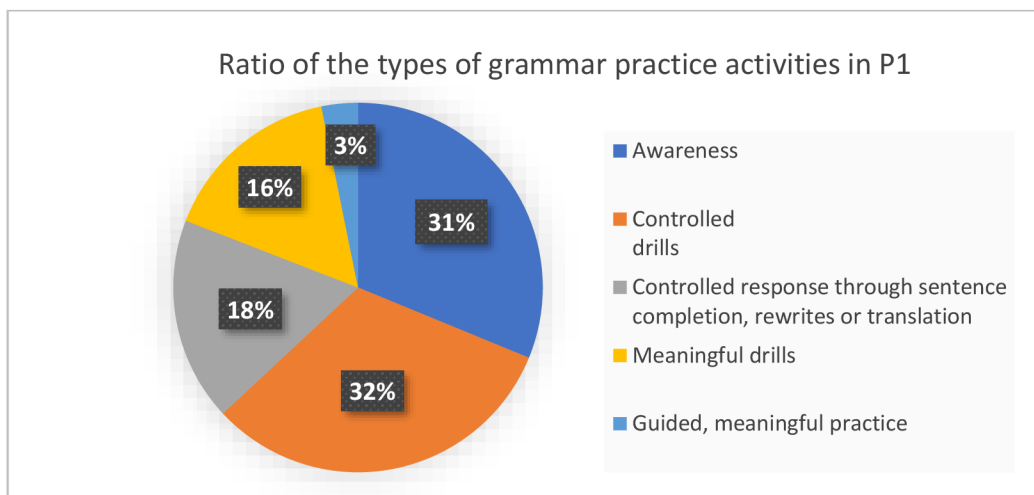


Figure 2 - Ratio of the types of GPA in P1

Figure 3 presents how the frequency of individual types of grammar practice activities changes across the units. It is evident that the first unit is rather introductory and functions as a gradual start. It serves more as an acquaintance with the book since it is not loaded with curriculum as much as other units. The lesser amount of language items and simpler grammar require less intense training which may be a reason for only the first two types appearing in Unit 1.

In unit number 2 are added the third category *Controlled response through sentence completion, rewrites, or translation*, and the fourth category, *Meaningful drills* since the difficulty of grammatical items increases and that requires more practice. With expanding vocabulary and language structures, the authors enhance grammar practice with the fifth type of activity, *Guided, meaningful practice*. Although this specific group of activities is least frequent, it remains most valuable considering the affective learning objective. Considering the fourth and fifth types of activities, those are mostly speaking exercises, where the learners get the opportunity to create realistic conversations while talking about themselves or asking and answering their classmates. These activities often appear in the form of a speaking game.

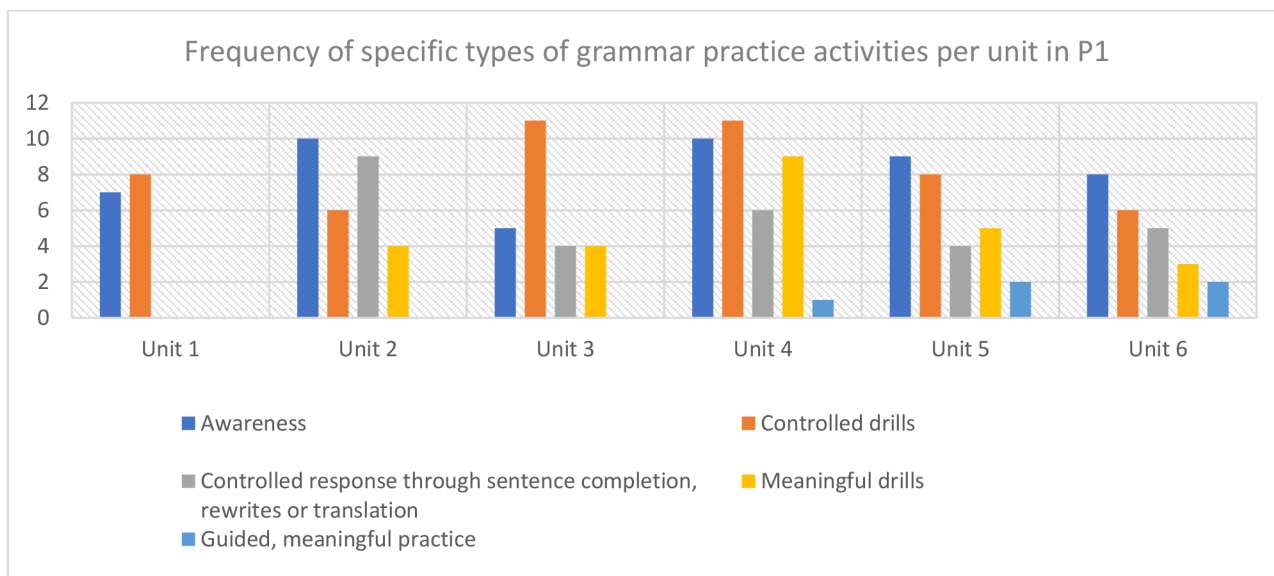


Figure 3 - Frequency of specific types of GPA per unit in P1

## 2.2. Project 4

### 2.2.1. Grammar in context

The context in Project 4 (hereinafter referred to as P4) is guaranteed by the choice of grammatical topic in combination with suitable vocabulary, or parts called Everyday English containing useful expressions and idioms as well as grammar. To be specific, for example, the phrase *used to* and the expression adverbs *too/enough* are being discussed in the context of the topic *describing clothes*. Additionally, grammar concerning modals *should/might* is interfaced with problems and treatments (what a human should/should not do). Finally, the new language can be typically seen in authentic texts.

The context is essential when it comes to the questions in grammar boxes concerning how the language structure is used in practice. The questions often proceed to the grammar rule and answering them depends on observation of the structure within the context of the given text. In particular, the question “*What are the two tenses? When do we use each tense?*” and the answer is based on the situation described in the provided text (Hutchinson, 2009, p. 5).

### 2.2.2. Grammar and language skills

Figure 4 shows that receptive skills are stressed slightly more than productive skills since reading or listening do not figure in practice activities too much. Nevertheless, considering grammar presentation, reading is essential. Since Unit 1 there appear the

Comprehension sections which introduce the language to the learners. These parts consist either of educative texts or cartoon stories with a continuing plot throughout the whole coursebook. There is one more section, partially dedicated to grammar and considering reading in every unit, specifically dialogues with four characters appearing alternately in the D sections.



Figure 4 - Representation of language skills in grammar sections in P4

Speaking and listening are represented throughout grammar sections pretty equally. Listening is adopted not only for raising awareness and acquiring correct pronunciation but also for checking the answers after filling out an exercise. However, the most attention is paid to developing writing skills while using a given structure or pattern, an example of this could be an exercise where the pupils are supposed to write ten sentences about a picture using *There's/There are + -ing* (Hutchinson, 2009, p. 47).

### 2.2.3. Deductive or inductive approach

The grammar boxes consist of incomplete examples and require a deeper understanding or theoretical knowledge of the structure. Certain structures are even supplemented only with examples from the texts, in combination with questions such as *“How do we make negatives and questions in each form? Find examples in the story.”* (Hutchinson, 2009, p. 7). This implies a strong inductive approach to teaching grammar according to this textbook. Nevertheless, in certain parts occurs a sentence providing explicit grammatical rule since it would be too complicated to figure out for example that *“We don't normally use the present continuous tense with these (stative) verbs.”* (Hutchinson, 2009, p. 5). Similarly, it appears for instance in Unit 2 while discussing question tags by giving the clue *“We normally use question tags to check or confirm information.”* (Hutchinson, 2009, p. 27). These explicitly stated rules suggest that deduction has also its place when more advanced language is being taught.

#### **2.2.4. Presentation of grammar**

In this stage of learning, grammar presentation is strongly dependent on reading and is often accompanied by simple schemes or tabs in the green boxes dedicated to grammar. There are hardly any illustrations within the boxes and the number of pictures related to grammar is negligible. The illustrations are replaced with short explicit explanations that are not exceptional throughout the whole coursebook.

The grammar is introduced mainly through texts in the Comprehension sections or elsewhere. The Comprehension sections with various articles or the bubbles with replicas in the case of the cartoon story introduce the language structure to the learner who is subsequently ready to fill out the grammar box. There are possibly additional questions supplementing a better comprehension, in particular “*What are the two tenses? Why are they different in the first sentence, but the same in the second sentence?*” (Hutchinson, 2009, p. 9). The questions often precede the wording of the grammar rule.

In the part A and B of the unit grammar presentation is more admitted since the green grammar boxes with schemes and explanations are used for displaying new items. Whereas in parts C and D, grammar is more implicit and its understanding becomes less conscious since it is a part of conversation tasks. The texts in the D parts are followed by the section Everyday English which supplies learners with activities concerning grammar that has been already presented through the text. The most common is a dialogue completion based on the text.

#### **2.2.5. Grammar practice activities**

As Figure 5 depicts, the most dominant is the first type of grammar activities *Awareness* which is mainly represented by observing the language while reading texts and dialogues appearing in P4. *Controlled drills*, the simple production of examples of the structure which can be often done even without understanding is not that frequent. The book jumps from the *Awareness* directly to the *Controlled response through sentence completion, rewrites, or translation* so it can be assumed that the book focuses on putting the structure in the context of a sentence, not only on the production of isolated forms. A significant number of these activities appears while discussing passive voice (see Figure 6).

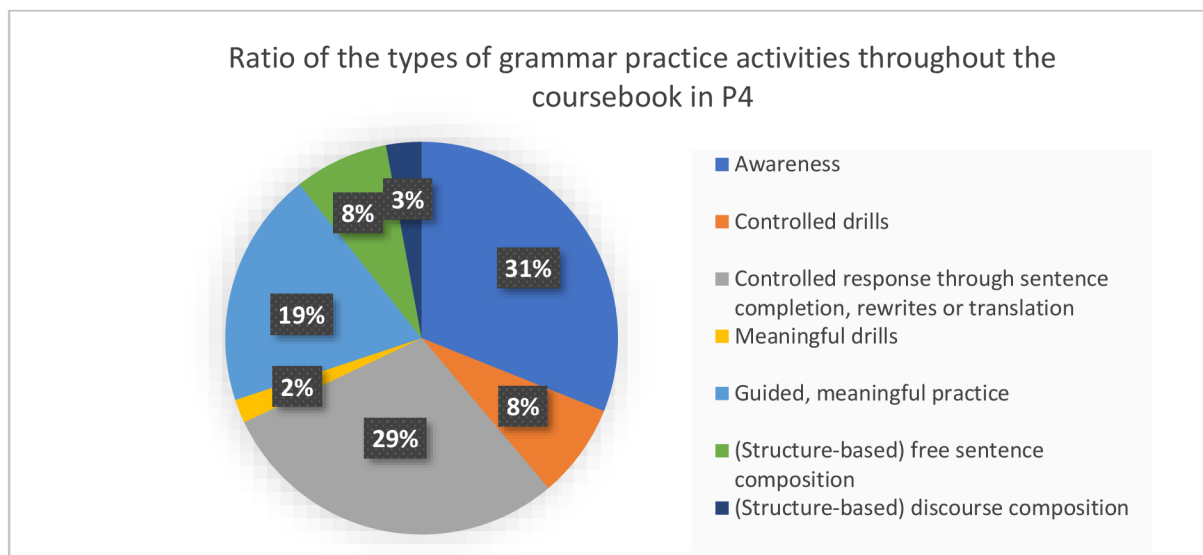


Figure 5 - Ratio of the types of GPA throughout the coursebook in P4

The lower number of the fourth type of practice activity *Meaningful drills* suggests that the author considers drills with a significantly limited choice of vocabulary unnecessary at this point. After the item is drilled via purely close-ended exercises, the attention is drawn directly to *Guided meaningful practice* and *(Structure-based) free sentence composition*. The learner can now take the grammatical item and put it straight into use and create sentences while having free choice of vocabulary. The exercises of the *(Structure-based) free sentence composition* type provide the learner with mostly visual cues, for instance, describing a man in his old photo while using *used to* (Hutchinson, 2009, p. 11). Nevertheless, the exercises with sentence composition based on situational cues are quite usual as well. There is for example an exercise where the learner has to imagine that he has become widely popular “*Write six things that have happened to you since you became famous.*” (Hutchinson, 2009, p. 30).

Besides traditional grammar exercises throughout each unit, there happen to be tasks that do not concern primarily grammar but still contain its practice. At the end of certain units where the Project section can be found, appears a writing task that could be considered an activity of the seventh or the eighth type of Ur’s (2012) categorization. This encompasses *(Structure-based) discourse composition* and *Free composition*. It is hard to distinguish between those two types of grammar practice activities since the language needs to be used while writing in order to fulfill the task but there is no explicit direction to use it. In Figure 6 these activities are mentioned under the seventh type in Figure 6. The reason is that throughout the coursebook the instruction to use the structure is often encompassed within the solved

example. Since the additional questions in the instructions offer an example of the structure, it could be regarded as a direction to use it.

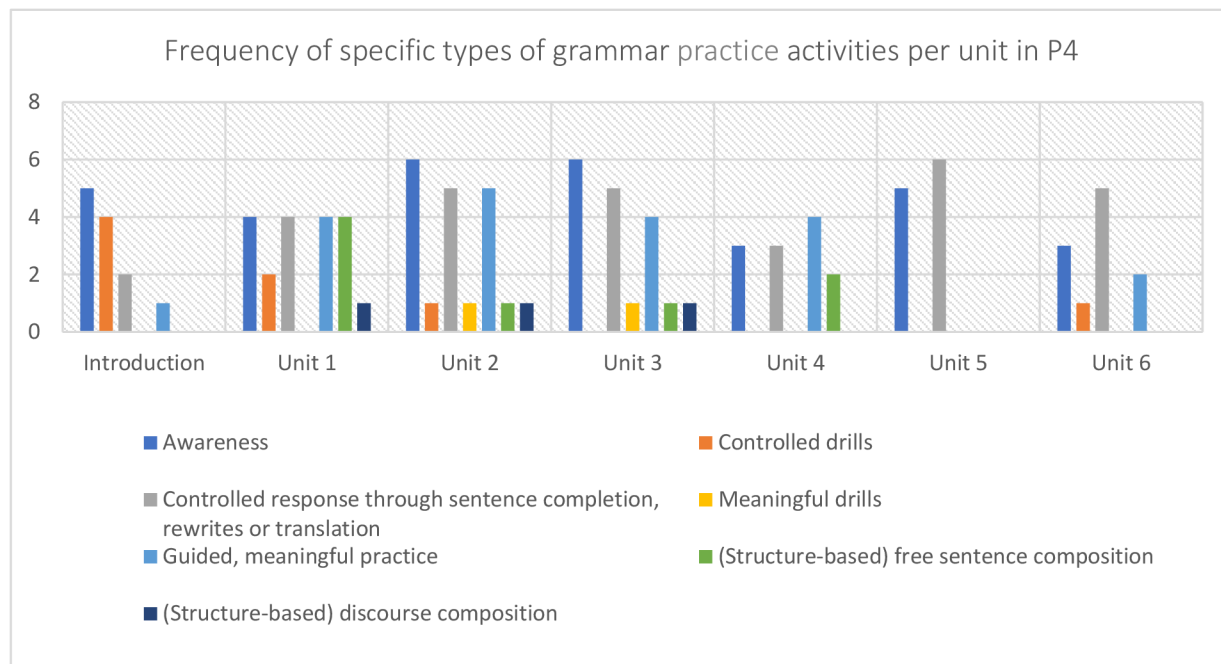


Figure 6 - Frequency of specific types of GPA per unit in P4

The first Introduction unit is much shorter than the rest. It concludes some of the grammatical topics that have been discussed in previous books and contains only four types of grammar practice activities to remind learners of the structures. As the name suggests, it is not a full-fledged unit, it functions rather as a revision.

As Figure 6 demonstrates, with more advanced grammatical structures at the very end of the book, the higher types of activities disappear and perfect comprehension of the new language is not required. In other terms, the further in the coursebook, the narrower range of grammar practice activities. This corresponds with a general decrease in grammar items while conversation and everyday English are highly stressed instead.

## 2.3. Way to Win 6

### 2.3.1. Grammar in context

The primary resource of context in Way to Win (hereinafter referred to as WtW6) comes from the numerous dialogues so the structure is shown in authentic conversations. The additional comments on the sides of the page also provide the learner with a certain level of

context by comparing either British and American English or picking out differences between English and Czech.

Although there are some relations between the grammatical item and the theme of the unit, such as *possessive case* and the phrase *to have got* in combination with *Family* and *Pets*, the theme itself does not provide too much context for the new language. There is no particular connection between the topic of the unit and grammar discussed or at least it is not obvious at first sight. There are more apparent connections between the topic and the language item, which is not included in the grammar section in WtW6 although it is considered a grammatical item in other coursebooks, such as *prepositions* in combination with the topic *The Town*.

### 2.3.2. Grammar and language skills

Figure 7 presents how considerably are individual language skills included in the grammar sections. Speaking activities are the most significant within the sections and mostly consist of asking the partner about information to fill in a given table. It is often not specified whether the activity is focused on speaking or writing since the instruction says for example “*Make sentences using There is/There are...*” which gives the teacher certain freedom within the exercise (Betáková and Dvořáková, 2005, p. 32). Nevertheless, pure writing activities are rather sporadic. Despite the weaker representation of writing exercises the productive skills remain the ones more emphasized throughout the coursebook.

Regarding reading, the second most represented language skill, there is an excessive amount of dialogues and to a lesser extent also written monologues. Most of the dialogues serve as an opportunity to observe the language structures but usually no further tasks to the reading are added. Some of them are even absent from the observation tasks with no additional purpose.

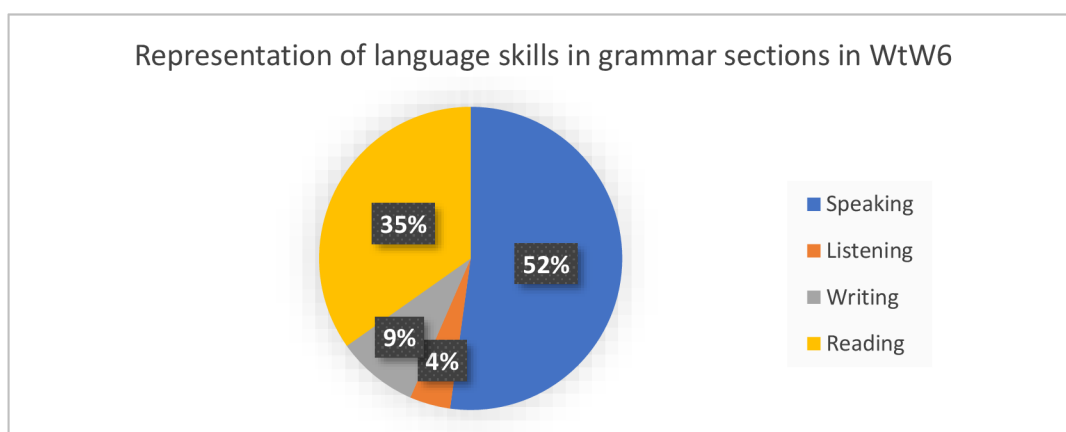


Figure 7 - Representation of language skills in grammar sections in WtW6

Finally, there is just a minimum of listening activities concerning grammar. Most of the listening is not an actual exercise but only a recording of the written dialogue from the textbook. Listening is relatively separated from the grammar sections since only after the grammar exercises in the part called *Practice*, follows the part of *Listening* consisting of the traditional listening activity. Unfortunately, this exercise does not contain the grammatical topic that is being discussed in the unit which results in a negligible number of listening activities related to grammar.

### **2.3.3. Deductive or inductive approach**

Presenting new grammar is based on observing examples from the text and figuring out the rules of formation and practical usage. Nonetheless, due to the grammar banks supplied with explicit grammar rules at the end of every unit, it is questionable whether the overall approach in the book is rather deductive or inductive. Considering the teachers' choice of introducing a new item, they could use the overview first and then continue with practice while using a strongly deductive approach. Speaking purely of the book's structure, since the observation and practice come first and the overview comes last, it remains on the inductive side.

Additionally, new grammar and tasks containing it appear even in the previous unit than it is discussed in. This concerns for example the phrase *have got* being taught in Unit 2 and yet being used in speaking activity in the first unit (Betáková and Dvořáková, 2005, p. 6). This might seem either very inductive-like or just thoughtless.

### **2.3.4. Presentation of grammar**

The body of every unit consists mostly of practice activities but there are frequent small blue squares with the headline *Look back*, including questions referring to previous texts. Besides questions about how is the structure formed or in what situation it is possible to use it, there are also incomplete tabs that are supposed to be finished based on the text. Because the blue squares contain mainly tasks, they could be also considered the type of grammar practice activity *Awareness*. The instructions and explanation in *Look back* are in Czech, except for the English structure itself. Certain rules also occur on sides of the pages, where the explanations occasionally contain a comparison of the same structure but in Czech.



From the fifth unit, the *Look back* squares are replaced with similar blue squares called *Looking at the Language* with corresponding design. Those are now purely in English and similarly provide learners with tasks introducing them to the new grammatical item while working with the given texts. The presentation is not too illustrated or colourful and so it could be stated that presentation through texts, specifically through written dialogues and related tasks is dominant throughout the coursebook.

However, the largest part concentrating on grammar explanation occurs on the last page of every unit where a thorough overview of the grammar items can be found. This overview is half in Czech (the explanations and rules) and half in English (the examples of the structure). Speaking of the parts written in Czech, a translation of the forms is usually included. These grammar sections are slightly more illustrated than any other part concerning grammar presentation but not too extensively.

### **2.3.5. Grammar practice activities**

The majority of grammar practice activity is included in a so-called *Practice* section. Due to the number of units, the grammatical topics are divided into smaller portions which might have resulted in the overall decrease in the number of grammar exercises per unit. Besides filling out gaps in the text a very common activity is based on two pictures or tabs A and B where one of them is upside down. Partner A asks Partner B about information missing in his/her tab and conversely. In other cases, the pupils ask about details from the pictures to find out whether it is the same or not. The range of grammar practice activities reaches the sixth type (*Structure-based*) *free sentence composition* (as shown in Figure 8) which concerns mostly exercises based on visual cues (picture description).

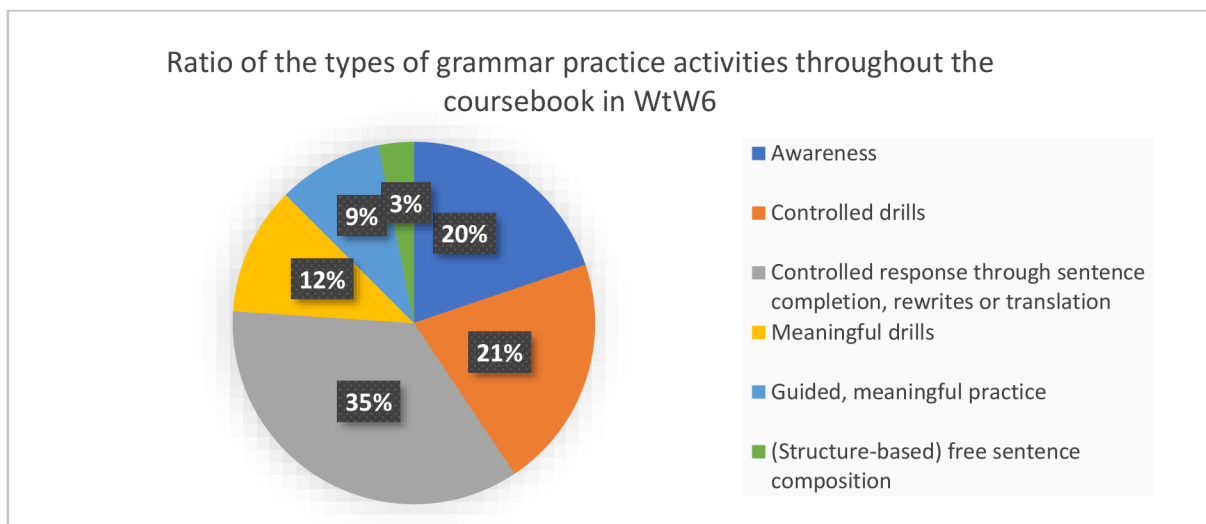


Figure 8 - Ratio of the types of GPA throughout the coursebook in WtW6

*Awareness* activities are very frequent, mostly in the form of looking for the structure in the given dialogues, as mentioned above. But the most significance is dedicated to practicing grammar through *Controlled response through sentence completion, rewrites, or translation*. Also, many drills, specifically *Controlled drills*, and *Meaningful drills* appear in WtW6. This particular ratio might suggest that the authors of the book emphasize automatizing the structure rather than its practical usage.

The frequency of individual types of grammar exercises is pretty inconsistent as can be seen in Figure 9. Many types of activities occur only in certain units and are absent in others. In Unit 2 are added the higher stages of practice and in the fourth and the fifth units shortly appear the exercises of the sixth type (*Structure-based) free sentence composition*. The inconsistency can be seen also in the order of the types of exercises used in one unit, namely the higher types (stages) of practice activities often proceed with the easier ones. Additionally, there is no obvious increase in the difficulty of the exercises at the end of the coursebook.

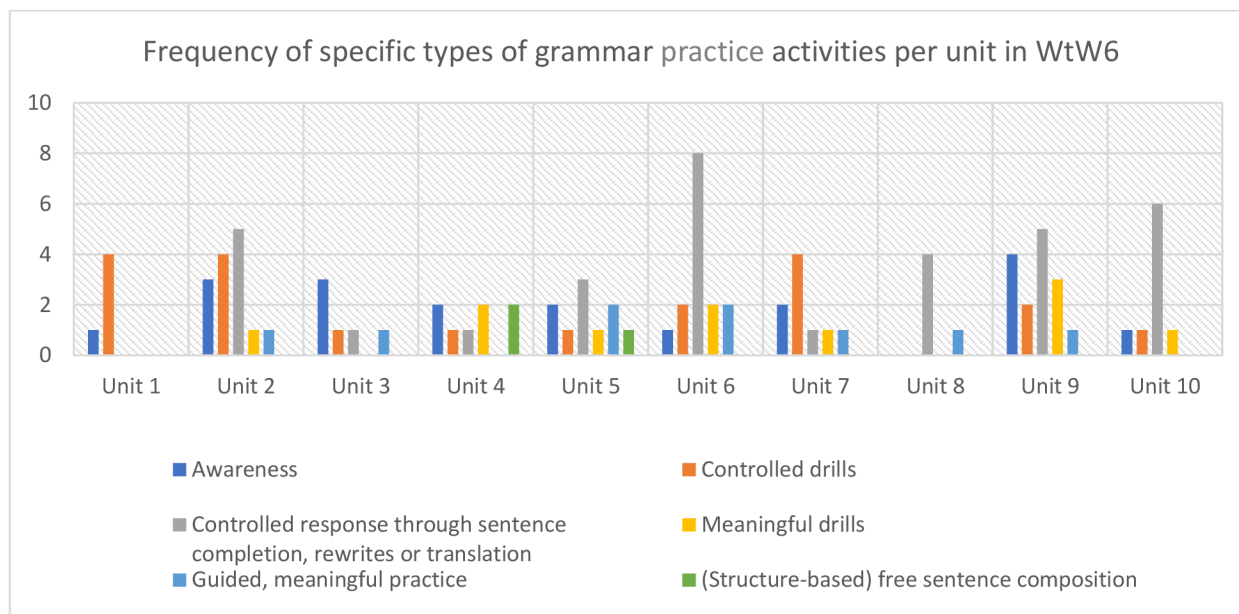


Figure 9 - Frequency of specific types of GPA per unit in WtW6

## 2.4. Way to Win 9

### 2.4.1. Grammar in context

The wide range of different kinds of texts provides the learner with context for the discussed forms. Another layer of context for the language is added by the chosen themes of the texts used for grammar introduction which widely cross the curriculum. In particular, there are connections with History, Civics, or Geography due to the focus on several English-speaking countries. A bit of context is also provided by attaching a comparison of British and American English, or a correlation between the English and Czech structures of the language.

Nevertheless, there are no obvious relations between the topics of individual units, probably except for the connection between the topic of *Life in the future* and *future tenses*. Besides that, there is just a weak demonstration of practical usage or realistic situations where the grammar item might be used in conversation.

### 2.4.2. Grammar and language skills

Taking into account the productive language skills, they are as usual practised more than receptive skills, speaking of the grammar sections. Nevertheless, in Way to Win 9 (hereinafter referred to as WtW9), the difference is not that drastic. Mostly emphasized are reading and writing activities (see Figure 10). Regarding reading, the coursebook involves an excessive amount of various texts, for instance, pieces of writing describing a simple plot, short articles,

diary entries, letters, and others. Although there is quite a high number of writing tasks, the learners have just minimum freedom in the writing process since the instructions are very restrictive.

The majority of speaking activities occurs beyond the grammar sections but there are still some of them involving grammar. The most common speaking activity has the form of partner A asking partner B about missing information from the tab while answering questions of partner B. The listening activities within grammar sections in WtW9 are remarkably neglected.

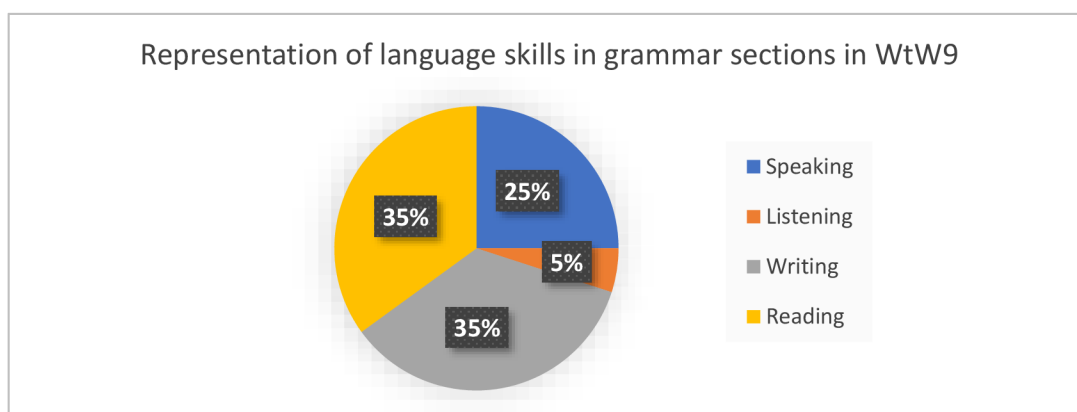


Figure 10 - Representation of language skills in grammar sections in WtW9

#### 2.4.3. Deductive or inductive approach

Due to the occasional explicit grammatical rules stated in *Looking at the language* sections in combination with the grammar bank included in every unit, the approach becomes quite deductive. Yet, the grammar boxes introducing new grammar encompass tasks concerning reading given texts and looking for the structures. Thereafter, the pupils are supposed to discover how the form works, specifically how it is created and used in practice, they even compare it with a similar structure. So even though the deductive approach prevails, the inductive approach remains as well.

#### 2.4.4. Presentation of grammar

The new language is presented similarly as in WtW6 in blue squares (grammar boxes) called *Looking at the language*. Those now consist not only of tasks raising awareness, and filling in examples of the structure from the text but also explicit explanations and rules written purely in English. At the end of every unit is also a grammar bank providing a review of the new grammatical items similarly as in WtwW6.

The amount of space that is dedicated to the grammar review has been strikingly reduced at the expense of the *Looking at the language* sections which are now more comprehensive. The grammar banks include Czech explanations and a good amount of examples. Explanations are rather absent of illustrations, despite that, changes in font or colourful highlighting of certain parts of the form are adopted.

#### 2.4.5. Grammar practice activities

The section filled with the most grammar exercises is entitled *Revision*, concerning grammatical items from the current but also the previous units. It is called a Revision even though it sometimes appears at the beginning of the unit and contains new language. The quantity of grammar practice activities is significantly decreased due to the inclusion of other sections such as *Everyday English*, *How to...* (e. g. *give a presentation*), *Project for the unit*, or *Extra material*.

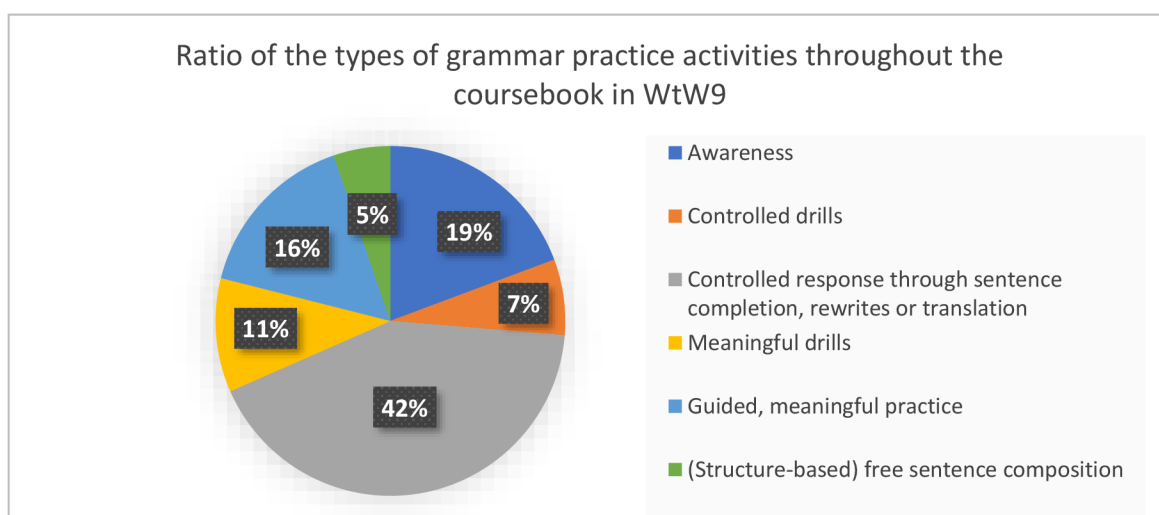


Figure 11 - Ratio of the types of GPA throughout the coursebook in WtW9

As can be seen in Figure 11 There are no activities above the sixth type which also does not occur very often. That indicates less opportunity for the learner to be creative and a lack of independence in the coursebook. *Controlled response through sentence completion, rewrites or translation* is the type of grammar practice activity that leads the whole practice process. Next, most frequent are the *Awareness* activities functioning as an introduction to the language, while improving reading skills at the same time. Other types of exercises worth mentioning are *Guided, meaning practice*, and *Meaningful drills*. The rest of the types of activities are rather occasionally occurring throughout the coursebook.

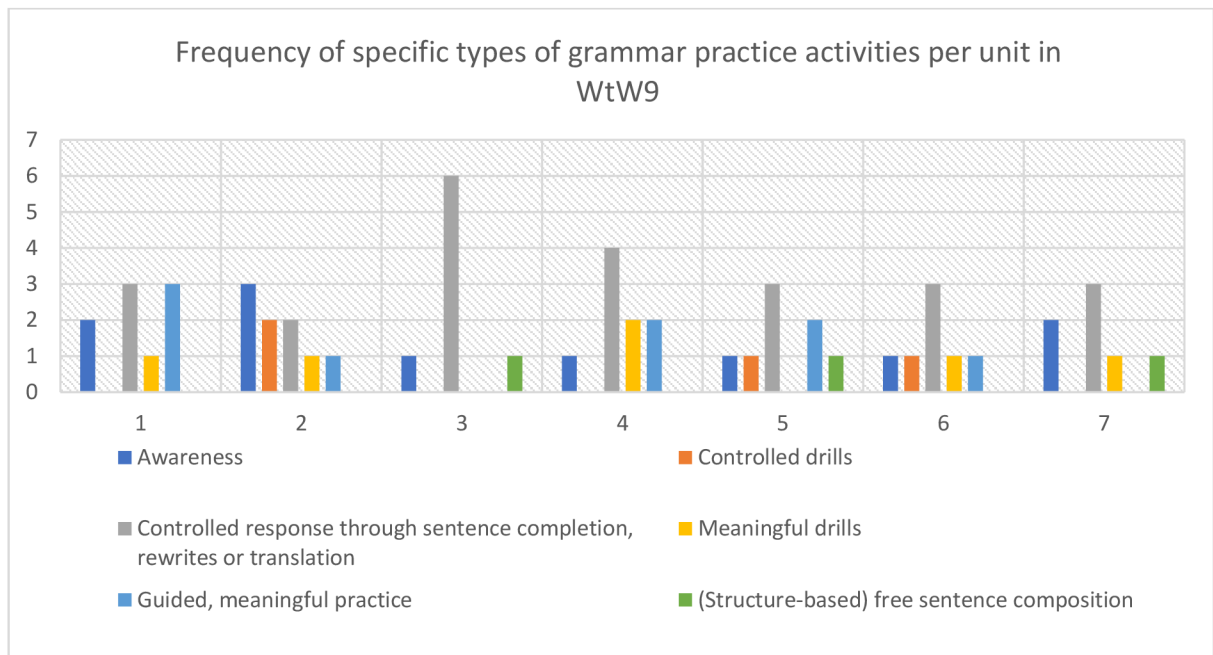


Figure 12 - Frequency of specific types of GPA per unit in WtW9

Figure 12 shows that except for the third type of grammar practice activity occurring in every unit, the other types appear in units pretty randomly. The inconsistent layout might be caused by the number of tasks concentrating on practical usage of the language not including any particular grammatical items. Additionally, instead of grammar the textbook focuses on culture a lot, as well as everyday life.

### **3. Comparison of the coursebooks**

#### **3.1. Comparison of the coursebooks for the 6<sup>th</sup> and the 9<sup>th</sup> grade**

##### **3.1.1. Project 1 *and* Project 4**

Both of the books provide learners with sufficient context when presenting and subsequently practising new grammar either through corresponding vocabulary or conversational topics. The grammatical items can be always seen in the context of sentences due to authentic texts appearing in both textbooks so any of the structures are presented or practised in isolation.

Another common feature is stressing productive language skills over receptive ones within the grammar sections. The difference is in the productive skill that is prevailing. In contrast to P1 where speaking takes most of the space, P4 on the other side emphasizes writing for grammar practice. Reading and listening then serve rather to raise awareness of the structure, which applies to both coursebooks.

Speaking of deductive and inductive approaches, both textbooks use inductive methods based on giving examples and asking the learners questions requiring critical thinking, for instance, how is the specific structure formed or in what situations it should be used. Yet, due to more advanced language structures in P4, there happen to be quite a lot of explicit explanations and grammatical rules. Therefore, P4 adopts the combination of those two approaches while P1 is purely inductive.

P1 and P4 use mainly green grammar boxes for explaining grammar but the design of them is different. P1 is very playful regarding colours and many illustrations, compared with the more academic-looking presentation in P4 involving schemes and tabs. Yet, both of them are mostly based on completing sentences (examples of the structure) from the story. Additionally, in P4 often subsequently occurs an explicit grammatical rule unlike in P1. Although both of the books include text for grammar presentation, there are certain nuances, such as the length. P1 contains very short brief texts or dialogues with a small amount of replicas in contrast to P4 with longer articles or different types of discourse.

Similarly as in P1 also in P4 is the first type of grammar practice activity *Awareness* the most often throughout the book. Unlike P1, P4 adopts beyond the first five types, two more,

*Guided meaningful practice* and *(Structure-based) free sentence composition* (see Figure 13). Although the number of exercises in P4 is smaller, the exercises are longer and contain more items than activities in P1. This corresponds with a shorter attention span of younger learners which results in the necessity to change activity more frequently.

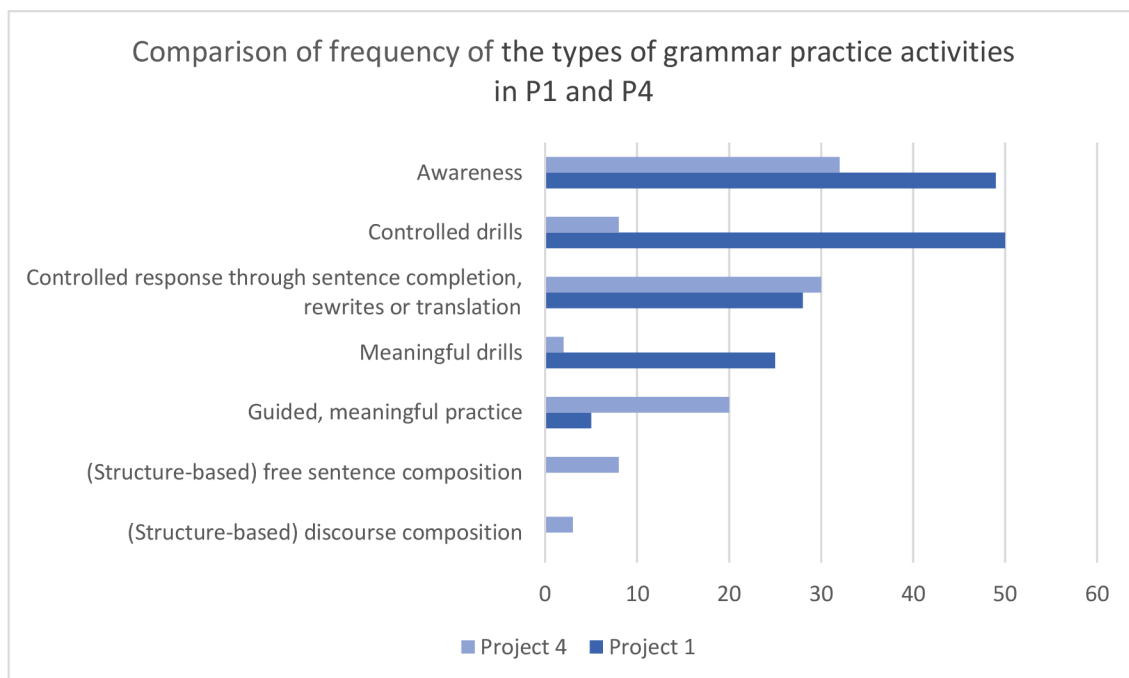


Figure 13 - Comparison of frequency of the types of GPA in P1 and P4

The first unit in both coursebooks is significantly different from the others, regarding the weaker portion of grammar since in P1 it serves as an introduction and in P4 it functions as a revision. Despite the increase in the variety of grammar activities and its difficulty at the end of P1, the situation in P4 is the exact opposite in P4 when the attention to grammatical topics is replaced by a focus on developing speaking skills.

### 3.1.2. Way to Win 6 and Way to Win 9

The common source of context while discussing grammar would be explanations and comments on the sides of the coursebooks involving comparison of the structure with Czech or American English. Neither of the coursebooks has too obvious relations between the theme or vocabulary of the unit and the grammatical item. The differences appear when talking about the texts used for grammar introduction. While texts in WtW6 consist mostly of a steep amount of dialogues introducing the language in quite an authentic form, the texts in WtW9 offer a distinctive kind of context based on cross-curricular relations.



Tasks covering improving language skills as well as training new forms are done quite dissimilarly. The total number of exercises including those skills while using new grammar is more than doubled in WtW6. Nonetheless, both books emphasized the productive skills over the receptive, although in WtW6 is speaking extensively in the lead, while in WtW9 it is writing skills what is being developed most. The very usual speaking activity in both coursebooks is filling out a tab by questioning a partner about the missing information. Regarding reading, which is more significant in WtW9, there is a more considerable variety of texts in WtW9 speaking of the genre, unlike WtW6 which contains merely mono- or dialogues. Either of the books uses the reading activities mainly for observing the structure. Speaking of listening, it is neglected in the grammar sections of both textbooks.

There is a combination of the deductive and the inductive approach in both coursebooks. Because of the grammar banks at the end of every unit, there is a certain level of deduction in each of the books. However, in WtW9 occur a higher number of explicitly stated grammatical rules and explanations which indicates that it uses a more deductive methodology than WtW6. Considering the very initial introduction to the new grammatical structure, involving observing it in text and trying to discover the pattern of formation and usage in practice, the main characteristics of inductive approach remain, especially in WtW6.

Both coursebooks present new grammar in similar way, specifically through texts while displaying examples of the structure in blue grammar boxes. WtW6 contains two types of grammar boxes, one called *Look back* containing Czech instructions which is in the fifth unit replaced with the so-called *Looking at the language* boxes in contrast with WtW9 where only the latter type of grammar box appears. The significant part of grammar presentation is the already mentioned grammar bank at the end of every unit. The 9<sup>th</sup> graders using WtW9 are paradoxically provided with more colourful and illustrated explanations than the 6<sup>th</sup> graders using WtW6. Additionally, the grammar banks in WtW9 are reduced at the expense of the scope of the *Looking at the language* box, unlike WtW6.

Taking into account the range of types of grammar practice activities, the books coincide, so there is no step forward speaking of Ur's (2012) scale. The same applies to the ratio of the individual types except for the decrease in *Controlled drills* in WtW9 (see Figure 14). Besides that, there is a general decrease in the quantity of grammar practice activities in WtW9. Even though the textbooks share the inclusion of the Revision section, only WtW9

reminds the learner of the previously discussed topics. It could be claimed that WtW9 focuses on revising the old stuff even more than acquiring the new items.

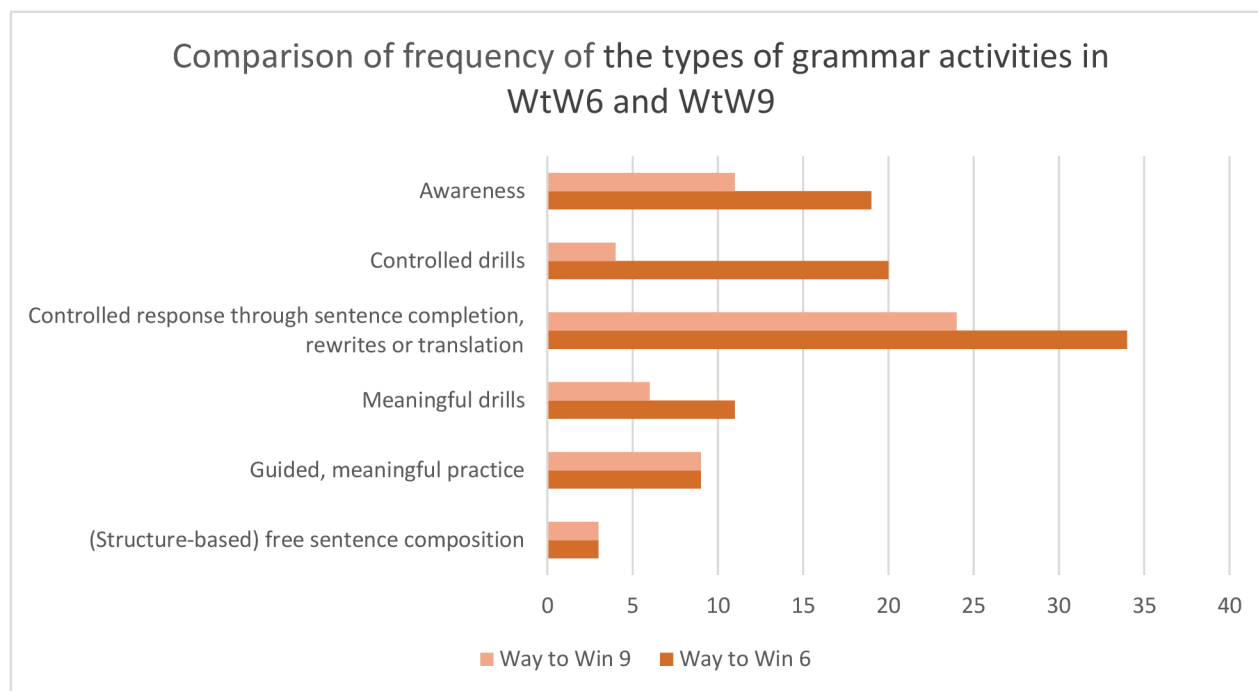


Figure 14 - Comparison of frequency of the types of GPA in WtW6 and WtW9

## 3.2. Comparison of the coursebook for the same grade

### 3.2.1. Project 1 and Way to Win 6

In P1 the grammatical topics are closely related to the theme of the unit, while WtW6 is rather lacking these strong relations and the resource of context is different. Even though P1 adopts an amount of dialogue including cartoon stories, it is certainly not as much as WtW6. In WtW6 the context is guaranteed by those numerous authentic conversations plus by comparing the structure with American English or even Czech, rather than by the theme.

Emphasis on language skills development within the grammar sections greatly varies and yet the most prevailing skill in both books is speaking. It could be said that P1 similarly to WtW6 focuses strongly on production. Instead of listening activities which are very popular in P1 but almost absent in WtW6, the second most stressed skill in WtW6 is reading. Although in ratio of writing exercises is not that big of a difference, P1 is still in the lead.

Both coursebooks have the initial steps when presenting grammar in common. The learners are usually supposed to find examples of the structure in the text and fill them into an

incomplete “grammar box” while working either with P1 or WtW6. P1 dedicates much more space to the grammar boxes than WtW6 does, nevertheless, the grammar boxes are the only resources for explanation of grammar in P1, while in WtW6 it is just the beginning. It serves more as an introduction to raise awareness of the new language. Unlike P1, WtW6 includes at the end of every unit an overview of the grammatical topics discussed in the unit. This adds a certain degree of deduction to the book, while P1 stays purely inductive.

Both textbooks adopt grammar presentation through text. In P1 the texts are in the form of cartoon stories or comics contrasted with WtW6 which contains a form of dialogue appearing in drama. P1 is full of colourful pictures and is very playful with the illustrations, unlike WtW6 which is quite short on graphics. In addition, grammar presentation in P1 is exclusively in English, on the contrary WtW6 includes explanations in Czech.

Despite the grammatical topics in P1, certain topics in WtW6, such as place prepositions, or telling the time are not considered grammatical items and are included in the so-called *Word watch* and not in grammar sections. This might be a reason for a significantly smaller number of exercises in WtW6. For example, speaking of the first two types of activities, there is more than double the amount in P1 than it is in WtW6. Another reason for the difference in quantity might be the absence of any *Revision* part in WtW6.

Regarding grammar practice, P1 is more consistent when it comes to a gradual increase in difficulty. Nevertheless, WtW6 contains not only five but also the sixth type of activity (*Structure-based*) *free sentence composition* which cannot be found in P1. The most common type of grammar practice activity in P1 is *Controlled drills* while in WtW6 it is *Controlled response through sentence completion, rewrites, or translation* (see Figure 15).

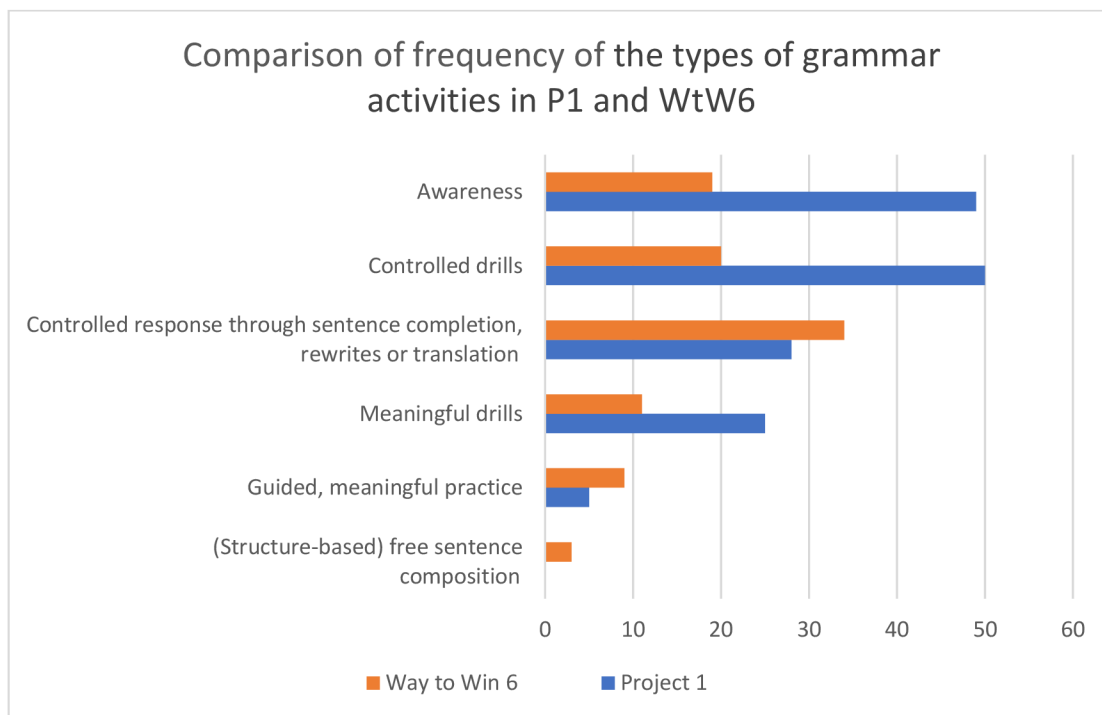


Figure 15 - Comparison of frequency of the types of GPA in P1 and WtW6

Even though there are certain parts in Czech in WtW6, similarly as in P1, there are no exercises concerning translation. Taking into account not only the ratio of the individual types of activities but also the quantity, P1 provides the learner with more thorough grammar practice.

### 3.2.2. Project 4 and Way to Win 9

Sufficient context for grammar presentation in P4 is guaranteed by close connections between the topic of the unit including related vocabulary. Also, authentic texts are not excluded, specifically cartoons, articles and occasionally dialogues containing the new language. Even though WtW9 adopts the textual context as well, it lacks strong relations between the theme of the unit and grammar itself. Additionally, unlike P4, WtW9 encompasses different layers of context, considering the included comparison of British and American English, or depiction of dissimilarities between the English and Czech structure. Beyond that, there is a certain level of context, taking into account crossing the English curriculum in texts in WtW9.

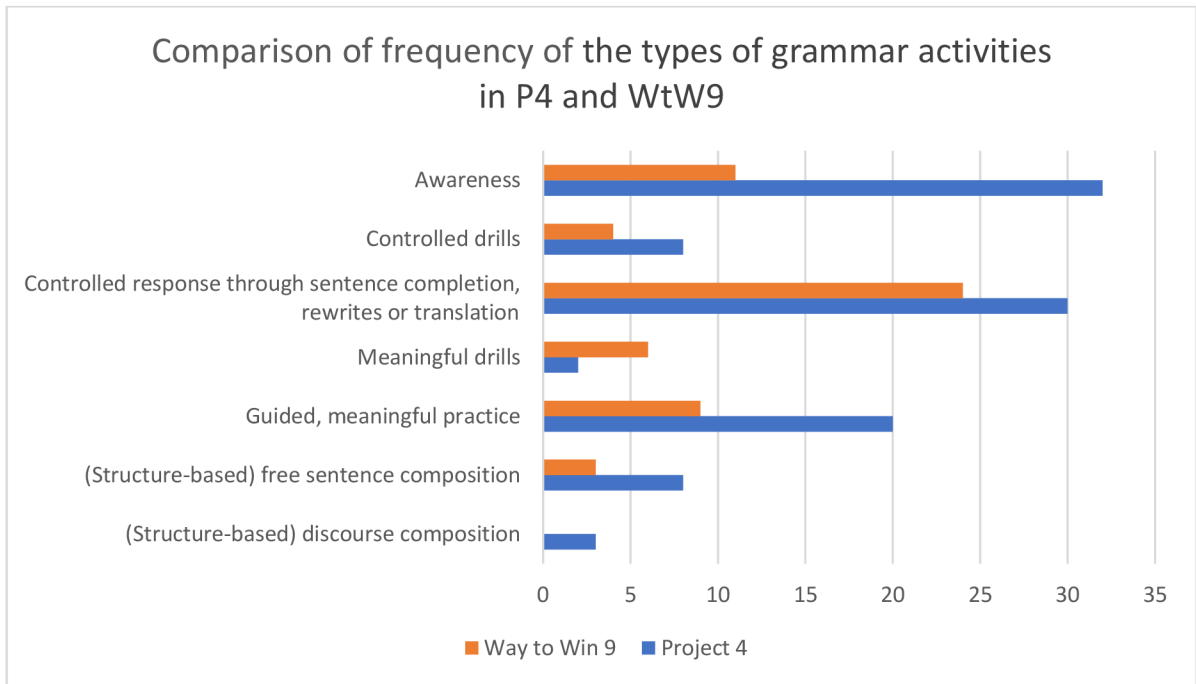
When talking about involving language skills in grammar sections of the two coursebooks, productive skills prevail over the receptive skills in each of them as usual. Also, the ratio of activities including the individual language skills is very comparable. This does not concern the quantity of those exercises since WtW9 contains less than half of the amount of

activities developing the language skills in P4. Another difference is in the way how and how much are the skills being improved. Considering the leading skill in both coursebooks, writing, P4 uses less restrictive instructions than WtW9 which gives the learner more freedom. Finally, listening is not too frequent in either of the books, yet it is represented significantly more in P4.

Due to explicit rules appearing quite frequently in grammar boxes in both coursebooks, the approach shifts to the deductive side, comparing them with the textbooks for 6<sup>th</sup> graders. At the same time, both of the books preserved the main elements of the inductive approach, such as looking at the examples of the new language and discovering the grammatical rules themselves. It could be stated that a combination of the approaches is applied. Taking into account the grammar banks in WtW9, this particular textbook could be considered more deductive than P4 since P4 uses deduction and induction pretty equally.

Only a presentation through text is adopted in P4 as well as in WtW9 and is subsequently followed by filling out tabs and schemes in grammar boxes containing the explicit rules as mentioned already. In regard to the visual side of the presentation, P4 adopts a less illustrated form of explaining the new language. Grammar overview in WtW9 is conversely more colourful, with colourfully highlighted words and occasionally illustrated with humorous pictures. There is an interesting shift from a playful, more suitable for young learners to a more serious presentation in P1 to a stricter depiction in P4. Comparing WtW6 and WtW9 this shift happens to be the exact opposite.

Except for the *Awareness* activities which prevail in P4, the third type of grammar practice activities is the most common in both coursebooks (Figure 16), occurring the most when discussing *passive voice* correspondingly. Figure 16 also demonstrates that only P4 reaches the seventh type of grammar practice activities (*Structure-based discourse composition*) which indicates a higher level of comprehension. The two coursebooks contain significantly fewer grammar practice activities than the ones for the 6<sup>th</sup> graders.



*Figure 16 - Comparison of frequency of the types of GPA in P4 and WtW9*

The textbooks meant for teaching in the 9<sup>th</sup> grade share the focus on everyday English and improving conversation rather than on acquiring new structures. Furthermore, the *Revision* sections are included in both textbooks, but only WtW9 includes revising older grammatical topics, not only the ones taught in that particular unit as it is done in P4.

## Conclusion

This bachelor's project examines the grammar sections in selected ELT coursebooks. The thesis is divided into theoretical and practical part. The literature review of the thesis introduces the reader to the most crucial terms such as grammar and coursebook. There are also included chapters such as covert and overt teaching, deductive and inductive approach, grammar presentation and grammar practice, while the last three mentioned areas create the base for the practical part. The practical part is then divided into three chapters, the general description of the coursebook series chosen for this project, individual analysis of each coursebook and comparison. Firstly, coursebooks within the same series were compared in order to identify the differences between the textbooks for the 6<sup>th</sup> and the 9<sup>th</sup> grade and secondly within the same grade to explore differences between Czech and British publishers.

In response to the first objective, concerning grammar presentation and practice in the selected coursebooks, the presentation is pretty comparable, while practice is relatively distinctive. Based on qualitative analysis it can be concluded that the presentation in all four books includes reading a text and filling out a grammar box with examples from the text. Considering Harmer's (2007a) categorisation, it could be claimed that presentation through text is adopted in each of the coursebooks that have been chosen for this project. The difference is in length and form of the text, while Project 1 and Way to Win 6 include mainly short cartoon stories and dialogues respectively, Project 4 and Way to Win 9 contain longer texts such as articles, or letters (beyond the occasional dialogues). This finding supports Cunningsworth's (1995) argument that with advanced grammar, the requirements for language skills become more demanding. Additionally, the presentation in Project 1 is extremely colourful and full of pictures which corresponds with the young age of the learners. Then, in Project 4 it is less illustrated and it resembles a more academic style when tabs and schemes are added. Nevertheless, in the Way to Win series, the situation is the exact opposite with the plain presentation in Way to Win 6 and colourfully highlighted words and humorous pictures included in grammar banks in Way to Win 9.

In regard to grammar practice, Project 1 and 4 are generally filled with a higher number of grammar practice activities compared to Way to Win 6 and 9. This could be considered an indicator that the Project series provides more thorough grammar training than its opponent does. Therefore, talking about quantity the British publisher is in the lead. However, similarly

in Project 4, also in Way to Win 9 appears a significantly lesser amount of grammar exercises contrasted with the textbooks for the 6<sup>th</sup> grade. Nonetheless, the exercises in the textbooks for the 9<sup>th</sup> graders consist of more items than the ones in the textbooks for 6<sup>th</sup> graders. Also, in both 9<sup>th</sup> grade textbooks, the focus shifts rather to conversation and everyday English, especially at the end of the book which might be another reason for a lower number of grammar practice activities.

Taking into account the variety of grammar practice activities according to Ur's (2012) typology, none of the coursebooks reaches the highest (eighth) type of activity *Free discourse* and only Project 4 contains at least some samples of the seventh type (*Structure-based discourse composition*). Conversely, Way to Win 6 reaches the sixth type (*Structured-based free sentence composition*) unlike Project 1 which contains only exercises of the fifth type *Guided, meaningful practice*. Nevertheless, the addition of higher types of activities is more gradual and consistent throughout the coursebook. Speaking of the ratio of individual types of grammar practice activities, textbooks from the series Way to Win (the Czech publisher) generally focus more on the drills, rather than free production since the exercises do not require much creativity and the instructions are quite restrictive. That suggests emphasizing the automatization of the structure over using language in practice. On the contrary, in the Project series (the British publisher) the exercises focusing on free production activities with free choice of vocabulary to a certain extent are prevailing.

Considering language skills practised via grammar exercises all of the coursebooks analysed in this paper stress the productive language skills over the receptive ones. In particular, both coursebooks for the 6<sup>th</sup> grade emphasize speaking the most in spite of both books for the 9<sup>th</sup> grade paying more attention to the written form of production while using the new grammatical item. Correspondingly with the general number of grammar practice activities, the Project series includes more exercises improving language skills than the Way to Win series does.

In both book series can be seen a significant shift from quite a strong inductive approach in the books for the 6<sup>th</sup> graders to rather a deductive approach in the textbooks for the 9<sup>th</sup> graders. While Project 1 and Way to Win 6 involve mainly observing the language structure through examples and discovering the grammatical rules themselves, Project 4 and Way to Win 9 provide the learner with straightforward explanations. This finding only confirms Celce-



Murcia's (2001) idea, that the deductive approach is suitable when teaching advanced language with more complicated rules.

Speaking of the series, in *Way to Win* the deductive approach is more perceptible due to grammar banks at the end of every unit containing explicit rules that are absent in the *Project* series. Another difference between coursebooks produced by Czech and British publishers is the language of the explanations in the grammar overview. In contrast to *Project* textbooks, the grammar rules in *Way to Win* are interpreted in Czech which decreases the amount of English input.

To conclude what has been stated so far, Czech and British ELT coursebooks share some similarities and also vary in certain aspects, for instance in the variety and the number of grammar practice activities. The same situation applies to the textbooks for the 6<sup>th</sup> and the 9<sup>th</sup> grades with the addition of the shift from the inductive to the deductive approach. The limitations of this project can be seen in its strongly general character, and not exploring the presentation and practice of individual grammatical items. Therefore, the research could be further expanded by narrowing the grammar sections to specific grammatical topic, which could be presented in two classes while using different coursebooks with subsequent examination of the process.

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# Appendix 1

Overview of numbers of grammar practice activities in the selected coursebooks

## Project 1

Unit	Types of activities					Total
	Awareness	Controlled drills	Controlled responses through sentences completion, rewrites or translation	Meaningful drills	Guided, meaningful practice	
Unit 1	7	8				15
Unit 2	10	6	9	4		29
Unit 3	5	11	4	4		24
Unit 4	10	11	6	9	1	37
Unit 5	9	8	4	5	2	28
Unit 6	8	6	5	3	2	24
<b>Total</b>	<b>49</b>	<b>50</b>	<b>28</b>	<b>25</b>	<b>5</b>	<b>157</b>

Table 1 - Number of grammar practice activities in Project 1

## Project 4

Unit	Types of activities							Total
	Awareness	Controlled drills	Controlled response through sentence completion, rewrites or translation	Meaningful drills	Guided, meaningful practice	(Structure-based) free sentence composition	(Structure-based) discourse composition	
Introduction	5	4	2		1			12
Unit 1	4	2	4		4	4	1	19
Unit 2	6	1	5	1	5	1	1	20
Unit 3	6		5	1	4	1	1	18
Unit 4	3		3		4	2		12
Unit 5	5		6					11
Unit 6	3	1	5		2			11
<b>Total</b>	<b>32</b>	<b>8</b>	<b>30</b>	<b>2</b>	<b>20</b>	<b>8</b>	<b>3</b>	<b>103</b>

Table 2 - Number of grammar practice activities in Project 4

## Way to Win 6

Unit	Types of activities						Total
	Awareness	Controlled drills	Controlled response through sentence completion, rewrites or translation	Meaningful drills	Guided, meaningful practice	(Structure-based) free sentence composition	
Unit 1	1	4					5
Unit 2	3	4	5	1	1		14
Unit 3	3	1	1		1		6
Unit 4	2	1	1	2		2	8
Unit 5	2	1	3	1	2	1	10
Unit 6	1	2	8	2	2		15
Unit 7	2	4	1	1	1		9
Unit 8			4		1		5
Unit 9	4	2	5	3	1		15
Unit 10	1	1	6	1			9
<b>Total</b>	<b>19</b>	<b>20</b>	<b>34</b>	<b>11</b>	<b>9</b>	<b>3</b>	<b>96</b>

Table 3 - Number of grammar practice activities in Way to Win 6

## Way to Win 9

Unit	Types of activities					Total	
	Awareness	Controlled drills	Controlled response through sentence completion, rewrites or translation	Meaningful drills	Guided, meaningful practice		(Structure-based) free sentence composition
Unit 1	2		3	1	3		9
Unit 2	3	2	2	1	1		9
Unit 3	1		6			1	8
Unit 4	1		4	2	2		9
Unit 5	1	1	3		2	1	8
Unit 6	1	1	3	1	1		7
Unit 7	2		3	1		1	7
<b>Total</b>	<b>11</b>	<b>4</b>	<b>24</b>	<b>6</b>	<b>9</b>	<b>3</b>	<b>57</b>

Table 4 - Number of grammar practice activities in Way to Win 9

## Appendix 2

Examples of exercises assigned to specific types of grammar practice activities in P1

### Awareness

**Grammar**

**4 a Look.**

*These are wh- questions.*

**be: questions**

<b>Yes / No</b>	<b>Wh-</b>
Are you at home?	Where are you?
Is she thirteen?	How old is she?

*These are yes / no questions.*

### Meaningful drills

#### Speaking

**7** Work with a partner. Ask and answer.

- *Have you got a pet?*
- *Yes, I have. / No, I haven't.*

- 1 a pet
- 2 a brother
- 3 a sister
- 4 a favourite band
- 5 a radio
- 6 a bike
- 7 a CD player
- 8 a computer

### Controlled drills

**7 a** Make true sentences. Use the cues.

*He hasn't got a bag. He's got a box.*



1 a bag / a box

2 a car / bikes



3 a mobile / a camera

4 a dog / a cat

### Guided, meaningful practice

**7** Work with a partner. Ask and answer about places near your home. Use the clues.

- *Is there a café near here?*
- *No, there isn't. / Yes, there is. It's opposite the supermarket.*

- |                   |                   |
|-------------------|-------------------|
| 1 a café          | 5 a sports centre |
| 2 a swimming pool | 6 a church        |
| 3 a supermarket   | 7 a station       |
| 4 a cinema        | 8 a shop          |

### Controlled responses

**6** Complete the sentences with the correct tense of the words in brackets.

- 1 I *am brushing* my hair at the moment. I *brush* my hair every day. (brush)
- 2 He \_\_\_\_\_ jeans every weekend. He \_\_\_\_\_ jeans now. (wear)
- 3 We \_\_\_\_\_ the car today. We \_\_\_\_\_ the car every Sunday. (wash)
- 4 They \_\_\_\_\_ to the shops every Saturday. They \_\_\_\_\_ to the shops now. (go)
- 5 She \_\_\_\_\_ tennis today. She \_\_\_\_\_ tennis on Tuesdays and Fridays. (play)

Figure 17 - Set of exercises from P1

Source: Hutchinson, 2008

## Appendix 3

Examples of exercises assigned to specific types of grammar practice activities in P4

### Awareness

#### Past simple and past continuous

**3 a** Complete the sentences from the text. What are the two tenses? Why are they different in the first sentence, but the same in the second sentence?

- 1 They \_\_\_\_\_ along a path, when they \_\_\_\_\_ something in the ice.
- 2 They \_\_\_\_\_ and \_\_\_\_\_

### Guided, meaningful practice

**6** Write three things that you've done recently and three things that you haven't done.

*I've been to the cinema recently.  
I haven't played tennis recently.*

### Controlled drills

**4** What did and didn't Sweet Sue use to do before she worked with Smart Alec? Make sentences. Use the cues and *used to* or *didn't use to*.

*She used to have her own office.*

- 1 have her own office
- 2 share an office with Smart Alec
- 3 wear thick woollen jumpers
- 4 leave things on the floor
- 5 work in a quiet office
- 6 have yellow walls
- 7 put things away



### Free sentence composition

#### Writing

**5** Imagine that you have become famous. Write six things that have happened to you since you became famous.

### Controlled responses

**6** Complete the sentences. Use *could* / *couldn't* and *had to* or *didn't have to*.

- 1 Anna \_\_\_\_\_ study in the car.
- 2 Anna \_\_\_\_\_ go swimming on Friday, because she \_\_\_\_\_ go to her grandparents'.
- 3 Greg \_\_\_\_\_ revise in the car. He was at home all the time.
- 4 Rosy \_\_\_\_\_ revise on Saturday, because she \_\_\_\_\_ go to dance class.
- 5 Greg \_\_\_\_\_ answer all the questions, but Luke \_\_\_\_\_ leave some of them.

### Meaningful drills

**5 a** Have you ever done these things?

*I've fallen out of bed. or  
I haven't fallen out of bed.*

- |                          |                             |
|--------------------------|-----------------------------|
| fall out of bed          | ride a motorbike            |
| do karate                | be on the radio             |
| see a shooting star      | write to someone in English |
| live in a different town | forget your homework        |

### Discourse composition

#### Write your project

**3 a** You are going to write a biography of a pop, sports or film star. Collect some information about the person.

**b** Write your biography for a magazine article. It should have these paragraphs:

- 1 An introduction: Who is the article about and why? What does he / she do?
- 2 The past: When and where was he / she born? What was life like before he / she became famous? Where did he / she live?
- 3 Fame: How did he / she become famous? What things has he / she done since then?
- 4 Changes: How has his / her life changed since he / she became famous?

**c** Illustrate your biography with pictures.

Figure 18 - Set of exercises from P4

Source: Hutchinson, 2009



## Appendix 4

Examples of exercises assigned to specific types of grammar practice activities in WtW6

### Awareness

**LOOK BACK**

Podívej se do textů 1 a 2 a doplň tabulku.

I	my	we	...
you	...	you	...
he	...	they	...
she	her		
it	...		

Která zájmena jsou osobní a která přivlastňovací?

### Meaningful drills

**NOW YOU**

a Ask your partner. Make notes.  
Can you ... ? – Yes, I can./No, I can't.

draw      make tea      play football  
ride a bike      write      sing

### Controlled drills

#### 5 Hamster or tortoise?

<b>Jenny</b>	Jenny hasn't got a hamster. But she has got a tortoise.
✗ hamster	
✓ tortoise	
<b>Nick</b>	Nick ... a budgie. But he ... a dog.
✗ budgie	
✓ dog	
<b>Trundle</b>	Trundle ... a basket. But he ... a cage.
✗ basket	
✓ cage	

### Controlled responses

#### 7 Jenny's tortoise is silly

Make new sentences. Use 's or s'.

- Jenny has got a silly tortoise. → Jenny's tortoise is silly.
- The Scotts have got a nice garden. → ... garden is nice.
- Sanjay has got a nice girlfriend. → ... girlfriend is nice.
- Ben Scott has got a German grandma. → ... grandma is German.
- Sita has got an Indian name. → ... name is Indian.
- The twins have got a great dog. → ... dog is great.

### Guided, meaningful practice

**NOW YOU** and your form

Walk around the classroom and ask about the weekend like this:

- Petr** Where were you at the weekend, Katka?  
**Katka** I was in the mountains with my parents. Where were you at the weekend? Were you at home?  
**Honza** Yes, I was. I was at home and I was in the cinema.

### Free sentence composition

#### 8 Spot the difference

Work with a partner. Partner A: look at picture A. Partner B: look at picture B. Make statements with there's and there are. Find out the differences.



picture A

Figure 19 - Set of exercises from WtW6

Source: Betáková and Dvořáková, 2005

## Appendix 5

Examples of exercises assigned to specific types of grammar practice activities in WtW9

### Awareness

**Looking at language**

**Indirect speech**  
 a Look at the chart. Then look at text 1 and complete the chart.  
 b Compare the sentences you have written. Underline the places where they are different.

What people say	What the pupils report
'I like English football.'	My dad says that he likes English football.
'I like English tea.'	My grandma ...
'It rains there all the time.'	My neighbour ...
'I love English crisps.'	My sister ...
'They don't like them either.'	My uncle ...

### Meaningful drills


**2 GAME** Coffee is .../cars are ...

You need two teams and a quiz-master. The quiz-master chooses a word from the box. The two teams must make as many sentences as they can with the word.

**Some ideas**

cars • cheese • coffee  
 films • English • jeans • letters  
 music • pictures

Example:  
**Quiz-Master** The word is 'coffee'.  
**Team A** Coffee is made.  
**Team B** Coffee is bought.  
**Team A** Coffee is sold.  
**Team B** Coffee is drunk.  
**Team A** Sorry. We can't think of any more.  
**Quiz-Master** Team B?  
**Team B** Coffee is ordered.  
**Quiz-Master** That's a point for Team B. The next word is ...



### Controlled drills

**3 The reporter asked ...**  
 Later Hitoshi told one of his friends about his interview. What did he tell his friend?  
 Make sentences.

1 Do you like Sydney?  
 2 Can your parents speak English?  
 3 Do you go walking in the outback?  
 4 Do your friends often go to the beach?  
 5 Are you a surfer? 6 Do you have to leave Australia?

1 The reporter asked if	I went walking	Sydney.
2 He wanted to know if	I had to	English.
3 He asked if	I liked	in the outback.
4 He wondered if	I was	to the beach.
5 He wanted to know if	my parents could speak	a surfer.
6 He asked if	my friends often went	leave Australia.

### Guided, meaningful practice

**2 Revision**  
 Present perfect – simple past  
 a Make sentences.

- Last Friday I / my parents / my friend ...
- ... you ever ...?
- A few weeks ago I / my parents / my friend / ...
- I / My parents / My friend / ... never ...
- I / My parents / My friend / ... last month.
- In 2008 I / my parents / my friend / ...

### Controlled responses

**3 Revision** Relative clauses  
 Make one sentence out of the two. Only use a relative pronoun where you have to.

- A girl called this afternoon. She said she would try again later.  
*The girl that/who called this afternoon said she would try again later.*
- I got a new CD player last week. And now it's already broken.  
*The CD player I got last week is ...*
- We watched a film at the weekend. It was Lucy's favourite. The film ...
- Here are the newspapers. You said you wanted them. Here are ...
- Some boys were caught by the police this morning. Now they're home again. The boys ...
- The shop assistant took our money. She was very unfriendly. The shop assistant ...

### Free sentence composition

**P NOW YOU**

Write a few sentences about a famous sight in your city, town or village. Use the passive.

*The castle was founded in ... It was rebuilt 100 years later.  
 Lots of exotic trees were planted in the castle park.  
 The park is now used for concerts and festivals.*

Figure 20 - Set of exercises from WtW9

Source: Betáková and Dvořáková, 2008

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